

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple Elementary School	56 73759 6055909		

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the

SPSA and progress towards accomplishing the goals.

Maple Elementary School opened its doors in 1970 and is home to about 250 students and over 60 staff members. Maple has been an integral part of the community and is located on a large, beautiful, split-level site in an established residential area. Surrounded by a neighborhood constituted of families and local businesses, Maple Elementary School is a neighborhood school with strong community roots. The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement: Maple Elementary School is dedicated to creating socially conscious student leaders and independent students, supported by our school community, in an inclusive school environment, where every student demonstrates kindness, acceptance, and inclusion. We continue to promote increased collaboration among our students and teachers receiving services in both specialized academic instruction and general education classrooms, as well as every student having a seat in the general education classroom, with access to grade level peers through intentional planning by both the SAI and GE teacher. We are dedicated to promoting a least restricted environment for each of our students at Maple.

Our goals for the 2022-2023 school year focus on providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. As we begin the 2022-2023 school year returning to a regular school schedule, we will continue to have a greater focus on Parent and Family Engagement, as families begin to feel more comfortable returning to on-campus activities and volunteer opportunities. We are also focused on fostering a community where diversity, equity, and inclusion that drives our decisions and actions, where all are welcome and accepted, and where students feel validated for who they are. We also strive to offer enrichment programs that maximize student engagement and invite students to imagine the possibilities for their future, as " Maple is a Magical Place. We are making TOMORROW." Other priorities are the implementation of student access to 1:1 technology, ongoing monitoring and support of social emotional learning of each student, identifying and addressing barriers to attendance, student health, and family access to resources and support, so that students can maximize their ability to engage and thrive in our school setting. When one of these areas is lacking, learning loss is negatively impacted. We are called to respond urgently to the learning loss of our students, as we strive to provide the whole child and family what is needed, so that students are successful.

In alignment of our CVUSD LCAP Goal #1 (Implement targeted actions and services that support positive student outcomes), Goal 1 continues to focus on increasing English Language Arts, Math, and Science achievement by implementing high quality Tier One instruction for all students (including GATE, EL, SED, SWD, and Homeless/Foster Youth), using the district-adopted resources. Students in third through fifth grade have opportunities to support differentiated reading comprehension and math practice through Prodigy, IXL Reading, IXL Math, and Lexia, which are online software that we are continuing to implement this year. IXL Reading, Lexia, and IXL Math provides students with enrichment opportunities, and will adjust based on student performance and teacher feedback. Students in Transitional Kindergarten, Kindergarten and First Grade have opportunities to reinforce grade level and differentiated skills by using Rocket Math, as well as Smarty Ants and Rosetta Stone, to support English Language Development. Intervention opportunities at Maple continue to include reading and math intervention, consistent with district framework, for students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), whose EASY CBM, Lexia, Read Naturally Live and benchmark data has shown that they are at risk in those areas. Certificated teachers deliver this instruction. Students have access to online resources to support skills maintenance and intervention using Lexia, IXL Math, and Rocket Math. All students (including GATE, EL, SED, SWD, and Homeless/Foster Youth), will check out books from the library and work in small groups with the librarian. Academic Specialists will serve as Classroom support to address learning loss needs in

classrooms K-5. Our Outdoor Classroom/Village was established in 2021-2022, and was designed and built by a Maple Family and staff member. Maple's 2021-2022 Student Council has donated funds to decorate our Outdoor Classroom/Village and our Outdoor Classroom/Village will be decorated and accessible to all classes for use as an outdoor learning space in 2022-2023 school year.

Our C.V.U.S.D. LCAP Goal #2 is to ensure that staff are provided with targeted professional development, and has an understanding that all job responsibilities are structured to support positive student outcomes. During the 2022-2023 school year, our Maple staff will engage in professional development focused on addressing the social emotional needs of students,(including GATE, EL, SED, SWD, and Homeless/Foster Youth), through frequent SEL skills lessons, focusing on implementing Universal Design for Learning best practices, and deepening our understandings of Universal Design for Learning, Diversity, Equity, and Inclusion. Teachers will continue to deepen understandings of the newly adopted ELA/ELD curriculum, Wonders, as well as the continued use of district-adopted platforms, such as Canvas, Seesaw, and Mastery Connect.

In alignment with our C.V.U.S.D. LCAP Goal #3 (Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes), our Maple Parent Faculty Association is very active and committed to providing our families with opportunities to engage in positive, collaborative experiences with students, parents and families at Maple. We are committed to creating increased opportunities for parents and families to participate at Maple. These activities are made available to classroom teachers to work on with students or assign for homework. Parent communication is a priority for us at Maple, as parent committee leaders and the principal to publish a unified weekly Sunday evening newsletter, filled with information from P.F.A., school committees, and the school, as well as to collaborate on a parent handbook published for all families. All communication sent home is translated into Spanish, and our weekly newsletter can be translated in many different languages. Our Mustang Chronicle Newsletter includes pre-recorded video presentations, zoom presentations, parent professional development zoom meetings, information about upcoming parent committee meetings, and informational news sent out to parents, based on changing information and guidelines that are unpredictable. We have planned to host all traditional family events, such as Trunk or Treat, Craft Fair, Movie nights, a School Dance, Bingo Night, but will adjust to move events outside based on Public Health Guidelines. Our Maple Parent Handbook will be revised to reflect the 2022-2023 School year this Fall. Our Outreach Assistant and Bilingual Facilitator support communication to all families throughout the school year. Our new Maple Mariposa Center is a place where parents can gather to collaborate, socialize, and learn together. We are excited about the increased opportunities for our parents because of the accessibility of our Mariposa Parent Center and the role our Outreach Assistant plays in hosting parent meetings and events there.

In alignment with our C.V.U.S.D. LCAP Goal #4 (Enhance the social, emotional and physical well-being for all students, through targeted action that support positive student outcome), Maple greets families in the front of school with a mural of a diverse and inclusive group of students saying "Come Grow with Us". We have established three HOUSES within our Maple HOUSE this year, to support building smaller communities within our larger Maple community. Students and Staff belong to one HOUSE, such as the HOUSE of FRIENDSHIP, the HOUSE of COURAGE, or the HOUSE of INTEGRITY. Each HOUSE stands for certain pillars of excellence, that are focused on during SEL lessons, morning announcements, monthly HOUSE Assemblies, and our Trimester Pep Rallies. Each House wears a certain color to identify their HOUSE. Students in Grade K and 5 belong to the HOUSE of FRIENDSHIP, students in Grades 1 and 3 belong to the HOUSE of COURAGE, and students in Grades 2 and 4 belong to the HOUSE of Integrity. The HOUSE of FRIENDSHIP wears Red, the HOUSE of COURAGE wears GREEN, and the HOUSE of INTEGRITY wears Purple. Each

classroom displays a poster of their HOUSE, and posters are displayed around school. Students in each HOUSE will collaborate together during Mustang Mentors, as they engage in reading, art, and other social activities together. Our Community Tree in the front of our school is a constant reminder of our unity together. We are building on our focus of kindness, acceptance, and inclusion to include inclusive conversations, inclusive activities, and a conscious reflection of which groups are and are not seated at the table, which groups do and don't have a voice at the table, and which voices are/are not heard. We continue to foster community through Monday Monthly House Spirit/Activity Days, Wednesday Kindness Dress Days, Thursday Staff Inclusive Shirt Day Spirit Days, and Friday Mustang Spirit Dress Days. Our student leadership opportunities, such as Mustang Mentors, promotes student leadership of younger peers, and peer mentoring, where every student in the school has a buddy to collaborate with throughout the year, in structured experiences designed by our SAI and GE teacher and will be combined with our House activities/meetings a minimum of once a month. Social Emotional Education and skills are important for us at Maple, and our teachers are implementing SEL lessons developed by our school counselors, to support weekly lessons and themes that will focus on addressing the SEL needs of our students. This plays a huge role in the success of our students, depending on their coping strategies and current stability of families through this current setting. Because we understand the importance of teaching students the skills, they need to navigate peer relationships. Students participate in monthly assemblies (HOUSE MEETINGS and focused SEL skills) led by Katie Berry and Principal Lewis, will focused on social emotional themes and HOUSE Pillars. Monthly activities for families will include topics such as Back to School Family Picnic/Movie Night, Trunk or Treat, Book Fair Reading Night, Holiday Movie Night, Classroom Performances, Chorus Family Performances, Bingo Night, Two Paint Nights, Art Night, Science Night students, Family Talent Show Night, as well as Parent Education Nights. Our Maple Inclusive Playground, established in 2019, continues to be accessible to all students.

Maple Elementary is a School-wide Title 1 school, and we are confident that this school-site model strongly supports for ALL students (including GATE, EL, SED, SWD, and Homeless/Foster Youth) in achieving to their greatest abilities, through our focused goals and actions.

Students at Maple continue to hear that they are, " Squirt, Squirt, you are fantastic!" Students are greeted by staff at one of the three entrances to our campus, each morning. We shifted from high fives being given walking in and out of Maple, to greeting students each morning. We want our Maple students to know that Maple is a learning place and that each student is an important part of our Maple Mustang family, where their job is to do their best, work hard, stick with it, and show kindness, acceptance, and include others. As we end our weekly pre-recorded announcements from the principal, students recite our Maple Pledge: "I pledge to myself to be my best, to do this every moment I can. If I make a mistake, I forgive myself, and move on. I am neat kind and a hard worker. I am lovable, capable, and proud to be me. I am a Maple Mustang, and I model the way to succeed. We are proud to be Maple Mustangs!

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated

No Site Survey data was obtained.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction

Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.



## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject. In addition, specific teachers and academic specialists continue to use EasyCBM in reading and math, as a progress-monitoring tool for at-risk students. All Grade level teachers administer benchmarks at the beginning of the school year, to collect a baseline of where students are starting. Teachers meet with the Reading and Math Intervention teacher to generate a list of the students who will be assessed using the EASYCBM assessment in reading and Math. Based on the results of the EASYCBM assessments, students are grouped according to risk level in reading and math. Students testing at a moderate or high risk, for not achieving are placed in small groups to receive Reading Intervention and/or Math Intervention during the school day. The Intervention teachers and classroom teachers work closely together to monitor the progress of the students receiving intervention. Each trimester, the EasyCBM is administered to assess student progress. Students who score at low risk are removed from the intervention, group, to make room for students who are at a higher risk. Teachers work with Academic Specialists and our Bilingual Facilitator to identify barriers of student learning and plan for targeted support in the classroom and during intervention and language support. Teachers submit a list of students they are concerned about, so student progress can be monitored by the principal. Teachers initiate the MTSS process by holding a Meeting #1 with parents regarding initial concerns for academic progress. When students do not make progress after implementing an intervention, teachers seek out addition expertise from Principal, Interventionists, parents, and colleagues to identify addition actions to take to support student achievement, through a Meeting #2. If the actions developed during the Meeting #2 does not yield significant progress, students are referred an Student Support Team Meeting #3 with the MTSS Team, which includes the Parents, Classroom Teacher, Principal, Learning Center Teacher and School Psychologist, and often the Intervention Teachers. The MTSS Team gathers together with parents to discuss strengths and concerns for achievement/behavior with parents. Based on the decision of this team, next steps are identified. Additional actions might include additional interventions, the recommendation for a 504, or the recommendation to assess the student for Special Education. Instead of holding an intervention/ maintenance, or enrichment block for 30 minutes four days per week, called LEAD Time (Learning enrichment and Academic Development, classroom teachers will provide this intervention, maintenance, and/or enrichment time in their own classrooms, since they felt they needed to provided this support to their students, upon return to full-time instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings.

Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Maple has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Maple's Site's SPSA during their regularly scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Maple's Site's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Maple Elementary established the Maple Mariposa Parent Center in August 2021. With our goal of FULL PARTICIPATION of all families, we continue to create a space for each committee to meet, brainstorm ideas, house materials from their committee, and collaborate with all committees and our Outreach Assistant. With an equity lens of fair treatment, providing access to all, and support for all, we are excited that this is a special place for our parents to gather together to connect and a place where we can host Project to Inspire classes, and many learning opportunities throughout the school year. This space also provides access to 1:1 devices during learning opportunities, which will support parents in learning about how to access Parent Connect, our weekly newsletter, and more. Our Outreach Assistant is housed in this space to encourage parent participation and collaboration with families from all committees, collaboration with teachers, and support for resources. Maple Elementary has an active Parent Faculty Association (PFA), School Site Council (SSC), and English Language Advisory Council (ELAC), and Gifted and Talented Education Parent Leader and Teacher Facilitator (G.A.T.E). These leadership groups help set the goals of the school and actively work to increase parent involvement during school through recruiting volunteers and in after school family events. These parent committees and representatives oversee the creation, implementation, and evaluation of Maple's SPSA during their regularly scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC), and all of our committees. Parent Education classes are also facilitated by our Outreach Assistant and District Outreach Coordinator. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents, including monthly SEL meetings with our school counselor. Maple has had an active Site SEDAC team the past three years, and they have been very involved in all aspects of Maple.

During the 2022-2023 school year, our SEDAC President will continue to encourage parent participation in both parent education around Special Education and attending parent and family engagement events. We look forward to a successful partnership and collaboration with SEDAC, PFA, and all other committees as we work as a united front to sponsor events and structure inclusive activities. Maple's parent DAC, DELAC, and GATE, and DAC representatives participate in district-level meetings and report to School Site Council, enriching our district-site level communication.

It is important to note how active our PFA Board has been this summer, which includes the SEDAC President serving also as the CO-President of our Parent Faculty Association. The Co-Presidents, Treasurer, and Principal met several times this summer to calendar events for this school year. The PFA Board has actively been recruiting donors in the community to support School Improvement Projects and to write grants for our school. Our PFA Grants Board members have partnered with LOWES to donate money/supplies each month to beautify our school. In addition, a painting

company donated paint for our PFA to paint benches in our Mustang Cafe (where students eat), and the painting party took place on a Sunday in August 2022. Lowes also donated greenery to cover the fence enclosing the air conditioner at the front of school, as well as new bark to lay in the planter at the entrance of the school. The PFA Board has shared a plan of placing three benches just inside the Maple Main Gate that represent each HOUSE (red for House of Friendship, green for House of Courage, and purple for House of Integrity), so that it is a welcoming space for students to sit. In addition, our PFA's fundraising efforts have allowed for the purchase of two display cases in the front of school on the right of the marquee to advertise events in. Also, on the left of our school marquee, PFA has been provided a space to hang 4x6 banners advertising upcoming events. To complete the look of the school, we placed our Inclusion Clock (Now is the time for Inclusion), built by a Maple Parent two years ago, on the left side of the office door, and we placed a 4x6 banner on the right side of the office door with the saying, "Maple is a Magical Place. We are making tomorrow!" WE also had a Maple Family come forward to pay for privacy fencing for our busy street on Kimber Drive, which was a project that our PFA was exploring.

On September 2, the ELAC president and Principal met to calendar the meeting and activities for the year, including several meetings that will involve parent/student projects, as well as inviting guest speakers.

The GATE Parent representative will be meeting this week with our GATE Teacher Facilitator to plan for monthly 3-5 lunch bunch activities, where all students are welcome to participate, as well as brainstorming other activities for GATE students.

Our Outdoor Village/Classroom will be decorated with items purchased by last year's Student Council Fundraising efforts, so that this space will be completed. Our PFA Board Member is working closely with our first grade teacher who designed and built the Outdoor Village to lay new bark and weed the area. This Outdoor space also has the Pumpkin Patch that was planted last spring by the House of Friendship and at least ten pumpkins were growing there throughout the summer. An extension of the Outdoor classroom was the decision of our Maple staff last spring to clean up our Native Garden and remove bushes and plants that were overgrown. During the summer, our District Grounds Crew cleared out these bushes, so that what was left were plants that needed little watering, as we were sensitive to watering restrictions. In place of some of the bushes, we placed large metal tubs for each class to have an area to plant their own pumpkin patch and other plants throughout the year.

An exciting addition to Maple is securing a retired teacher and engineer to teach STEAM classes to students five hours per week. This Academic Specialist is passionate about science, math, and experiments, and we are so excited that she will influence the science minds of our students this year. In the area of the Arts, our district has funded a Music teacher for fourth and fifth graders to learn about music from a certificated teacher. In addition, our school signed up to attend a musical on Feb. 15, 2023, at the Civic Arts Plaza, for the entire school, all funded by TOARTS Council. We are so excited about all of these opportunities for our students!

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

## Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Our 2022-2023 Maple SPSA was developed in collaboration with our School Committees/ Stakeholders and School Staff. We reviewed the 2021-2022 progress on SPSA goals at School Site Council meetings following Trimester 1 and Trimester 2. We held elections for the 2022-2023 School Site Council in April 2022 and August 2022. In revisiting the SPSA Goals for 2021-2022, the SSC voted to continue with the same goals that we had established last year, so that we could continue monitoring our progress. We reviewed the SPSA process and new timeline for completion at our April 2022 School Site Council Meeting, and set a date for August 2022 to recruit new members and to review the draft of the SPSA Plan, in order to provide feedback prior to the draft submission in mid- September 2022. We advertised these meeting in our weekly school newsletter, in order to invite participation in this process. Members of School Site Council reviewed and updated last year's Title One Parent-Student-School Compact, and our Family Engagement Policy in order to update the Title 1 and Family Engagement Policy for the 2022-2023 school year. Our SPSA planning meeting took place via a zoom. Feedback was provided via email for the feedback of the SPSA goals, due to schedules and limited opportunity to meet in person. All drafts of SPSA goals were sent to our Staff and School Site Council for review. The Learning Loss Goal and the Parent and Family Engagement Policy were shared with ELAC at the September 2022 meeting. All stakeholders had opportunities to provide feedback on all goals and actions of the SPSA. The SPSA progress on goals will be reviewed each Trimester, in order to identify growth. In addition, the identified actions in the SPSA will be monitored and discussed as changes and additions are made, as well as engaging in collaborative feedback on effectiveness of actions taken.

Our Maple School Site Council actively participated in two SPSA Planning meetings and email communication to review drafts of goals for our school this year. Members of School Site Council began recruiting new members during the April and May meetings, 2022, since our SSC president has a daughter moving on to middle school. During SSC meetings second semester, the Team reviewed Trimester 1 and 2 data, and agreed to roll over the goals from 21-22 for the 22-23 school year. When the new School Site Council Team met after school began on September 1, the Team

agreed to accept Goals 1,2,4,and 5. Our Inclusion Goal, Goal 3, was the goal that our Team challenged ourselves to think about rewriting, so that our measure of succes for Inclusion was using another measure besides the % of LRE found in SIRAS. The Team participated in an additional meeting on September 6, to continue discusssion about other measures that could be more meaningful for us besides the % of LRE. By the end of this meeting, members of the Team suggested that we measure our Inclusion goal based on student participation rather than LRE. We also agreed to revisit the wording of this goal at our next School Site Council Meeting on October 6, so that we have more time to reflect on what other schools are doing to measure Inclusion other than % of LRE, as well as what ideas teachers and other community members have for this measure. Because the SPSA is a living document, we will continue to reflect on this document being meaningful and representative of our work. By September 9, 2022, all members of School Site Council but one signed the draft of the SPSA submitted, with the intent that we will strengthen the measure for Goal 3. All parents are notified of the School Site Council Meetings and Agendas, via the school weekly newsletter, which is published in many languages. At our Back to School Night held on September 8, parents attending the Principal presentation motioned to approve all members of this year's School Site Council Team. At Back to School Night, we also invited parents interested to sign up for the open School Site Council Positions left, such as LGBTQ+ and African American District Advisory Committee. In addition, we also offered two other committees to sign up for, such as Safety Committee (Helping draft the Saftely Plan in October) and a Nutrition Education/Wellness Committee because parents came forward in August and said they wanted to support students in understanding more about Nutrition. Unfortunately, we did not have anyone come forward for the LGBTQ+, African American District Advisory Commmittee, and Safety Committee. Although we had also advertised these openings in our School Weekly Mustang Chronicle Parent Communication, we will continue to advertise these openings and will distribute notes from these committees to School Site Council and in the Newsletter.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	44	65	55
Grade 1	51	42	34
Grade 2	40	51	43
Grade3	39	37	43
Grade 4	58	37	35
Grade 5	49	55	39
<b>Total Enrollment</b>	<b>281</b>	<b>287</b>	<b>249</b>

### Conclusions based on this data:

1. There is an overall decrease in enrollment, consistent with the district decrease in enrollment, due to COVID-19, and the decision for students to enroll in alternative learning settings.
2. COVID-19 and the alternative options available impacted the number of students at each grade and sub group that were enrolled during the 2021-2022 school year.
3. The number of white students has decreased from 158 students in 2018-2019 to 129 students in 2020-2021.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	70	77	63	24.9%	26.8%	25.3%
Fluent English Proficient (FEP)	9	10	11	3.2%	3.5%	4.4%
Reclassified Fluent English Proficient (RFEP)	3	2	8	3.9%	2.9%	10.4%

### Conclusions based on this data:

1. The number of English Learners has decreased by 7 students over the past 3 years.
2. The number of FEP has increased from 3.2% to 4.4% between 2018 to 2021.
3. The one year change of students reclassified as RFEP jumped from 2.9% in 2019-2020 to 10.4% in 2020-2021.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		39	37		0	36		0	36		0.0	97
Grade 4		31	41		0	41		0	41		0.0	100
Grade 5		36	35		0	34		0	34		0.0	97
All		106	113		0	111		0	111		0.0	98

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2453.			41.67			19.44			22.22			16.67
Grade 4			2468.			24.39			21.85			21.95			31.71
Grade 5			2513.			26.47			26.47			23.53			23.53
All Grades	N/A	N/A	N/A			30.63			22.52			22.52			24.32

### Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For grades 3-8, the above " School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. All grades increased the percentage of students exceeding standards on the CVUSD ELA Benchmark in 2021, compared to the number of students exceeding standard on the ELA CAASPP in 2018.
3. The total percentage of students meeting and exceeding ELA standards on the CVUSD Grade Level Benchmark in 2021 was about the same or greater than the percentage of students meeting or exceeding the ELA standards on the 2018 ELA CAASPP.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		39	37		0	36		0	36		0.0	97
Grade 4		31	41		0	41		0	41		0.0	100
Grade 5		36	35		0	34		0	34		0.0	97
All		106	113		0	111		0	111		0.0	98

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2459.			27.78			41.67			11.11			19.44
Grade 4			2489.			17.07			34.15			31.71			17.07
Grade 5			2513.			32.35			8.82			23.53			35.29
All Grades	N/A	N/A	N/A			25.23			28.83			22.52			23.42

### Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For grades 3-8, the above " School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. All grades increased the percentage of students exceeding standards on the CVUSD Math Benchmark in 2021, compared to the number of students exceeding standard on the Math CAASPP in 2018.
3. The total percentage of students meeting and exceeding Math standards on the CVUSD Grade Level Benchmark in 2021 was greater than the percentage of students meeting or exceeding the Math standards on the 2018 Math CAASPP.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1401.6	*	1387.5	1422.1	*	1413.9	1354.2	*	1325.7	12	10	15
<b>1</b>	1443.2	1419.3	*	1450.7	1432.6	*	1435.1	1405.7	*	11	12	10
<b>2</b>	*	1475.5	1437.1	*	1473.1	1443.2	*	1477.6	1430.3	*	11	13
<b>3</b>	1517.4	*	1453.7	1517.6	*	1452.7	1516.5	*	1454.4	22	7	11
<b>4</b>	1490.8	1503.8	*	1492.2	1491.7	*	1488.9	1515.4	*	13	19	8
<b>5</b>	*	1519.0	*	*	1519.6	*	*	1517.8	*	*	13	7
<b>All Grades</b>										74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	6.67	*	*	20.00	*	*	40.00	*	*	33.33	12	*	15
<b>1</b>	*	8.33	*	*	41.67	*		33.33	*	*	16.67	*	11	12	*
<b>2</b>	*	18.18	7.69	*	63.64	7.69		9.09	69.23		9.09	15.38	*	11	13
<b>3</b>	*	*	9.09	*	*	18.18	*	*	54.55	*	*	18.18	22	*	11
<b>4</b>	*	31.58	*	*	36.84	*	*	5.26	*	*	26.32	*	13	19	*
<b>5</b>	*	30.77	*	*	46.15	*	*	7.69	*	*	15.38	*	*	13	*
<b>All Grades</b>	29.73	19.44	6.25	44.59	44.44	26.56	*	18.06	40.63	*	18.06	26.56	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	6.67	*	*	26.67	*	*	33.33	*	*	33.33	12	*	15
<b>1</b>	*	16.67	*	*	66.67	*	*	0.00	*	*	16.67	*	11	12	*
<b>2</b>	*	27.27	7.69	*	63.64	46.15		0.00	23.08		9.09	23.08	*	11	13
<b>3</b>	59.09	*	18.18	*	*	36.36	*	*	18.18	*	*	27.27	22	*	11
<b>4</b>	*	42.11	*	*	31.58	*	*	0.00	*	*	26.32	*	13	19	*
<b>5</b>	*	53.85	*	*	30.77	*	*	7.69	*	*	7.69	*	*	13	*
<b>All Grades</b>	48.65	34.72	10.94	29.73	40.28	43.75	*	8.33	17.19	*	16.67	28.13	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	0.00	*	*	0.00	*	*	53.33	*	*	46.67	12	*	15
<b>1</b>	*	8.33	*	*	8.33	*	*	50.00	*	*	33.33	*	11	12	*
<b>2</b>	*	18.18	7.69	*	36.36	0.00	*	36.36	30.77	*	9.09	61.54	*	11	13
<b>3</b>	*	*	0.00	*	*	9.09	*	*	63.64	*	*	27.27	22	*	11
<b>4</b>	*	15.79	*	*	26.32	*	*	36.84	*	*	21.05	*	13	19	*
<b>5</b>		0.00	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
<b>All Grades</b>	14.86	8.33	4.69	37.84	26.39	6.25	27.03	44.44	43.75	20.27	20.83	45.31	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	6.67	*	*	73.33	*	*	20.00	12	*	15
<b>1</b>	*	58.33	*	*	25.00	*	*	16.67	*	11	12	*
<b>2</b>	*	36.36	7.69	*	54.55	69.23		9.09	23.08	*	11	13
<b>3</b>	*	*	36.36	50.00	*	45.45	*	*	18.18	22	*	11
<b>4</b>	*	31.58	*	*	47.37	*	*	21.05	*	13	19	*
<b>5</b>	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
<b>All Grades</b>	47.30	31.94	21.88	37.84	50.00	57.81	14.86	18.06	20.31	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	6.67	*	*	40.00	*	*	53.33	12	*	15
<b>1</b>	*	8.33	*	*	75.00	*	*	16.67	*	11	12	*
<b>2</b>	*	36.36	23.08	*	54.55	53.85		9.09	23.08	*	11	13
<b>3</b>	72.73	*	18.18	*	*	45.45	*	*	36.36	22	*	11
<b>4</b>	84.62	47.37	*	*	26.32	*	*	26.32	*	13	19	*
<b>5</b>	*	76.92	*	*	15.38	*	*	7.69	*	*	13	*
<b>All Grades</b>	67.57	38.89	21.88	20.27	41.67	42.19	*	19.44	35.94	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	0.00	*	*	80.00	*	*	20.00	12	*	15
<b>1</b>	*	16.67	*	*	41.67	*	*	41.67	*	11	12	*
<b>2</b>	*	9.09	7.69	*	81.82	15.38	*	9.09	76.92	*	11	13
<b>3</b>	*	*	0.00	59.09	*	54.55	*	*	45.45	22	*	11
<b>4</b>	*	15.79	*	*	52.63	*	*	31.58	*	13	19	*
<b>5</b>		15.38	*	*	69.23	*	*	15.38	*	*	13	*
<b>All Grades</b>	21.62	11.11	6.25	52.70	63.89	45.31	25.68	25.00	48.44	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	0.00	*	*	33.33	*	*	66.67	12	*	15
<b>1</b>	*	8.33	*	*	50.00	*	*	41.67	*	11	12	*
<b>2</b>	*	36.36	7.69	*	54.55	30.77		9.09	61.54	*	11	13
<b>3</b>	*	*	9.09	68.18	*	54.55	*	*	36.36	22	*	11
<b>4</b>	*	10.53	*	*	68.42	*	*	21.05	*	13	19	*
<b>5</b>	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
<b>All Grades</b>	18.92	15.28	3.13	64.86	62.50	45.31	16.22	22.22	51.56	74	72	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The overall language level of students at each performance level has increased at level 1 and 2 and decreased at level 4.
2. The oral language level of students has increased at Level 1 and level 3, and decreased at level 4.
3. The performance in the Speaking Domain shows an increase of students at the beginning and somewhat/moderate level in 4th grade, with 75% of first graders at the somewhat/moderate level.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>249</b>	<b>35.3</b>	<b>25.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	63	25.3
<b>Foster Youth</b>		
<b>Homeless</b>	9	3.6
<b>Socioeconomically Disadvantaged</b>	88	35.3
<b>Students with Disabilities</b>	50	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	2	0.8
<b>American Indian or Alaska Native</b>	4	1.6
<b>Asian</b>	16	6.4
<b>Filipino</b>		
<b>Hispanic</b>	85	34.1
<b>Two or More Races</b>	12	4.8
<b>Native Hawaiian or Pacific Islander</b>	1	0.4
<b>White</b>	129	51.8

**Conclusions based on this data:**

1. Our Student groups for Socioeconomically Disadvantaged has remained steady and English Learners has declined.
2. The percentage of student with disabilities has remained steady.
3. About half the student population is a race/ethnicity other than white.

# School and Student Performance Data





## Overall Performance

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### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Strengths of data in attendance include the following subgroups subgroups: English Learners, Socioeconomically Disadvantaged, Hispanic
2. Current attendance data shows that sub groups, white and students with disabilities have attendance that is higher than other subgroups
3. Data on suspension shows that effort to incorporate restorative practices and SEL are resulting in increased positive behavior for students



# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

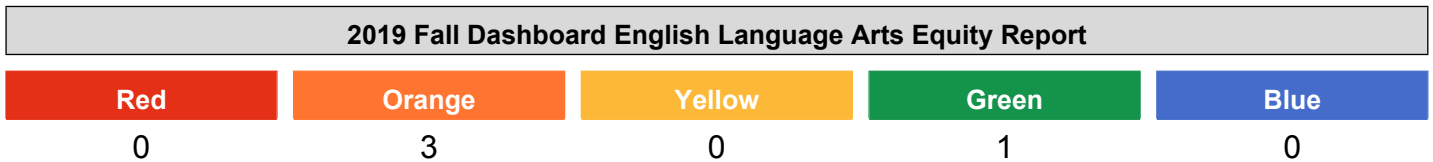
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 16.4 points above standard Maintained ++1.7 points 141	<p><b>English Learners</b></p> Orange 45.6 points below standard Declined -13.2 points 43	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 29.3 points below standard Declined Significantly -19.6 points 55	<p><b>Students with Disabilities</b></p> No Performance Color 72.4 points below standard Declined Significantly -15.2 points 21

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28.6 points below standard Declined -9.8 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Green 38.7 points above standard Increased ++5.5 points 82

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
63.5 points below standard Declined Significantly -18.9 points 36	Less than 11 Students - Data Not Displayed for Privacy 7	44.4 points above standard Increased ++5 points 97

**Conclusions based on this data:**

- The ELA Dashboards for EL, Socioeconomically Disadvantaged students, and Hispanic are "Orange", compared to All Students, which is "Green", are below the standard in each sub group.
- Students with Disabilities declines by 15.2 points in 2019, an improvement from 2018, when SWD declined by 49.7 points.
- English Only students are performing 44.4 points above standard, with an increase of 5.5 points from 2018, compared to a decline in performance of students who are English Learners, and will need to be closely monitored this year to determine the barriers to acquiring English.

# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

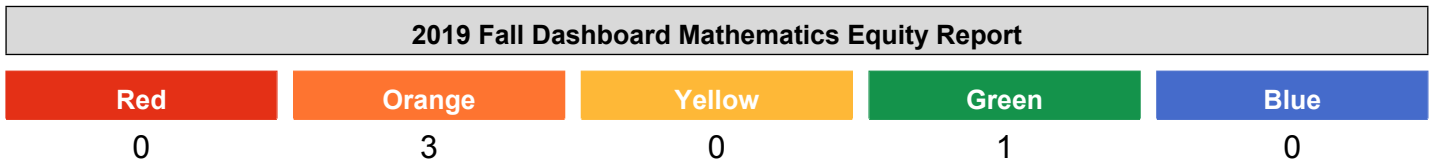
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 5.9 points above standard Increased ++4.7 points 138	<p><b>English Learners</b></p> Orange 52.7 points below standard Declined -8.1 points 43	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 43 points below standard Declined -10.2 points 55	<p><b>Students with Disabilities</b></p> No Performance Color 96.2 points below standard Declined Significantly -28.6 points 18

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">43 points below standard</span> Declined -3 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green <span style="background-color: #e0e0e0; padding: 2px;">28.5 points above standard</span> Increased ++6.6 points 79

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">59.5 points below standard</span> Declined -6.5 points 36	Less than 11 Students - Data Not Displayed for Privacy 7	<span style="background-color: #e0e0e0; padding: 2px;">32.8 points above standard</span> Increased ++7.4 points 94

**Conclusions based on this data:**

1. Subgroups EL, Socioeconomically Disadvantaged, and Hispanic declined compared to All students, who re ranged Green and perform at 32.8 points above standard.
2. Sub group Students with Disabilities showed 50.9% decrease in scores in 2018 and declined by 28.6 points in 2019, which shows less decline than the previous year, though not performing at expected goal of Green.
3. English Only continue to outscore English Learners, and close monitoring of English Learners continues to be a priority, to support them in reaching goal of Green.

# School and Student Performance Data

## Academic Performance English Learner Progress

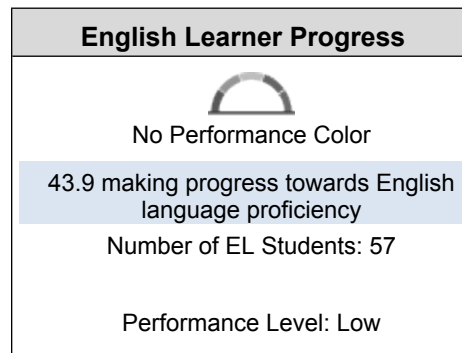
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.0	42.1	14.0	29.8

#### Conclusions based on this data:

1. Data suggests we have more students who are newcomers/ level one/two, and will need intentional support, both inside and outside of the classroom, in order to increase language proficiency.
2. Almost half of our students are level 3 and will need to increase command of academic language, in order to bridge to level 4.
3. Strength- three fourths of our EL students are 3's and 4's. we will need to monitor the progress of our level 3's and 4's, so that they continue to grown in language development.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

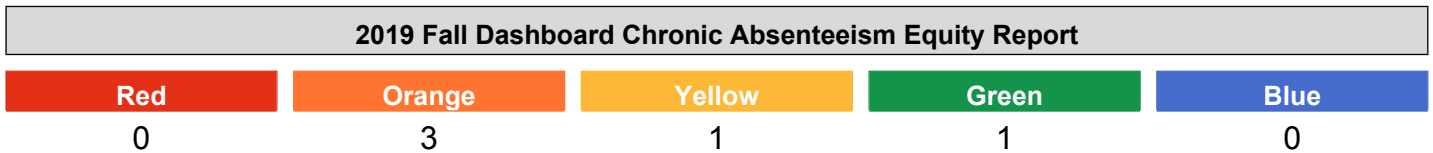
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5.8</p> <p>Declined -1.1</p> <p>294</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +2.7</p> <p>77</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>8.3</p> <p>Increased +3.1</p> <p>109</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>12.5</p> <p>Declined -1.3</p> <p>56</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased +2.5 93	 No Performance Color 6.7 Maintained 0 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 5.5 Declined Significantly -3.4 163

**Conclusions based on this data:**

1. Subgroups EL, Socioeconomically Disadvantaged and Hispanic have increased chronic attendance this year, which correlates to a decline in ELA and Math achievement.
2. Subgroups ALL Students, Students with Disabilities and White have decreased chronic attendance, with ALL students moving from Orange in 2018 to Green in 2019, SWD moving from Orange in 2018 to Yellow in 2019, and White moving from orange in 2018 to Green in 2019.
3. It is important to identify the barriers for attendance for Hispanic, English Learners, and Socioeconomically Disadvantaged Students, so that the barriers can be addresses and supported, which will result in a decrease in chronic attendance in those subgroups.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
<b>All Students</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students with Disabilities</b>				
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

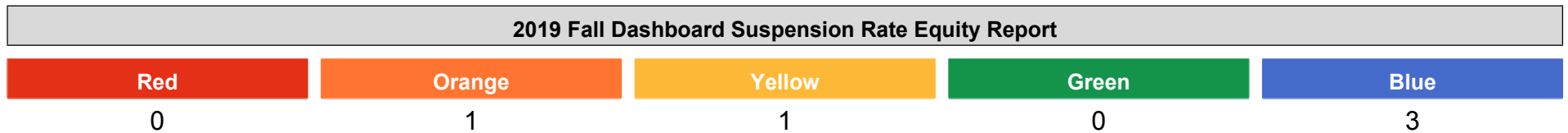
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Highest Performance

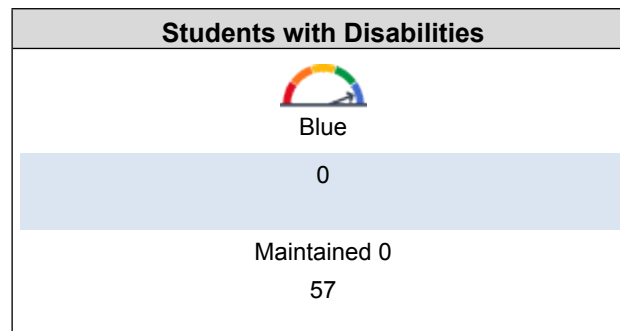
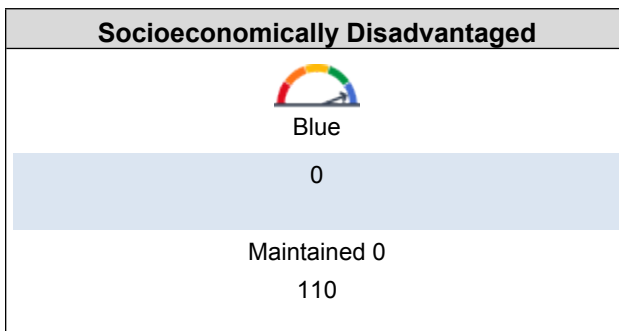
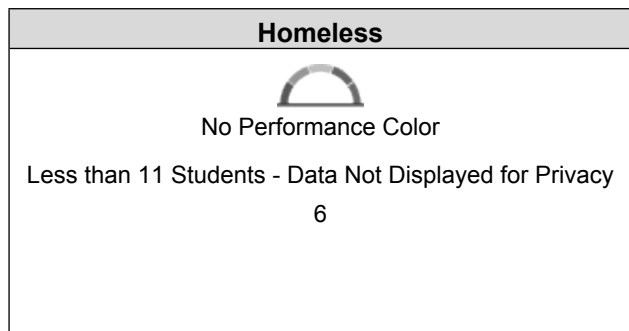
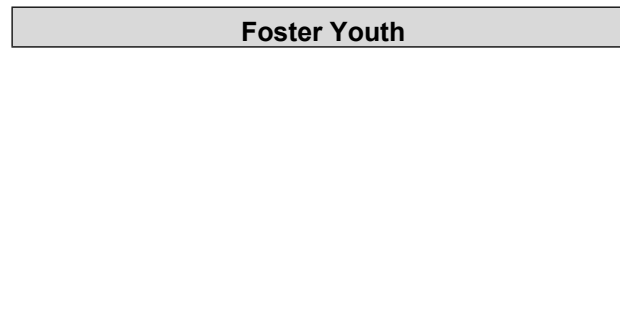
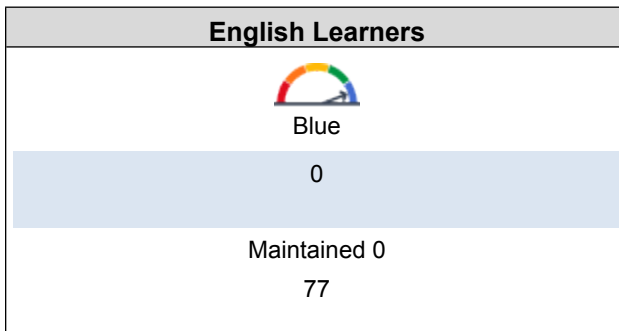
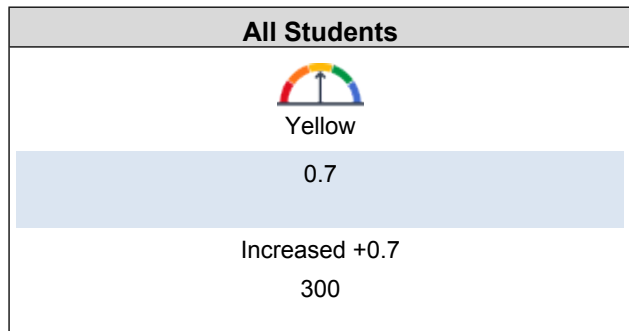
This section provides number of student groups in each color.









This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 3</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 3</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color 0 Maintained 0 20</p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Orange 1.1 Increased +1.1 95</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color 0 Maintained 0 16</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Yellow 0.6 Increased +0.6 163</p>

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<p align="center"><b>2017</b></p>	<p align="center"><b>2018</b></p>	<p align="center"><b>2019</b></p>
	<p align="center">0</p>	<p align="center">0.7</p>

**Conclusions based on this data:**

1. This data reflects the suspension of two students the second half of the year, based on two isolated incidents, and is not reflective of the strengths of our school in the area of climate.
2. Intentional work on developing a positive school culture focused on restorative practices and Kindness, Acceptance, and Inclusion, will continue to be a strong focus of fostering a collaborative school culture.
3. Focus on continuing current work and implementation of SEL curriculum that supports students developing relationships with peers, teaching students skills for problem solving, and perseverance.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Positive Academic Growth -Improve Proficiency in English Language Arts

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 1

Students in Kindergarten through Fifth grade will be proficient or advanced on the Spring 2022 Trimester 3 ELA Benchmarks, with an increase toward proficiency of at least 3-5%.

## Identified Need

Until 100% of students are Meeting or Exceeding the ELA standards, we still have work to do. Dissaggregated data shows that students in all groups are not performing at the same level as overall percentages.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator: Kindergarten ELA Benchmark Assessment, Spring 2022	Trimester 3 Kindergarten ELA Benchmark 2022 ELA OVERALL: 79%	Kindergarten: Spring 2023 Trimester 3 ELA Benchmarks ELA OVERALL: 85%
Topics Blends Sounds Fluently Names Letters	Blending Sounds SPED: 43%	Blending Sounds SPED: 75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High Frequency Words	<p>Soc Dis: 50% EL: 50%</p> <p>Fluently Names Letters SPED: 29% Soc Dis: 64% EL: 64%</p> <p>High Frequency Words SPED: 14% Soc Dis: 36% EL: 36%</p>	<p>Soc Dis: 60% EL: 60%</p> <p>Fluently Names Letters SPED: 50% Soc Dis: 70% EL: 70%</p> <p>High Frequency Words SPED: 50% Soc Dis: 50% EL: 50%</p>
<p>Indicator: First Grade ELA Benchmark Assessment, Spring 2022</p> <p>Topics: Blends Phonics High Frequency Words Fluency</p>	<p>Trimester 3 First Grade ELA Benchmark 2022 ELA OVERALL: 70%</p> <p>Blend: SPED: 86% Soc Dis: 67% EL: 69%</p> <p>Phonics: SPED: 71% Soc Dis: 58% EL: 54%</p> <p>High Frequency Words SPED: 57% Soc Dis: 42% EL: 38%</p> <p>Fluency SPED: 1/7 14% Soc Dis: 1/12 8% EL: 2/13 15%</p>	<p>First Grade: Spring 2023 Trimester 3 ELA Benchmark Assessment ELA OVERALL: 75%</p> <p>Blend: SPED: 91% Soc Dis: 72% EL: 74%</p> <p>Phonics: SPED: 76% Soc Dis: 65% EL: 7/13 60%</p> <p>High Frequency Words SPED: 62% Soc Dis: 50% EL: 5/13 50%</p> <p>Fluency SPED: 50% Soc Dis: 50% EL: 50%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: Second Grade ELA Benchmark Assessment, Spring 2022</p> <p>Topics: Phonics: Reads Accurately Reads Fluently High Frequency Words</p>	<p>Trimester 3 Second Grade ELA Benchmark 2022 ELA OVERALL: 55%</p> <p>Phonics: SPED: 45% Soc Dis: 50% EL: 50%</p> <p>Reads Accurately: SPED: 36% Soc Dis: 50% EL: 50%</p> <p>Reads Fluently SPED: 18% Soc Dis: 38% EL: 38%</p> <p>High Frequency Words SPED: 45% Soc Dis: 63% EL: 63%</p>	<p>Second Grade: Spring 2023 Trimester 3 ELA Benchmark Assessment ELA OVERALL: 60%</p> <p>Phonics: SPED: 50% Soc Dis: 55% EL: 55%</p> <p>Reads Accurately: SPED: 50% Soc Dis: 55% EL: 55%</p> <p>Reads Fluently SPED: 150% Soc Dis: 50% EL: 50%</p> <p>High Frequency Words SPED: 50% Soc Dis: 70% EL: 70%</p>
<p>Indicator: Third Grade ELA WONDERS Benchmark Assessment, Spring 2022 Third Grade ELA SBAC Assessment Spring 2022</p>	<p>Third Grade ELA WONDERS Benchmark Assessment, Spring 2022 Overall 69% Met/Exceeded Standard IEP: 27% EL: 41% FRL: 59%</p> <p>Third Grade ELA SBAC Assessment Spring 2022 Overall 61% Met/Exceeded Standards Reading Intervention:34%</p>	<p>Third Grade Spring 2023 Trimester 3 ELA WONDERS Benchmark Assessment ELA WONDERS Benchmark:Overall 75% Meet/Exceed Standards IEP: 50% EL: 50% FRL: 65%</p> <p>ELA Spring 2023 ELA SBAC: 65% Meet/Exceed Standards</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math Intervention: 25% GATE:100%	Reading Intervention:50% Math Intervention: 50% GATE:100%
Indicator: Fourth Grade ELA WONDERS Benchmark Assessment, Spring 2022 Fourth Grade ELA SBAC Assessment Spring 2022	Fourth Grade ELA WONDERS Benchmark Assessment, Spring 2022 Overall 60% Met/Exceeded Standard IEP: 41% EL: 28% FRL: 44%  Fourth Grade ELA SBAC Assessment Spring 2022 Overall 46% Met/Exceeded Standards Reading Intervention:25% Math Intervention:27% GATE:100%	Fourth Grade: Spring 2023 Trimester 3 ELA Benchmark Assessment ELA WONDERS Benchmark: Overall 65% Meet/Exceed Standards IEP: 50% EL:50% FRL: 50%  ELA Spring 2023 ELA SBAC:55% Overall Meet/Exceed Standards Reading Intervention:50% Math Intervention:50% GATE:100%
Indicator: Fifth Grade ELA WONDERS Benchmark Assessment, Spring 2022 Fifth Grade ELA SBAC Assessment Spring 2022  Increase in the number of students who score Moderately or Well Developed on ELPAC Summative Grades 3 - 5: Improve SRI scores	Fifth Grade ELA WONDERS Benchmark Assessment, Spring 2022 Overall 78% Met/Exceeded Standard IEP:64% EL: 46% FRL: 67%  Fifth Grade ELA SBAC Assessment Spring 2022 Overall 52% Met/Exceeded Standards Reading Intervention:23% GATE:100%	Fifth Grade: Spring 2023 Trimester 3 ELA Benchmark Assessment ELA WONDERS Benchmark: Overall 81% Meet/Exceed Standards IEP:70% EL: 60% FRL: 75%  ELA Spring 2023 ELA SBAC: Overall 60% Meet/Exceed Standards Reading Intervention:50% GATE:100%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing Maple hired a certificated reading intervention teacher to provide small group targeted reading instruction for students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth) in K-5, four days per week.</p> <p>Academic specialist will support English Learners during reading instruction in the classroom, to support language development.</p> <p>Two Academic Specialists will support students in classroom in small group instruction.</p>	August 2022 – June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Certificated Academic Specialist hired to support Reading Intervention</p> <p>Hire Academic Specialist to support students in Learning Loss</p> <p>EL Paraprofessional to support Language Development, Reading, and Learning Loss. District Funded</p> <p>After school Homework Club ELOP</p> <p>Two Academic Specialist- Classroom support</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I (0620)</p> <p>OTRM</p> <p>None Specified</p> <p>None Specified</p> <p>ESSER III - Learning Loss</p>	<p>24765.32</p> <p>9574</p> <p>0</p> <p>0</p> <p>26384</p>
<p>Support for Reading The following Reading Software and websites are accessible to ALL STUDENTS, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), to provide targeted reading practice at home and/or at school: Lexia, Raz Kids/Learning A to Z, Scholastic Reading Inventory(SRI), Moby Max, and Achieve 3000(3rd-5th), PCI Reading, Star Fall,Prodigy, Epic, and Mystery Science. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters,</p>	August 2022– June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Lexia, SRI, Seesaw Canvas, Moby Max, Screen Castify, Zoom,Cami, Mystery Science</p> <p>Read Alive Software for Reading Intervention</p> <p>Easy CBM</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>OTRM</p> <p>None Specified</p>	<p>0</p> <p>1000</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Canvas, See Saw, Remind, and emails.</p> <p>EASY CBM Assessment data is administered to every "at risk" student identified by teachers, based on beginning of year reading baseline data, and at every Trimester. Students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), are identified as high, medium, or low risk, with high and medium risk receiving reading intervention services, K-5th grade.</p> <p>Our Maple Reading Intervention Teacher uses the following resources to support targeted reading instruction: Learning Dynamics, SIPPS, Read Naturally, Read Alive, and Mondo Benchmark Assessment curriculum.</p> <p>Implement ELOP after school enrichment from 2:30-5:30 daily, to support homework help and enrichment experiences, led by the YMCA.</p> <p>Provide bus transportation to students (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), for Afterschool Homework and Enrichment Club in order to provide access to all.</p> <p>Teachers purchase instructional materials to support ELA instruction to meet the needs of all</p>			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.	4000-4999: Books And Supplies	0010	1000
			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.	4000-4999: Books And Supplies	0010	4080
			Bus Transportation for ELOP Afterschool Homework and Enrichment (ELOP FUNDED)	5000-5999: Services And Other Operating Expenditures	Other	0
			Cuurriculum to support specific needs of students in ELA	4000-4999: Books And Supplies	Title I (0620)	162.98



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth).</p> <p>Teachers and academic specialists meet and analyze formative and summative benchmark assessment data to review and target instruction for areas of need and students not meeting benchmarks and/or making growth, evaluate effectiveness of instructional groups and approaches, change flexible groups and intervention content, strategies, and teaching assignments to meet the data-driven needs of students, communicate progress to parents.</p>						
<p>Students on IEP's and 504's Students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), who have I.E.P. Goals and 504 Accommodations may receive reading supports through the use of communication devices, such as Proloquo, Ipads, Chrome books, voice to text, visual models, and visual/ token charts, IPADS</p> <p>Students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), on IEP's and 504's may receive services in reading. Services are delivered in the General Education setting, in the Learning Center, or Specialized Academic Instruction Setting, as indicated on the IEP.</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)	4000-4999: Books And Supplies	0010	2670.11

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All services are delivered by a certificated teacher.						
<p>English Language Learners English Language Students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), receive targeted language instruction that includes listening, speaking, reading and writing, using a curriculum focused on supporting newcomers, through the implementation of new English Learner Software called Smarty Ants and the newly adopted ELA/ELD Wonders Curriculum.</p> <p>Students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth) strengthen English language/reading skills with classroom support of an ELA paraprofessional for 5.25 hours per day, and Bilingual Facilitator supporting for 5.25 hours per day.</p> <p>Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and language objectives as it relates to equity and designated and integrated strategies. The EL Advisor shares what is learned with staff during</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)</p> <p>Hire EL Paraprofessional to support Language Development, Reading, Math, and Learning Loss</p> <p>Hire EL facilitator to support Language Development, Reading, Math, and Learning Loss, and EL programming</p> <p>Bus Transportation for ELOP Afterschool Homework and Enrichment</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>staff meetings.</p> <p>Implement ELOP after school enrichment from 2:30-5:30 daily, to support homework help and enrichment experiences.</p>						
<p>Gifted and Talented Students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), who have been identified as Gifted and Talented practice reading and writing skills at their specific reading level, ILX Math, Rocket Math, and Engage New York, which provides challenging text to read in their zone of proximal development, and provides opportunities for students to challenge themselves, through optional challenging questions.</p> <p>Implement ELOP after school enrichment from 2:30-5:30 daily, to support homework help and enrichment experiences.</p> <p>Host enrichment activities for GATE students (open to all interested students), during the school day and after school (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth).</p>	August 2022 – June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading Curriculum The district approved reading curriculum for ALL students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), receiving grade-level instruction are taught using ELA/ELD WONDERS and online curriculum, using Tier 1 instruction, including a variety of groupings, structures such as rotations/workshop, strategies, and a focus on Universal Design for Learning, focused on reducing the barriers impacting student learning.</p> <p>Reading Curriculum The district approved reading curriculum for ALL students receiving grade-level instruction,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), are taught using ELA/ELD Wonders and online curriculum, using Tier 1 instruction, including a variety of groupings, structures such as rotations/workshop), strategies, and a focus on Universal Design for Learning(considering the barriers to student learning).</p> <p>All students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth),are provided a ELA/ELD workbook for classwork/homework. English Language students are provided the option to receive the student homework workbook in Spanish so parents can support them at</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.	None Specified	None Specified	0
			ESGI	None Specified	District Funded	0
			Lexia	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>home.</p> <p>In order to measure grade-level reading progress of all students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), receiving general education curriculum, students in 1st-5th grade take the Scholastic Reading Inventory(SRI) online assessment to measure growth in reading at grade level at least 4x per year. All students,(including GATE, ELD, SED, SWD and 504's,and Homeless/Foster Youth), take the District Benchmark reading assessments, and students in grades 3-5 participate in targeted SBAC Mirror Assessment preparation found on our District Mastery Connect website. Teachers are provided release time to analyze student data by student group and plan for targeted instruction each Trimester.</p> <p>Students in Grades K-4, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth) use Lexia reading software 3-4x per week, to support reading skills development and proficiency.</p> <p>Students in Grades K-2, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), are administered ESGI assessments to monitor progress in reading skills.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Parent Communication Parent Communication is a priority at Maple. Parents receive information through the following formats: Sunday night newsletter, school website, school Twitter, school Facebook, Parent handbook, SEE SAW, Canvas, classroom website, classroom newsletters, Monday packet, Parent committee(School Site Council, ELAC, SEDAC, GATE, PFA,AADAC, LGBTQ+, Safety Committee, Wellness Committee),communication, phone class, emails, and meetings in person. Our Outreach Assistant, Office Assistant III, and Bilingual Facilitator serve as Parent Engagement Liaisons to our students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), who speak Spanish. via translating all documents that go home, translating at meetings, phone calls home to invite parents to events or meetings.</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Weekly parent communication via Smore Newsletter	None Specified	District Funded	0
<p>Professional Development Teachers engage in data analysis and collaboration with colleagues every Monday for one hour during Bank Time. Teachers also attend IEP, SST, and 504 meetings throughout the week to support the students in their classroom, along with their Collaboration Teacher Partner.</p> <p>Teachers analyze student data/progress disaggregated by</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Professional Development, Collaboration and Implementation	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>student group, and plan for targeted instruction one half-day each trimester, individually or collaborating with colleagues.</p> <p>Our SAI teachers participate in release days to observe their students in the general Education Setting, in order to monitor the success of students in the GE setting(per IEP GOALS), collaborate and provide feedback to/with the GE teacher(During COVID-19, teachers do not want to leave subs in their classrooms, since there is limited time with students in the current cohort schedule)</p> <p>Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester.</p> <p>Teachers use baseline data to identify students, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), who will participate in reading and math intervention classes during reinforcement time, and continuously monitor student progress in reading throughout the year, in order to provide reading and math intervention services, as needed.</p> <p>Classroom and Intervention Teachers collaborate together during release days, to analyze, and plan for targeted instruction for students, (including GATE,</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELD, SED, SWD and 504's, and Homeless/Foster Youth). Intervention teachers actively participate in the Student Support Team meetings, in order to share specific examples of student progress.</p> <p>Teachers participate in district and on-site professional development around Technology, SEL, and Data Analysis, and implementation of curriculum in remote learning.</p> <p>Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.</p>						
<p>Inclusion Increase inclusion minutes in general education classrooms by fostering student/peer relationships,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), across the campus, so that they feel comfortable in participating in academic and social experiences with their peers.</p> <p>Every student, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), receiving Specialized Academic Instruction Services has a designated seat in the general education classroom, with his/her name on it, and is included in all</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies (as delinitated above)	None Specified	None Specified	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>classroom parties, field trips, assemblies, music, dance, PE, library, recess, lunch and special activities.</p> <p>The SAI and GE teacher work to provide smooth transitions into the GE classroom, such as allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, to need the needs of the individual student.</p> <p>Alternative seating, sensory items, and supplies that support eliminating barriers for student learning, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), is purchased to support the success of inclusion for all students</p>						
<p>Homeless/Foster Youth Provide students at Maple who are homeless with the resources and supports they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.</p>	August 2022 – June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Work with parents to determine what supports they need from our school. Provide lists of community resources to families.</p> <p>Collect donation for food items and school supplies, that can support families in need.</p>	None Specified  None Specified	None Specified  None Specified	0  0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	2000-2999: Classified Personnel Salaries	District Funded	0
			Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.	None Specified	None Specified	0
Attendance Monitor the attendance of all groups at risk, including EL/ Socio-Economically Disadvantaged, Hispanic, and Homeless/Foster Youth.  Continue to monitor the attendance of Students with Disabilities, as well as all students who are at risk of chronic absenteeism. Students who feel loved and cared for at school will be more successful academically, and will want to come to school each day.  Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), by teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Meeti individually with parents to determine what support they need from our school to address barriers in the way of student attendance	None Specified	None Specified	0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth)						
<p>Instructional and office supplies and resources are purchased to support instruction for all students during on-campus learning, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth).</p> <p>General Maintenance of Maple's building will support a safe environment for students and staff to work in.</p> <p>Purchase of 1:1 headphones for all students, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), as we return to in person instruction. All classrooms have access to power strips to charge student devices, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), and purchase/ repair of IPADS for students in specialized classrooms based on IEP goals.</p>	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Instructional and office materials and supplies, including hardware, software, shredding, printing,Ready Fresh, and support/student incentives,as well as books and supplies</p> <p>Technology (Bulbs, cartridges, headphones, ipads, power strips)</p>	<p>4000-4999: Books And Supplies</p> <p>0001-0999: Unrestricted: Locally Defined</p>	0010  0010	0  3000
Building Maintenance is done and building supplies are purchased for on-campus instruction,as needed.	August 2022 – June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and	Building Maintenance	0001-0999: Unrestricted: Locally Defined	0010	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal				

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We came close to implementing our plans, except for the areas listed below. In regard to effectiveness of implementation, we persevered through the COVID guidelines of wearing masks, being 6 feet apart, and not mixing cohorts. As restrictions were lifted in February 2022, we worked hard to identify barriers to learning, in order to meet the academic needs of students in both small and large group instruction, as well as through intervention and classroom support. Students in grades 4 and 5 used computers both at school and at home, to support homework and skills. Students in K-3 used computers in the classroom and were sent computers home on an individual basis, based on requests.

Based on the Trimester 3 benchmarks, students in kindergarten exceeded goal of 68% of students identifying upper case letters (76% was actual), and were just shy of meeting the goal of 53% of students knowing high frequency words at the end of the school year. Growth was evident in that at the end of trimester, with only 33% of students knew their HFW, and at the end of trimester 3, 49% of students knew their HFW.

In first grade,

for grade 3-5, students demonstrated that the percentage of students who exceeded or met the ELA benchmark in 2021 was the same or greater than the percentage of students who exceeded or met the ELA CAASPP Proficiency in 2018. This was the result of the determination of teachers to meet the social emotional needs of students, in all settings, while prioritizing differentiated instruction for students. Based on the Proficiency data for each subgroup, our English Only and RFEP students outscored the following subgroups: SED, English Learners, and SPED.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the 2021-2022 School year, the following actions that were planned for, did not take place: After school enrichment and homework club only took place the past month of the school year using ELOP funds. During the fall of 21-22, we were still under COVID guidelines and chose not to help any after school activities. We also had planned to use Achieve 3000 in 3-5, but only some students used this program in 3-5. We also planned to use both Smarty Ants and Imagine Learning for language learners, but made the decision to implement Lexia instead, and this became the software language support. Another action that was delayed in its implementation was having an EL paraprofessional to provide classroom support,. Due to staffing challenges, we did not secure an EL paraprofessional until second semester. Once we did, we were able to follow through with implementation. We had planned to host an Academic Math Night in the Spring using Mathnasium, but this company was not approved by our District to use.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2022-2023 school year, all students will be able to take a computer home for home use, and return it to school daily in a personalized computer bag with our school logo on it , that has been provided to each student. Computers in TK-2 will be touch screen and are provided by a District Grant that will allow student to keep the computer for 3 years, before receiving a new computer. Another change this year will be the addition of a TK classroom on campus, which will support our Kindergarten classrooms by having our TK students come to kindergarten with more school experience to be successful in kindergarten. Regarding goals for ELA for Tk-2, we will monitor all the skills that are monitored during benchmark testing, and we will set goals for ELA and Math State Testing this year, since we have Spring 22 data to compare growth to. During the 2021-2022 school year, we implemented Lexia for K-3 in all classrooms consistently each week. During the 2022-2023, we will implement Lexia in grades Tk-4, so that all 4th graders can complete the Lexia levels that they started last year. Only one third grader completed all the Lexia levels last year. We will be using ESSER2 and ESSER 3 funds to hire two Academic Specialists to support students in the classroom to support academic improvement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Positive Academic Growth - Improve Student Achievement in Mathematics

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 2

Students in Kindergarten through Fifth grade will be proficient or advanced on the Spring 2022 Trimester 3 Math Benchmarks, with an increase in proficiency of at least 3-5%.

## Identified Need

1. We set goals based on Trimester Benchmark indicators for each grade in TK-2 and benchmark and state test scores for grade 3-5.
2. Students in all groups but white did not score at the same rate as white students did.
3. State testing proficiency scores were not as high as Math Benchmark scores.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Indicator: Kindergarten Math Benchmark Assessment, Spring 2023  
Rote Count  
Once to One Correspondence

Trimester 3 Math Benchmark Spring 2022  
  
Overall Rote Counting: 89%  
SPED: 57%

Kindergarten: Math Benchmark Assessment, Spring 2023  
Overall Rote Counting:  
SPED: 60%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Soc. Dis:57% EL:57%</p> <p>Overall One to One Correspondence:83% SPED: 43% Soc. Dis:50% EL:50%</p> <p>Overall Recognizes Numbers:86% SPED: 6% Soc. Dis: 43% EL:43%</p>	<p>Soc. Dis: 60% EL: 60%</p> <p>Overall One to One Correspondence 1:1: SPED: 46% Soc. Dis:60% EL:53%</p> <p>Overall Recognizes Numbers: SPED: 46% Soc. Dis:46% EL:46%</p>
<p>Indicator: First Grade Math Benchmark Assessment, Spring 2023 Add/Sub Accurately Counts,Reads,Writes Add/Subtract Fluently Solves Word Problems</p>	<p>Trimester 3 Math Benchmark Spring 2022</p> <p>Overall Add/Sub Accurately:78% SPED: 43% Soc. Dis:75% EL:77%</p> <p>Overall Counts,Reads,Writes:76% SPED: 57% Soc. Dis:67% EL:62%</p> <p>Overall Add/Subtract Fluently:74% SPED: 43% Soc. Dis:67% EL:62%</p> <p>Overall Sovles Word Problems:67% SPED: 29% Soc. Dis:67% EL:69%</p>	<p>First Grade:Math Benchmark Assessment, Spring 2023 Overall Add/Sub Accurately:81% SPED: 46% Soc. Dis:78% EL:80%</p> <p>Overall Counts,Reads,Writes:79% SPED: 60% Soc. Dis:70% EL:65%</p> <p>Overall Add/Subtract Fluently:77% SPED: 46% Soc. Dis:70% EL:65%</p> <p>Overall Sovles Word Problems:70% SPED: 32% Soc. Dis:70% EL:72%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: Second Grade Math Benchmark Assessment, Spring 2023</p> <p>Add/Sub Fluently</p> <p>Word Problems</p> <p>Understands 1,000</p>	<p>Trimester 3 Math Benchmark Spring 2022</p> <p>Add/Sub Fluently:66%</p> <p>SPED:27%</p> <p>Soc. Dis:88%</p> <p>EL:88%</p> <p>Word Problems:44%</p> <p>SPED: 36%</p> <p>Soc. Dis:50%</p> <p>EL:50%</p> <p>Understands 1,000:56%</p> <p>SPED: 45%</p> <p>Soc. Dis:63%</p> <p>EL:63%</p>	<p>Second Grade: Math Benchmark Assessment, Spring 2023</p> <p>Add/Sub Fluently:69%</p> <p>SPED:30%</p> <p>Soc.Dis:91%</p> <p>EL:91%</p> <p>Word Problems:47%</p> <p>SPED: 39%</p> <p>Soc. Dis:53%</p> <p>EL:53%</p> <p>Understands 1,000:59%</p> <p>SPED: 48%</p> <p>Soc. Dis:66%</p> <p>EL:66%</p>
<p>Indicator: Third Grade Math Benchmark Assessment, Spring 2023</p> <p>Math Benchmark</p> <p>SBAC Mathematics</p>	<p>Grade 3 Trimester 3 Math Benchmark Spring 2022: 78.3%</p> <p>Grade 3 SBAC Mathematics:Overall 69%</p> <p>Hispanic/Latino:50%</p> <p>White: 75%</p> <p>Socio Disadv: 50%</p> <p>Eng. Learners: 40%</p> <p>SWD: 50%</p>	<p>Grade 3 Trimester 3 Math Benchmarks Spring 2023:Overall 81%</p> <p>Grade 3 SBAC Mathematics:Overall 72%</p> <p>Hispanic/Latino:53%</p> <p>White: 78%</p> <p>Socio Disadv: 53%</p> <p>Eng. Learners: 43%</p> <p>SWD: 53%</p>
<p>Indicator: Fourth Grade Math Benchmark Assessment, Spring 2023</p> <p>Math Benchmark</p> <p>SBAC Mathematics</p>	<p>Grade 4 Trimester 3 Math Benchmark Spring 2022: 68.7%</p> <p>Grade 4 SBAC Mathematics:51%</p> <p>Hispanic/Latino:37%</p> <p>White: 68%</p> <p>Socio Disadv: 48%</p> <p>Eng. Learners: 27%</p> <p>SWD: 0% (0/2)</p>	<p>Grade 4 Trimester 3 Math Benchmark Spring 2022: Overall72%</p> <p>Grade 4 SBAC Mathematics:Overall 54%</p> <p>Hispanic/Latino:41%</p> <p>White: 71%</p> <p>Socio Disadv: 51%</p> <p>Eng. Learners: 30%</p> <p>SWD: 50% (1/2)</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator: Fifth Grade Math Benchmark Assessment, Spring 2023 Math Benchmark SBAC Mathematics	Grade 5 Trimester 3 Math Benchmark Spring 2022: 72.4%  Grade 5 SBAC Mathematics:41% Hispanic/Latino:28% White: 69% Socio Disadv: 7% Eng. Learners: 0%( 0/8) SWD: 0% (0/3)	Grade 5 Trimester 3 Math Benchmark Spring 2022: Overall 75%  Grade 5 SBAC Mathematics: Overall 50% Hispanic/Latino:41% White: 72% Socio Disadv: 25% Eng. Learners: 25% SWD: 33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maple hired a certificated math intervention teacher to provide small group targeted math instruction for students, (including GATE, ELD, SED, SWD, and 504's, Homeless/Foster Youth), in 1st-5th grade, four days per week.  Host an afterschool ELOP Enrichment Club for students daily, in order to provide homework help and enrichment activities, and address SEL and Inclusion. Provide bus transportation to students for Afterschool Homework and Enrichment Club  Teachers will participate in three half-day release days in order to collaborate and analyze student data, in order to improve inter-	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Hire Math Academic Specialist-Targeted MTSS Support for Math Intervention  Hire Certificated Academic Specialist-Afterschool Homework Club/Enrichment Opportunities (ELOP)  Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies.	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  4000-4999: Books And Supplies	Title I (0620)  District Funded  0TRM	20871.32  0  4178.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>rater reliability in scoring and designing differentiated instruction.</p> <p>Academic specialist will support English Learners during reading instruction in the classroom, to support language development.</p> <p>Two Academic Specialists will support students in classroom in small group instruction.</p>			<p>Bus Transportation for Afterschool Homework and Enrichment Club (ELOP)</p> <p>Teacher release for professional collaboration and data analysis</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>District Funded</p> <p>Title I (0620)</p>	<p>0</p> <p>1789.98</p>
<p>Math Software The following math software and websites are accessible to ALL STUDENTS, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), to provide targeted math practice at home and/or at school: Rocket Math, Prodigy, and IXL Math. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters See Saw, Remind, emails, and classroom websites.</p> <p>EASY CBM Assessment data was administered to every at risk math student identified by teachers, based on beginning of year baseline math data, and students,(including GATE), who are identified as high risk and medium risk, are placed in math intervention.</p> <p>Our math Intervention Teacher uses the GO Math and IXL resources to support targeted</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.</p> <p>Software- IXL Math</p> <p>Rocket Math- Grade TK-5</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>None Specified</p> <p>District Funded</p> <p>OTRM</p>	<p>0</p> <p>0</p> <p>800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
math instruction.						
<p>Students with Disabilities and 504's</p> <p>Students with Disabilities and 504 Accommodations receive math supports through the use of communication devices such as Proloquo, ipads, and voice to text, visual models, and visual/ token charts, touch math.</p> <p>Students with Disabilities and 504's may receive services in math. Services are delivered in the general education setting, in the Learning Center, or specialized academic instruction setting, as indicated on the IEP. All services are delivered by a certificated teacher.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies. (as delineated above)</p> <p>Software-IXL Math</p> <p>Software-Rocket Math</p>	<p>None Specified</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>None Specified</p> <p>District Funded</p> <p>None Specified</p>	<p>0</p> <p>0</p> <p>0</p>
<p>Inclusion</p> <p>Increase inclusion minutes in general education classrooms by fostering student/peer relationships across the campus for ALL STUDENTS, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth, so that students feel comfortable in participating in academic and social experiences with their peers.</p> <p>Every student, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), receiving Specialized Academic Instruction Services has a designated seat in the general education classroom, with his/her</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books, supplies, and sensory items.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>name on it and participates at recess with peers. Every student,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), will participate in all classroom parties, field trips, assemblies, music, dance, PE, library, lunch and special activities.</p> <p>Both the SAI and GE teacher work to provide smooth transitions into the GE classroom, such as allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, to need the needs of the individual student.</p> <p>Alternative seating, sensory items, and supplies that support eliminating barriers for student learning is purchased to support the success of inclusion for all students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth).</p>						
<p>District Math Curriculum is being used to support student achievement in math (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth). Teachers are beginning to plan with barriers in mind (UDL),and teach using a variety of strategies and groupings, hands on materials, visuals, accommodations, alternative seating, a variety of assessments,</p>	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.</p> <p>UDL TOSA (ESR3)</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>ESSER III - Learning Loss</p>	<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Math workshop, math stations/bins/ Math Art/Journal, so students can demonstrate their understandings.</p> <p>UDL TOSA supports classroom teachers to implement UDL practices that support all students (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth) to engage and excel to their best.</p>			TK TOSA (OEFG)	2000-2999: Classified Personnel Salaries	Other	0
<p>English Language Students In order to promote success in math achievement: English Language Students, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), receive targeted language instruction that includes listening, speaking, reading and writing, and use of Wonders ELD Curriculum to support language development</p> <p>EL students in the math classroom receive integrated instruction, using visual supports and strategies that promote success for students who are learning English.</p> <p>Our Bilingual Para provides extra support to our EL students during academics in the classroom.</p> <p>Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>District adopted ELA/ELD Wonders Curriculum (District Funded)</p> <p>Bilingual Paraprofessional-classroom support for EL students (District Funded)</p> <p>Bilingual Facilitator (District Funded)</p> <p>Translation of ELA materials</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Other</p> <p>Other</p> <p>Other</p> <p>None Specified</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and language objectives as it relates to equity and designated and integrated strategies. The EL Advisor shares what is learned with staff during staff meetings.						
<p>Gifted and Talented Students,(including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), who have been identified as Gifted and Talented practice math skills at their specific reading level, using IXL Math, Rocket Math,and Engage New York. .</p> <p>All students in 4th and 5th grade, including identified GATE and non GATE students, can participate in GATE activities during lunch each month.</p>	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)</p> <p>Software-IXL Math</p> <p>Software- Rocket Math</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>0010</p> <p>Other</p> <p>Other</p>	<p>6988.78</p> <p>0</p> <p>0</p>
<p>Parent Communication Parent Communication is a priority at Maple. Parents receive information through the following formats: Blackboard/Smore Sunday night newsletter, school website, Twitter, Facebook, CANVAS, SEE SAW classroom website, classroom newsletters, Monday packet, parent committee communication(School Site Council, ELAC, SEDAC, GATE, PFA, AADACC, LGBTQ+, Safety Committee, Wellness Committee), phone class, emails, and</p>	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Parent Communication-SMORE Newsletter/Blackbaord	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meetings in person. Our Office Assistant III, Outreach Assistant, and Bilingual Facilitator serve as Parent Engagement Liaison to our students who speak Spanish, via translating all documents that go home, translating at meetings, and phone calls home to invite parents to events or meetings.						
<p>Professional Development Professional development for teachers is focused on SEL, Diversity Equity, and Inclusion, use of new Wonders Curriculum, continued use of Go Math, and IXL Math.</p> <p>Teachers analyze student data/progress dis-aggregated by student group, and plan for targeted instruction one half day each trimester, individually or collaborating with colleagues, as we plan for barriers to learning.</p> <p>Our SAI teachers participate in release days to observe their students in the general Education Setting, in order to monitor the success of students in the GE setting(per IEP GOALS), collaborate and provide feedback to/with the GE teacher</p> <p>Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester.</p> <p>Teachers use baseline data to identify students who will</p>	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Professional Development, Collaboration and Implementation	1000-1999: Certificated Personnel Salaries	0010	2670

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>participate in Intervention during Learning Enrichment and Academic Development, Math intervention classes during the day, and continuously monitor student progress in math throughout the year, in order to provide Math intervention services,as needed.</p> <p>Classroom and Intervention Teachers collaborate together to analyze,and plan for targeted math instruction for students. Intervention teachers actively participate in the MTSS SST#3 meetings of their students, in order to share specific examples of student progress</p> <p>5th grade math teacher participates in Middle School Math Collaboration with other 5th grade teachers and Middle school math teachers, to support the transition of students from Maple to middle school.</p> <p>Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.</p>						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Homeless/Foster Youth Provide students,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), at Maple with the resources and supports they need to attend school each day,and monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified	None Specified	0
			Communicate individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified	None Specified	0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	None Specified	0
			Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.	None Specified	None Specified	0
Attendance Monitor the attendance of all groups at risk, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth). Continue to monitor the attendance of all students who are at risk of chronic absenteeism. Students who feel loved and cared for at school will be more successful academically, and will	August 2022-June 2023	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>want to come to school each day.</p> <p>Maple Mustangs (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth) experience use of teachers teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth). Maple is working with all students to learn how to solve small problems using KELOS's problems solving choices in order to empower them to be independent at solving small conflicts.</p>			<p>Communicate individually with parents to determine what support they need from our school. Provide lists of community resources to families.</p>	None Specified	None Specified	0
			<p>Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.</p>	None Specified	District Funded	0
			<p>Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.</p>	None Specified	Donations	0

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to CO-VID 19, our plan for implementation was limited in person instructional for students. Teachers focused attention on removing barriers for all students when in person and when supporting reinforcement work at home. Based on the Trimester 3 benchmarks for grade 3-5, students in grade 4 and 5 far exceeded the math benchmark scores from last year. For example, in 4th grade, the goal was 35%, because of the low scores in 2021. This year, 4th grade Trimester 3 Math Benchmark score was 68.7%, and 5th grade Math Benchmark goal for 2022 was 52% and we scored 72.4%. Kinder and First met thier Rote Counting and Addition and Subtraction goals. Proficiency scores were different between Math Benchmark scores and State Testing Math scores, wiht math benchmark scores exceeding state testing scores.

We did offer math intervention to all students and we have reflected on the effectiveness of the approach used this year, of helping students with their grade level work in small groups during Math intervention. We are rethinking the effectiveness of math intervention, since it was not yeilding us the results we wanted.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to offer Academic Math Night due to conflict with district philosophy on promoting tutoring center.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have reflected on the effectiveness of Math intervention, and did not find it was effective to push in to support students or support students in small group instruction as they worked on grade level lessons.

We are searching for a math intervention program or software program that would yield growth in math academic skills.

We would love to find a math academic night program to provde for families, that meets the criteria of providing this without pushing their own tutoring business.

We will continue to offer Rocket Math and Math IXL to support student skills as a launching point, instead of supporting students in inital instruction during intervention.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Promote Inclusive Opportunities For All Students

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 3

To continue to build an inclusive community at Maple, and to increase the number of opportunities that are available for all students to engage with their peers.

## Identified Need

100% of our students are not in general education with peers 80% of the time.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SIRAS LRE data

June 2022:  
37% LRE

100% participation if it meets the needs of individual students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																
		SSC Team wants to look deeper at this goal so that it reflects inclusion without referring to LRE. This goal will be revised at our next SSC meeting.																
Identify the number of students who participate in opportunities at Maple during the year	<p>9/2/22, 8:52 AM SIRAS Systems - Statistical Reports</p> <p>Conejo Valley Unified / Maple Elementary</p> <p>SPP Gen. Ed Participation, ages 6-22 Indicator 5A target is over 62% having 80-100% participation in Gen. Ed. Indicator 5B target is under 16.5% having 0-39% participation in Gen. Ed.</p> <table border="1"> <thead> <tr> <th>General. Education Participation Range</th> <th>Code</th> <th>Student Count</th> <th>Percent LRE</th> </tr> </thead> <tbody> <tr> <td>80 to 100%</td> <td></td> <td>20 Students</td> <td>37%</td> </tr> <tr> <td>40 to 79%</td> <td></td> <td>8 Students</td> <td>14.8%</td> </tr> <tr> <td>0-39%</td> <td></td> <td>26 students</td> <td>48.1%</td> </tr> </tbody> </table>	General. Education Participation Range	Code	Student Count	Percent LRE	80 to 100%		20 Students	37%	40 to 79%		8 Students	14.8%	0-39%		26 students	48.1%	
General. Education Participation Range	Code	Student Count	Percent LRE															
80 to 100%		20 Students	37%															
40 to 79%		8 Students	14.8%															
0-39%		26 students	48.1%															

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Total Students: 54 5A: 37% 5B: 48.1 %	
--	---	--

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Inclusion is a school-wide focus. Increase inclusion minutes in general education classrooms by fostering student/peer relationships across the campus (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), so that they feel comfortable in participating in academic and social experiences with their peers, engendering positive student outcomes for all student groups.  Our school participates in both social inclusion and academic inclusion opportunities, focused on fostering relationships among like-peers in the SAI and General Education classrooms (we promote inclusion through smaller cross grade level communities by implementing the HOUSE SYSTEM by scheduling school-wide HOUSE Activities/Meetings the first Monday of the Month, and encouraging every staff member to attend their HOUSE activity. All staff and students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth),	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, printer ink, and support/student incentives, as well as books and supplies, Mustang Mentors/HOUSE Activities	4000-4999: Books And Supplies	None Specified	0
			Building repairs and maintenance	None Specified	None Specified	0
			Sensory items	None Specified	None Specified	0
			Collaborative planning between GE and SPED teachers	None Specified	None Specified	0
			MTSS Inclusion Lead Teacher	1000-1999: Certificated Personnel Salaries	Title I (0620)	1900
			Alternative Seating	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will belong to the House of Friendship, the House of Courage, or the House of Integrity.</p> <p>Teachers use the Stanford Harmony Curriculum and other supplemental curriculum to support the development of SEL skills. Teachers participate in collaborative planning with GE/SAI to support lessons focused on meeting the needs of the students, after careful reflection of student goals and the barriers that are keeping students from interacting.</p> <p>In order to support the success of all, alternative seating is used in classrooms, to allow for increased student engagement. In order to support inclusion for all students, building repairs and maintenance are planned for, throughout the year.</p> <p>In order to support inclusion for all students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth),building repairs and maintenance are planned for throughout the year.</p> <p>In order to support inclusion for all students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), an MTSS Inclusion Lead Teacher is on staff.</p>			<p>Instructional Materials and Supplies, including technology, hardware, software, printer ink, and support/student incentives,as well as books and supplies, Mustang Mentors/HOUSE Activities</p>	5000-5999: Services And Other Operating Expenditures	0010	8815
Inclusion In concert with the CVUSD	August 2022-June 2023	School Site Council,	Dancing with our Future Stars	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Diversity, Equity and Inclusion task force, Maple Elementary School assumes the Board Resolutions as foundational in diversity, inclusion and belonging. Moreover, we are committed to broaden the “standard” diversity definition by also recognizing, educating, and celebrating Abilities Awareness, Autism Acceptance, and the anniversary of the Americans with Disabilities Act (ADA).</p> <p>Both the SAI and GE teacher work to provide smooth transitions into the GE classroom. Examples include allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, which supports the needs of the individual student.</p> <p>Students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), in both Special Ed and General Education Teachers may join together for morning meetings, brain breaks, and read aloud, and during academic instruction, as determined by the IEP.</p> <p>Maple has two Inclusive playgrounds for students. One is for TK and Kindergarten students, and the other is for students in 1st-5th grade. This meets the needs of all abilities (ADA</p>		Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Prime Taekwondo	None Specified	None Specified	0
			Computer Bags and headphones for each student	4000-4999: Books And Supplies	None Specified	5866
			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies to support SEL, Diversity, Equity, Inclusion, and our Maple Mariposa Parent Center to strengthening our school community.	0001-0999: Unrestricted: Locally Defined	Title I (0620)	1000
			Classified Academic Specialist STEAM teacher	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5000
			Outdoor Village	4000-4999: Books And Supplies	Title I (0620)	5464
			Computer Maple Toteparent committee memmbers, staff	4000-4999: Books And Supplies	Title I (0620)	1000
			School Wide Tie Dye Project for Each House- Friendship, Courage, and Integrity	4000-4999: Books And Supplies	Title I (0620)	1126



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Accessible), and promotes student collaboration during play.</p> <p>Maple's playground also includes a Buddy Bench in our 1st-5th playground, created by an Eagle Scout in 2017. The Buddy Bench is one way that students can show they are including other students, by inviting them to play, when they see someone sitting on the buddy bench.</p> <p>Our Maple Native Garden promotes a collaborative outdoor learning space for all students to interact, learn, or study. Use of outdoor space for student learning has become part of our daily instruction, in order to allow students opportunities for fresh air and the ability to take off their masks.</p> <p>Our Maple Outdoor classroom, referred to as the VILLAGE, is an outdoor space for all students in classrooms (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), to explore learning outside in a creative space, designed by our own classroom teacher.</p> <p>Maple SEDAC and PFA met in Summer 2022, to brainstorm family activities for the 2022-2023 school year. In August, the PFA and SEDAC Team, involving many from School Site Council, revisited the list of monthly Family activities and calendared these</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>events with the principal. The common focus was to promote full participation, access and support, of all family and student engagement/activities.</p> <p>The House System creates smaller communities within the larger community of Maple. To continue with our mentorship between grades, our Kindergarten and 5th graders are in the HOUSE OF FRIENDSHIP, and will be invited to wear RED at our HOUSE activities and Pep Rallies. Students in 1st and 3rd grade are in the HOUSE OF COURAGE, and are invited to wear GREEN at our HOUSE activities and Pep Rallies. Students in 2nd and 4th grade are in the HOUSE OF INTEGRITY and are invited to wear PURPLE at our HOUSE activities and Pep Rallies.</p> <p>School Wide House Meetings/Activities will take place during each month of the year, with activities such as each House planting pumpkin seeds to create a pumpkin patch, staff and students making House shirts to wear for our House meetings, and activities involving the development of our Outdoor classroom/village.</p> <p>Our school counselor painted a large tree on the wall of our office hallway, with each house color and name displayed, so that HOUSE activities can be displayed in the hallway for their</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>HOUSE poster.</p> <p>Our school counselor is working with the principal to design and facilitate monthly SEL MEETINGS, where each grade comes together to focus on specific topics:  September: Problem-Solving with Kelso  October: Bully Prevention  November: Emotions and Empathy  December: Diversity and Inclusion  January: Growth Mindset  February: Kindness and Gratitude  March: Motivation  April: College and Career  May: Reflections and Transitions</p> <p>Our PFA Team created and posted a banner in front of school celebrating and welcoming students back to school for the 2022-2023 school year. This was the backdrop of many students and staff to take pictures during the first week of school. PFA purchased display cases that will be installed in the front of school to advertise upcoming events for families.</p> <p>The Eta Psi Chapter of Delta Kappa Gamma Philanthropy Organization provided Maple with ten new backpacks of school supplies, which are located with the new school supplies and accessible to all teachers to take for students in need.</p> <p>Additionally, SEDAC and PFA</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parent groups will sponsor a school-wide art project for all students to complete for National Unity Day.</p> <p>Maple SEDAC promotes inclusion by continuing to display a large clock on the wall of our school by our MPR Door, with the Inclusive Schools Week theme, The Time is NOW for Inclusion from 2020-2021. This clock was designed by a Maple family, and continues to remain in the front of our school as a reminder of our commitment to INCLUSION.</p> <p>Maple provides 1:1 devices to all students in K-5 during the 2021-2022 school year(due to a district commitment in the areas of technology), as well as purchase Instructional materials and supplies, technology, hardware, software, and support/student incentives, as well as books and supplies. All students receive a computer bag and headphones this year, in order to promote positive care of the chromebook, which will stay with students for a three year period before being replaced. The computer bag will stay with each student during their time at Maple.</p> <p>All communications, projects, etc., are presented in English and Spanish with an equitable tone and layout.</p> <p>Additional Inclusive activities that we will participate in this year are:</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Unity Day Abilities Awareness Week Autism Acceptance Day Inclusive Schools Week Great Kindness Challenge International Dot Day</p> <p>Maple established the Maple Mariposa Parent Center on campus, as of August, 2021, as a way to create a space for all parents to come, collaborate, and learn. This space continues to be a special space on campus for our parents to come together. This is an example of our commitment to promoting parent and family engagement. This was named by our Maple SEDAC in Spring, 2021, in anticipation of the Parent Center opening in August, 2021. Each parent committee has a dedicated space (table and white board) in the Parent Center to meet and collaborate. In addition, our Outreach Assistant is housed in this space, provided parent education classes, small groups, and one-on-one support to families. In the Mariposa Center, parents have access to technology, to enhance their learning of skills, such as accessing Parent Connect, our weekly newsletter, and other learning opportunities, in partnership with our District Outreach Team. Providing our parents with access, support, and fair treatment will result in FULL PARTICIPATION of our families in their own learning and their child's educational experience at Maple.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Dancing with our Future Stars, a non-profit Dance Company, will continue to provide in-person dance classes to our school during the 2022-2023 year. (During 2020-2021, DWOFS was held weekly and virtually). This year, half the school will receive weekly classes for 30 minutes during semester 1, and the other half will receive weekly classes during semester 2.</p> <p>Prime Taekwondo, a community organization continues to provide free Taekwondo classes for ALL students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), each week for 8 weeks per semester.</p> <p>Inclusion opportunities will continue to take place with STEAM classes offered biweekly for each class, all recess and lunches, special activities, music for 4th and 5th grade, field trips, and gardening. Other inclusion opportunities available are for read alouds, Social Studies, Science, SEL, and Math Workshop.</p>						
<p>Staffing and Enrichment Provide a stipend to one of our SAI Teachers as our Inclusion/MTSS Lead Teacher. This person serves on our Leadership Team, and works closely to support inclusion of all students, through close collaboration with our teachers</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Inclusion/MTSS Lead Teacher	None Specified	None Specified	0
			School Counselor hosts evening parent meetings focused on SEL	None Specified	None Specified	0
			SpEd and GE Teacher Collaboration	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and principal, in monitoring the success of each student receiving SAI services. This includes the revision of schedules of paras on an ongoing basis, participating in the monthly Sped meeting with principal, being a model classroom of the implementation of new ideas of partnerships between Special Education and GE teachers.</p> <p>Our Maple School Counselor hosts monthly parent meetings to discuss upcoming social emotional learning topics students will be learning about.</p> <p>SAI/ GE Teacher Teams attend IEP meetings together and share the inclusive opportunities that students participate in with peers.</p> <p>Teachers plan and collaborate around inclusion opportunities for all students during professional development/staff meetings.</p> <p>Teachers have opportunities to learn about the intersectionality of Universal Design for Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion through Professional Development experiences.</p> <p>Maple has developed an Outdoor Classroom for students in all grades, that will support learning outdoors, exploring nature and academics, and promotes inclusion of all students. As this Outdoor Classroom grows in</p>			Purchase Library Books to support Diversity, Equity, and Inclusion	0001-0999: Unrestricted: Locally Defined	None Specified	0
			Special Education Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives, as well as books and supplies	0001-0999: Unrestricted: Locally Defined	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>passion and interest of students, Outdoor Classroom space will be located throughout campus, to support the passion of Science, Technology, Engineering, the Arts, and Mathematics. Our first outdoor space was conceptualized and designed by a Maple teacher, and built and constructed by two Maple Students and their parents during the summer of 2021. Funds for this space were paid for out of Title Funds from the 2020- 2021 school year.</p> <p>Our Maple Library has been increasing the number of books that represent our student population, so that students can see themselves in the literature in our Library.</p>						
<p>Attendance Monitor the attendance of all groups at risk, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), Continue to monitor the attendance of Students with Disabilities, as well as all students who are at risk of chronic absences. Students who feel loved and cared for at school will be more successful academically, and will want to come to school each day.</p> <p>The monitoring of all students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth) is a priority, in order to determine the</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Outreach Assistant</p> <p>Collect donation for food items and nonperishable items, that can support families in need</p> <p>Network with District School Service Coordinator and Social Worker, to support attendance</p> <p>Home visits</p> <p>Teacher/Parent/Student Partnership</p> <p>District Social Worker</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>		<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>barriers that are keeping students away from school. Common barriers we are monitoring for are transportation, access to internet or device, illness, social emotional needs, and lack of resources.</p> <p>Our Outreach Assistant and Office Staff continue to call absent students on a daily basis,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), to understand why they are not at school, so that we can address any barriers that exist.</p> <p>Home visits are conducted to connect with families,(including GATE, ELD, SED, SWDand 504's, and Homeless/Foster Youth), and provide students with school materials that they need.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, SWD, and 504's, Homeless/Foster Youth), by teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster. Maple hosts</p>			District Coordinator of Student Support Services	None Specified		0
			After school homework and enrichment activities	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Classroom Field trips	0001-0999: Unrestricted: Locally Defined	None Specified	0
			School Wide Field Trip-TO ARTS	None Specified	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>homework and enrichment after school activities to promote attendance and student engagement.</p> <p>Maple students will be able to participate in one field trip by bus and unlimited walking field trips,(including GATE, ELD, SED, SWDand 504's, Homeless/Foster Youth). All Maple Students and Staff (280) will participate in an school-wide fiend trip to the Civic ARts Plaza to see a play on Feb. 15, 2023, sponsored by the TO ARTS Council, including buses, tickets for 280 people.)</p> <p>Our School Counselor supports Maple teachers in providing SEL lessons to students a minimum of one to five days per week, aligned with CVUSD's goal of focusing on SEL instruction for all students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth).</p>						
<p>Parent and Family Engagement Parents at Maple are invited to participate in the creation of our School Plan for Student Success and Title One Parent Engagement Contract and Policy School Site Council will review progress toward goals throughout the school year, as this is a living document that will be updated and revised based on actions taken and actions added along the way.</p> <p>Our SEDAC is very active and</p>	August 2021-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies</p> <p>Nicky Folders</p>	<p>4000-4999: Books And Supplies</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>None Specified</p> <p>Instruction</p>	<p>0</p> <p>2670.11</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supportive of promoting inclusion at Maple. Our SEDAC President and Team plan to host informational meetings, including with guest speakers, throughout the year. Parents in SEDAC are active participants in all other school committees. Information on events planned and communicated by SEDAC are also included in our weekly Mustang Chronicle.</p> <p>Our ELAC Leaders collaborated with our Outreach Assistant, to advertise our monthly ELAC meetings. Members of ELAC participated in reviewing the EL data during ELAC meeting. Communication with families includes personal phone calls, texts, What's App, flyers, our Weekly Mustang Chronicle, to invite and encourage our parents of EL students to participate in our meeting and activities. ALL ELAC meetings are held Zoom-style during COVID-19.</p> <p>Our Parents in GATE are provided information about our GATE program at Maple via our Mustang Chronicle and students in 3-5 are encouraged to participate in the monthly GATE Lunch Bunch activities hosted by our GATE DAC Rep and our GATE Teacher Facilitator. This GATE "Lunch Bunch" fosters intersectionality by inviting all 3rd – 5th grade students across all Maple demographics to participate in monthly projects to</p>			Network with community resources to provide backpacks, clothes, and other resources to families in need.	None Specified		0
			SEDAC Meetings- Guest speakers	None Specified		0
			ELAC Meetings- Guest speakers,	None Specified		0
			GATE Meetings- Lunch Bunch/Parent Meeting	None Specified		0
			PFA Meetings/ Restaurant Nights	None Specified		0
			Translation	0000: Unrestricted	0860	1640
			EL Parent Education Materials	0001-0999: Unrestricted: Locally Defined	0860	1040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>heighten shared experiences.</p> <p>Our Parent Faculty Association encourages all parents to participate in holding board positions, attending monthly general meetings, and volunteering to support all the activities that are hosted by our PFA. Information on PFA events/meetings are included in our weekly school newsletter. Events include Restaurant Nights, Supply Drives, and the Craft Fair.</p> <p>Parent communication between home and school is a priority for Maple. Students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), take home Nicky Folders to support communication between home and school.</p>						
<p>Homeless/Foster Youth</p> <p>Provide parents of students who are homeless with the personal connections, resources, and relationships with our Outreach Assistance, so that we can meet the needs of the parents, family, and students, as needs arrive. Common supports are the need for devices or access to the internet.</p> <p>Provide students at Maple who are homeless with the resources and supports they need to attend school each day, such as District sponsored early week back, which</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Network with community resources to provide backpacks, clothes, and other resources to families in need.</p> <p>Collect donation for food items and nonperishable items, that can support families in need.</p>	<p>None Specified</p> <p>None Specified</p>		<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>offered students the opportunity to return to school one week earlier, get a new pair of shoes, new backpack and supplies, and more. At Maple, we will continue to monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Our Outreach Assistant contacted EL families before school started to remind them when school started and to support them with signing up for the bus or afterschool ELOP program. Students who feel loved and cared for at school will be more successful academically.</p> <p>The Attendance of our Homeless is closely monitored, and our Office Staff and Outreach Assistant is in contact with families to support accessibility to resources and help them feel connected to our school community.</p>			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified		0

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We exceeded our LRE goal for the 2021-2022 school year. Our goal was as follows: Overall, Least Restrictive Environment percentage will increase from 28% in Fall 2021, to 32% in Spring 2022 as measured by the number of students who spend 80% or more of their time in both academic and social settings at Maple, as measured by SIRAS. Our LRE percentage was 37% by June 2022. We were pleased that we exceeded our goal by 5%.

During the 2022-2023 School year, our class rosters were built with lists of all students on general education rosters, all students having designated seats in general education classrooms, and special education and general education teachers teamed up to work together throughout the year to support the successful opportunities for all students to participate with grade level peers in the general education setting. During the year, students in self contained classrooms spent time with grade level peers in a variety of social settings, such as specialist classes, recess, lunch, field trips, special activities and class parties, library, read alouds, small group rotation, science, and identified content areas. Specific students in two specialized classrooms spent significant portion of the school day in the general education setting, with support provided as needed, by the case manager and classroom teacher. It was evident that the collaboration of both teachers contributed to the great success our students had in being able to maximize the time spent in the general education setting.

COVID restrictions impacted the ability to implement our new HOUSE activities during semester one. During March 2022, when Safety guidelines allowed for students to be within 6 ft without masks, House activities began to take place, where Houses( made up of two grades) planned opportunities to join together for social purposes, such as building a leprechaun trap, planting pumpkin seeds and butterfly gardens, reading stories, or playing games together.

Parent and Family Engagement Activities that were inclusive for all were successfully implemented as planned this year. The establishment of the Maple Mariposa Parent Center increased inclusive opportunities for parents of our English Language Learners to participate in both in person meetings, socials, and language classes throughout the year.

The role the Outreach Assistant played in bridging relationships between school and home, was instrumental in increasing parent participation in Parent Family Engagement Activities, parent learning opportunities, and district opportunities for involvement. Hosting all meetings using Zoom allowed parents to be included in all school meetings without health concerns. Some social meetings were held in the Mariposa Center during both first and second semester, with all parent meetings for School Site Council, PFA, and ELAC began held on zoom. Our April ELAC Cluster Meeting was held in person at the middle school and was well attended by ELAC parents from Maple.

Maple Staff stands firm in our belief that all students are welcome here and that developing an environment where all staff and students treat each other kindly, are accepted, and included. Our beliefs were put to the test during second semester, when the actions of one teacher to affirm the identity of one of our students. The actions of our teacher were scrutinized by community members, social media, and news publications. This experience resulted in us continuing to stand in our truth for Inclusion,

surrounded by support from our District Superintendent, District Leaders, Community members, and most Maple parents. Inside our gates, we shut the outside world out and we continued to support students to thrive in our environment. As adults, we worked hard to center ourselves so that we did not let the negative voices in who were challenging us not to include each and every student on our campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had planned to have monthly SEL assemblies, awards assemblies and House activities each month, but were not able to hold in person assemblies with students and families, until the end of the year, when we held a Talent Show inside and Culmination outside. We waited until March 2022 to begin implementing HOUSE activities with students from different grades, so we feel we did not get to forge the close relationships we wanted to from the beginning of the school year. We also stopped all awards assemblies throughout the school year and are rethinking the effectiveness of this type of recognition.

Overall, Least Restrictive Environment percentage will increase from 28% in Fall 2021, to 32% in Spring 2022 as measured by the number of students who spend 80% or more of their time in both academic and social settings at Maple, as measured by SIRAS.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our Inclusion goal for 2022-2023 will continue to remain the same, with our ability to fully implement the actions possible to accomplish due to increased Health Conditions. We identified the first Monday of each Month to hold a schoolwide HOUSE activity time, so that every staff member is able to join the activities for their HOUSES. We have not finalized whether or not parent meetings will be in person or on zoom, based on the current fluctuation of COVID data. Our hope is to move toward in person meetings, but we recognize the Social Emotional impact that this might have.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student, Parent, and Family Engagement

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 4

Increase Student, Parent, and Family Engagement at Maple, as measured by tracking the number of school contacts made and the participation in school events/activities, in order to strengthen the home, school connection, that leads to student success.

## Identified Need

During the 2022-2022 school year, our Maple Community strives to encourage parent participation at events at school, whether during the day or after school events. In 2021-2022, we had limited opportunities to bring our school community together safely. As we return to in person, full day instruction in 22-23, we want our families to feel a strong connection to Maple and to the continued focus on academic achievement and social emotional development, as we encounter changes and navigate our daily environment. We strive for full participation.

## Annual Measurable Outcomes

Metric/Indicator

1. Participation and engagement in our Maple Mariposa Family Center- parent classes, committees, and social opportunities

Baseline/Actual Outcome

Attendance at each parent education classed was between 6-25 parents.

Expected Outcome

1. Our goal is for 100% participation in our Parent opportunities. Our short term goal is for attendance of 8-10 parents at each parent education class that we host.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. Track the number of families who read the weekly Mustang Chronicle Newsletter	Number of SMORE contacts made with parents averaged 2,208 per week over 39 weeks	2. Our goal to have Smore Mustang Chronicle reach at least 300-500 shares per week over 39 weeks.
3. Track the number of families who participate in our school events, as a way to measure family engagement	Number of parents who attended events last year- 50-200, per event.	3. Our goals is to maintain family participation at between 50-200 parents, students, and families per event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create opportunities for students and families to engage in Parent and Family events after school (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth). Events during the day are planned for students during the school day to enrich their school experience by hosting assemblies, guest speakers, and HOUSE activities.</p> <p>Students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth) at Maple will participate in a school wide field trip to The Civic Arts Plaza in February 2023, hosted by the TO Arts Council.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Parent Family Engagement Activities Maple Mariposa Parent Center Schoolwide Children's play at Civic Arts Plaza tickets and buses for 280 people. School Wide parent speaker on Social Media and Parenting	4000-4999: Books And Supplies None Specified None Specified 5800: Professional/Consulting Services And Operating Expenditures	None Specified None Specified Donations Title I (0620)	0 0 0 500
Maple is partnering with Dancing with our Future Stars to provide students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), with the opportunity to dance with professionals and enjoy	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Dancing with our Future Stars	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
movement in a risk free environment.						
The goal of all family activities are focused on Full Participation in events for all,including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth. Events include a Back to School Family Picnic, Cultural Picnic and Dance, Trunk or Treat, Movie Nights, Paint Nights, Bingo, Talent Show, and more.	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff School LCAP Leadership Team, and Principal	Supplementary materials and incentives,and Supplies for PFE activities	None Specified		0
Every Friday continues to be Maple School Spirit Day, including students who are GATE.EL,SED, SWD and 504's,and Homeless/Foster). Students are encouraged to wear blue and white. Communication is consistently in the Weekly Mustang Chronicle to advertise school spirit days.  Students are encouraged to wear HOUSE Shirt colors on the Back to school Postings and Ices, and Playground Fun, the first day of school, HOUSE Meetings, and Pep Rallies.	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, Counselor, and Principal	School Spirit Days HOUSE Spirit Days	None Specified None Specified	None Specified None Specified	0 0
All students, (including GATE.EL,SED, SWD and 504's, Homeless/Foster), are invited to participate in Picture Day at Maple. Yearbooks will display all students in one grade on the same page, with all students and teachers in each grade levels displayed on the same page, so that we promote unity of every student in that grade at Maple. This will promote unity among our	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, Counselor, and Principal	Restaurant Nights	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students.  Restaurant Nights, promoted by PFA, take place once or twice per month, to promote school spirit at the restaurants.						
All students will participate in Art Lecture throughout the year, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster), with opportunities to create ART in the style of the artist. Mystery Science lessons are also accessible to all students at Maple, as an enrichment opportunity, to enhance the sciences, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster).  All students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster), will have the opportunity to participate in performing arts experiences, such as music, throughout the school year.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Mystery Science ART Masters	None Specified None Specified	District Funded Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0 0
Parent Nights with Katie Berry, focused on social emotional curriculum, and topics on how to support students in understanding the skills taught at school.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Parent SEL Nights/ Morning Monthly Meetings	4000-4999: Books And Supplies	0010	671.11
Special Dress Days continue at Maple. Students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster), are	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School	Special Dress Days	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>invited to wear costumes on Halloween and participate in a Halloween Parade and a Trunk or Treat Evening Family Event. Students wear pajamas to school the last day before winter break. Other special dress days will take place each month during second semester, to promote unity among all students. Other Dress Days are identified and promoted by our Student Council.</p>		LCAP Leadership Team, Counselor, and Principal				
<p>Parent communication is communicated in a variety of ways as new guidelines become clear, such as in our weekly newsletter, videos, parent meetings, and committee meetings. Social Media communication position served by Maple staff members who send out three communications per week, Instagram, Facebook, and Twitter.</p> <p>Weekly newsletter is created by all committees, including PFA, ELAC, SEDAC, and GATE, AADAC, LGBTQ+, Safety Committee, Wellness Committee, and DAC who provide updated information about their committees and events with our families. Additional newsletters are published through our Maple Facebook Page, Twitter, or our Maple PFA Facebook page, so that parents have multiple avenues for accessing important school information. All communication in Smore is accessible in a variety of languages. All communication</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Smore Newsletter	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
sent from Maple is in English and Spanish.						
Our Title One Parent and Engagement Policy and our Parent-Teacher-Student Compact is developed by our School Site Council, which is representative of our School, as well as from feedback from our staff. During the month of November 2023, information about Title One, our budget, and our Parent Engagement Policy and Student/Parent/ Staff Compact will be communicated through a recorded video to all of our families.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Title One Parent Engagement Policy	None Specified	None Specified	0
			Title One Student/Parent/Staff Compact	None Specified	None Specified	0
Our Outreach Assistant serves in a very important role to support our link between school and home. Our Outreach Assistant communicates with families,(including GATE, ELD, SED, SWD, and 504's, Homeless/Foster Youth), on a daily basis, to support the barriers that keep students from attending school, as well as provide parents the information about resources that can support their families. Communication takes the form of phone calls, What's App, and emails. Our Outreach Assistant supports families by accessing our weekly newsletter, setting up email addresses, notifying them of upcoming professional development, and parent committee meetings. Our Outreach Assistant engages families in attending school committee meetings, such as	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Academic Specialist-Outreach Assistant	2000-2999: Classified Personnel Salaries	Title I (0620)	12652.40

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELAC and PFA, as well as attending classes on Zoom, SeeSaw, Canvas, and other professional development classes taught by Outreach Assistants or offered in our community, by such groups as Adalente. Our Outreach Assistant coordinates resources for our families throughout the school year, such as Burlington Coat Factory, Holiday Gifts, and School Supplies. Our Outreach Assistant encourages attendance through weekly phone calls to families to support information about school and resources to ensure students attend school. Our Outreach Assistant is housed in our Maple Mariposa Parent Center, established in August 2021.</p>						
<p>English Language translation is an asset to our school. Our Bilingual facilitator, Bilingual Para, and Office Assistant, along with our Outreach Assistant, provide our families with access to information through translating phone class, emails, presentations, IEP meetings, Student Support Team Meetings, 504 Meetings, and Parent Teacher Conferences. There is also translation available during Parent Faculty Meetings and Special Education Advisory Meetings. Communication with parents takes the form of in-person conversations, as well as remote conversations.</p> <p>ELAC Meetings will take place at least 5 times a year, in the Maple</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	<p>Bilingual Facilitator</p> <p>Bilingual Paraprofessional</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mariposa Parent Center. September 29, October 27, December 15, February 6, 2023, and April 2023 (Newbury Park Cluster ELAC Meeting), and May 5, 2023. Maple families are also invited to participate in the Outreach Meetings held throughout the school year.						
District Technology Specialists are available to support families, (including GATE, ELD, SED, SWD, and 504's, and Homeless/Foster Youth), at the school sites with questions about device and connectivity, or the need for internet support of a HOTSPOT. The District Technology TOSA and Technology Specialist supports each site with all technology questions.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	District Technology Specialist and Technology TOSA	None Specified	District Funded	0
			Technology Devices	None Specified	District Funded	0
			Hotspots	None Specified	District Funded	0
Social emotional support is provided to our students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), staff, and families through the support of a social worker, and a school based counselor. The social worker supports our families with accessing resources, supporting families with barriers to attendance, and providing stability at home.  Our School-based counselor provides weekly social emotional curriculum for our staff to implement, conducts one-one counseling meetings in person and via zoom, as well as small	August 2022 - June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Social worker	None Specified	District Funded	0
			Stand Proud	None Specified	District Funded	0
			School-Based Counselor	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
group counseling. Our school counselor also oversees and teaches the Stand Proud Curriculum for our 5th graders. Teachers are provided videos from the counselor, supporting weekly lessons on district-wide SEL topics. Teachers also host community circles and classroom discussions to allow students to share their feelings, learn communication skills, and problem-solve a variety of topics together.						
<p>Attendance Provide students at Maple, (including GATE,EL,SED, SWD and 504's,and Homeless/Foster), the support they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.</p> <p>Home visits take place to drop off food, school curriculum and supplies, and resources to families, as well as checking in on the welfare of the students.The principal, office assistant, social worker, and school counselor do home visits.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, SWD,</p>	August 2022-June 2023	School Site Council, Parents, Teachers , Staff School LCAP Leadership Team, Counselor, and Principal	Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified	None Specified	0
			Collect donation for food items and nonperishable items, which can support families in need.	None Specified	None Specified	0
			Network with Assistance League of Conejo Valley and community agencies to provide backpacks, clothes, and other resources to families in need.	None Specified	None Specified	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED,SWD and 504's, and Homeless/Foster Youth.</p> <p>SHINE and LTIS TOSA supports attendance for all students participating in home school or LTIS.</p>			<p>Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.</p> <p>SHNE/LTIS TOSA (OHOM)</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>Other</p>	<p>0</p> <p>0</p>
<p>School Site Council will develop a parent survey focused on Student, Parent, and Family Engagement (including GATE, ELD, SED, SWD, and 504's, Homeless/Foster Youth), that will be sent out by the end of Trimester 2, in order to guide our Student, Parent, and Family Engagement work for the last Trimester of 2022 school year. This will be sent out electronically through our Weekly SMORE newsletter, hard copies will be provided to our families, and samples will be kept in the office.</p>	<p>August 2022-June 2023</p>	<p>School Site Council, Parents, Teachers , Staff School LCAP Leadership Team, Counselor, and Principal</p>	<p>Student, Parent, and Family Engagement Survey</p>	<p>None Specified</p>	<p>None Specified</p>	<p>0</p>
<p>Our Maple Community is partnering with Maple to provide our students,(including GATE, ELD, SED, SWD and 504, and Homeless/Foster Youth), with resources, and enrichment experiences that will enhance</p>	<p>August 2022-June 2023</p>	<p>School Site Council, Parents, Teachers , Staff School LCAP Leadership Team, Counselor, and Principal</p>	<p>Burlington Coat Factory Vouchers</p>	<p>None Specified</p>	<p>Donations</p>	<p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>their academic and social emotional experiences. The Assistance League of Conejo Valley provides our students with Burlington Coat Factory vouchers to purchase clothing and shoes for school each Fall.</p> <p>Dancing with our Future Stars (DWOFS) partnered with Maple this year to provide live weekly dance classes for our students every Friday. Student in three grades are participating in this weekly activity each semester.</p> <p>Delta Kappa Gamma partnered with Maple students to provide students with backpacks and supplies in the Fall, 2022.</p>						
<p>Examples of Student, Parent, and Family Engagement activities during the 2022-2023 will include the following:            Back to School Night            Free breakfast and lunch for all students            Supplies and backpacks provided to those in need            Heath Clerk hours were extended by three hours, to support student health during the pandemic            Monthly outdoor family events</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>Free breakfast and Lunch for all students</p> <p>Extended hours for the health clerk</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0</p>
<p>Parent Workshops are offered throughout the 2022-2023 school year, to support Student, Parent, and Family Engagement. Classes are offered from Maple, from Outreach Assistants, and in our community.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>Parent professional development</p> <p>Translation for meetings</p>	<p>None Specified</p> <p>2000-2999: Classified Personnel Salaries</p>		<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Night <ul style="list-style-type: none"> <li>• Parenting through Social Media</li> <li>• -SEL Parent Morning Monthly Meetings with our Counselor</li> <li>• Back to School Night review of ELA/ELD WONDERS Go Math Night, software,</li> <li>• How to access the Weekly Mustang Chronicle Newsletter</li> <li>• Understanding the IEP process</li> <li>• How to use Parent Connect</li> <li>• Understanding Canvas</li> <li>• On the Road to the University (attended by our ELAC, sponsored by Adelante)</li> <li>• Maple Mariposa Parent Center Socials</li> </ul>			Supplies for professional development meetings	None Specified		0
Maple has an active parent group that meets bi-monthly, and plays a critical role in develop, implementing and monitoring goals and actions for our school.  Parent Faculty Association meets for one Board Meeting and One General Meeting each month.  English Language Advisory Committee meets at minimum of five times per year.  Site Special Education Advisory Committee meets a minimum of five times per year.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	PFA Meetings ELAC Meetings SEDAC Meetings GATE Student Meetings	None Specified None Specified None Specified None Specified	None Specified None Specified None Specified None Specified	0 0 0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Gifted and Talented Education hosts monthly GATE Lunch Bunches for all 3rd -5th graders (including students in Shine, Remote, and Blended).</p> <p>Site Wellness Committee will be established this year to explore ways of teaching students about nutrition.</p> <p>Safety Committee will work on the school safety plan and meet at least three-four times this year.</p>						
<p>Teacher Communication with Students, Parents, and Families includes frequent communication with families regarding student attendance, engagement, and progress. Teachers communicate via email, phone, support of Outreach Assistant, Bilingual Facilitator, and Office Personnel, in addition to using avenues such as SeeSaw and Canvas.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Teacher communication	None Specified	None Specified	0
<p>CVUSD's Title 1 Outreach Program will be hosting a series of workshops for families.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	CVUSD's Title 1 Outreach Program-workshop series	None Specified	District Funded	0

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our Maple Mariposa Center was a welcome location for our parents to come together for social and learning opportunities. We were thrilled the opportunity to have a space for parents to collaborate together. Having our Outreach Assistance located in this space was also very effective.

Our Mustang Chronicle continued to be a successful way to communicate with our families regarding school information. We exceeded our goal of the number of parents who accessed this information, as our goal was to reach 11,700-19,500 parents this year, and we actually reached 86,116 parents, at an average of over 2,000 parents per week.

The events that we did hold at school, both inside and outside, drew a large number of participation. For example, our back to school picnic had about 100 in attendance, while our Trunk or Treat drew between 150-200 people. Large participation also took place at our Talent Show, Movie Night, Paint Night, Culmination and Open House.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We wanted our families to engage with our students in school events throughout the school year, as we focused on fostering a strong school community where everyone was included, accepted and welcomed. During the first seven months of this school year, we were not able to implement the plan to the extent possible due to current health conditions. We held outdoor events such as trunk or Treat and a Friday School picnic. The events that were scheduled indoors were canceled or moved outside. By the end of the school year, we held one movie night indoors, one paint night indoors, and our school talent show indoors. 5th grade Culmination was held outdoors.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are planning all activities to be both indoors and outdoors, with no restrictions, which will allow us to have increased opportunities to come together each month in a social and learning environment. We will adhere to the State of California Public Health mandates, that may impact our dream of full implementation of Parent and Family Engagement activities.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Learning loss for all students due to COVID-19 school closures and modified instructional models

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

## Goal 5

By June 2023, all general education students, students with disabilities (SWD), English Learners( EL), socio-economically disadvantaged(SED) and gifted and talented education students(GATE) in grades TK-5, will receive academic and SEL supports to address learning loss, as measured by Lexia in TK-5.

## Identified Need

We recognize that students are fragile both emotionally, socially, and academically. As educators, we recognize that students still have gaps in the area of reading, as we returned to instruction on campus. Lexia data shows that a limited number of students completed the Lexia levels at their grade and this focus is critical to narrowing the reading gap present.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

By June 2023, 100% of TK-5 students will increase a minimum of 2 Lexia Levels.

By June 2022, 82% of K-3 students increased 2 Lexia Levels

By June 2023:  
 Transitional Kindergarten: Increase by 2 Lexia levels  
 Grade K: Increase by 2 Lexia levels  
 Grade 1: Increase by 2 Lexia levels  
 Grade 2: Increase by 2 Lexia levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Grade 3: Increase by 2 Lexia levels Grade 4: Increase by 2 Lexia levels Grade 5: Increase by 2 Lexia levels
By June 2023, 70% of all students will be working on or above grade level in Lexia	By June 2022: 67 students out of 144 students (47%) in K-3 were working on or above grade level in Lexia (Levels P-21) Kindergarten: 33 students out of 41 students (80%) were working on Levels 2-5 or above grade level in Lexia. First Grade: 30 students out of 36 students (83%) were working on Level 6-9 or above in Lexia. Second Grade: 17 students out of 27 students (63%) were working on Level 10-12 or above in Lexia. Third grade: 22 students out of 40 students (55%) were working on Level 13-15 or above in Lexia. No baseline for grade 4-5.	By June 2023: Transitional Kindergarten: 70% of students will be working at or above grade Lexia Level 1 Kindergarten: 83% of all students will be working on or above Lexia Levels 2-5 First Grade: 83% of all students will be working on or above Lexia Levels 6-9 (Based on Kindergarten Baseline) Second Grade: 86% of all students will be working on or above Lexia Levels 10-12. (Based on Grade 1 Baseline) Third Grade: 66% of all students will be working on or above Lexia Levels 13-15. (Based on Grade 2 Baseline) Fourth Grade: 60% of all students will be working on or above Lexia Levels 16-18. (Based on Grade 3 Baseline) Fifth Grade: 100% of all students will be working on or above Lexia Levels 19-21. (End of Program)
By June 2023, the total number of Lexia Levels completed will exceed 573.	By June 2022: The total number of Lexia Levels completed by all students participating was 573 levels.	By June 2023: The total number of Lexia Levels completed by all students will meet or exceed 600 Levels.
By June 2023, all grade levels will show growth in the percentage of students on Grade Level Material (GLM)	By June 2022: Kindergarten: The percentage of students working on or above Grade Level	By June 2023: Kindergarten: The percentage of students working on or above Grade Level

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Material grew from 39% in Fall 2021 to 94% in June 2022.                  First Grade: The percentage of students working on or above Grade Level Material grew from 25% in Fall 2022 to 84% in June 2022.                  Second Grade: The percentage of students working on or above Grade Level Material grew from 23% in Fall 2022 to 65% in June 2022.                  Third Grade: The percentage of students working on or above Grade Level Material grew from 6% in Fall 2022 to 61% in Spring 2022.</p>	<p>Material will increase from baseline to 100% in June 2023.                  First Grade: The percentage of students working on or above Grade Level Material will increase from 94% to 100% in June 2023.                  Second Grade: The percentage of students working on or above Grade Level Material will increase from 84% to 87% in June 2023.                  Third Grade: The percentage of students working on or above Grade Level Material will increase from 65% to 70% in June 2023.                  Fourth Grade: The percentage of students working on or above Grade Level Material will increase from 65% to 80% in June 2023.                  Fifth Grade: The percentage of students working on or above Grade Level Material will increase from 65% to 100% in June 2023.</p>
<p>By June 2023, Grades 2-5 will show growth in the number of students who complete Lexia Level 21.</p>	<p>By June 2022:                  One student in third grade completed all 21 lexia Levels.</p>	<p>By June 2023,                  Thirty students in Grades 2-5 will complete 21 levels of Lexia.</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lexia is a reading software program that focuses on specific reading skills, that has the	August 2022-June 2023	School Site Council, Parents, Teachers	Lexia software	None Specified	District Funded	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>capability to adjust support on each skill to provide more visual support for the student, as well as reteach the skills, if the student misses too many incorrect problems on that skill. The program tracks the number of attempts a student has attempted at each type of instruction provided, which is useful for the teacher to use. Lexia provides extra paper pencil activities to practice skills that are difficult for the student. Lexia also creates certificates for students who have completed each level. There are 21 levels to master between Kindergarten and fifth grade, with the goal being that students achieve at least 2 levels at minimum. Lexia will be used in grades TK-3, 3 times per week, as part of the instructional program, and 4th -5th grade for students participating in reading intervention.</p> <p>Hire Academic Specialist to support Learning Loss and/or SEL in small groups.</p>		,Staff, School LCAP Leadership Team, and Principal	Reading Intervention Teacher will support implementation of Reading Alive with students in reading intervention	None Specified	None Specified	0
			Classroom teachers support implementation of Lexia for students not in intervention	None Specified	None Specified	0
			Academic Specialist Classroom support for Learning Loss/SEL	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	11384
<p>Implementation of Lexia for all TK-4 and 5th grade students receiving intervention services during the 2022-2023 school year. Use of 3-4 times per week, for a total of 30-40 minutes. Students have the option to take their 1:1 computer home in a computer bag and practice Lexia. Principal visits classrooms to distribute Lexia certificates and motivational</p>	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Lexia Software	None Specified	None Specified	0
			1:1 chromebooks for each student	None Specified	None Specified	0
			1:1 chrome book bags for each student	4000-4999: Books And Supplies	None Specified	0
			Lexia motivational awards and supplementary materials	4000-4999: Books And Supplies	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
rewards when students move up Lexia levels.						
<p>Attendance</p> <p>Maple promotes positive behavior with our Maple students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), by teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth).</p> <p>Maple receives support from our Student School Support Service Coordinator and District Social worker, in the area of attendance and supporting all students,(including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth).</p> <p>Unduplicated Students will have the opportunity to remain on campus for 9 hours per day as part of the ELOP program. ELOP Coordinator oversees the implementation of ELOP in all elementary schools.</p>	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>District Student Support Services Coordinator supporting Attendance</p> <p>ELOP After school Enrichment Program Instructional supplies (ELOP)</p> <p>ELOP After school Enrichment Program Staffing(ELOP)</p> <p>ELOP After school Enrichment Program Staffing( ELOP)</p> <p>ELOP After school Enrichment Coordinator( ELOP)</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p> <p>Other</p> <p>Other</p> <p>Other</p> <p>Other</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
IXL Reading, IXL Math, Rocket Math are software for students,(including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), in 3rd-5th grade, which supports academic achievement and vocabulary development in the areas of reading and math. The goal of this software to work to completion	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Software-IXL Reading and IXL Math	None Specified	District Funded	0
			Rocket Math	4000-4999: Books And Supplies	None Specified	0
Reading Intervention Teacher provides Reading intervention support for all students,(including GATE, ELD, SED,SWD and 504's, and Homeless/Foster Youth, in K-5th, as determined on students who previously had intervention, and new students to Maple who teachers recommend, based on observations and assessments in Early Fall.	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Reading Intervention Teacher	None Specified	None Specified	0
Math Intervention Teacher provides Math intervention support for all students,(including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth, in 1st-5th, as determined on students who previously had intervention, and new students to Maple who teachers recommend, based on observations and assessments in Early Fall.	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Math Intervention Teacher	None Specified	None Specified	0
Social emotional support is provided to our students, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth) staff, and families through the support of a social worker, and a school based counselor. The Social Worker and Outreach Assistant support our families with	August 2022-June 2023	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	School Counselor	None Specified	District Funded	0
			District Social Worker	None Specified	District Funded	0
			Outreach Assistant	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
accessing resources, supporting families with barriers to attendance, and providing stability at home.						
Our School-based counselor provides weekly social emotional curriculum for our staff to implement, conducts one-one counseling meetings in person and via zoom, as well as small group counseling. Our school counselor also oversees and teaches the Stand Proud Curriculum for our 5th graders. Teachers are provided videos from the counselor, supporting weekly lessons on district-wide SEL topics. Teachers also host community circles and classroom discussions to allow students to share their feelings, learn communication skills, and problem-solve a variety of topics together. Our school counselor hosts monthly assemblies for students, to reinforce our HOUSE values, character traits, and inclusion focus.	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	School Counselor	None Specified	District Funded	0
Professional Development Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and language objectives as it relates to equity and	August 2022-June 2023	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Bilingual Facilitator	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>designated and integrated strategies. The EL Advisor shares what she learns with staff during staff meetings.</p> <p>Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.</p>						

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Lexia was implemented in K-3 classrooms during the 2021-2022 school year. Since Lexia was new for our teachers and students, it was rolled out slowly and in consistent weekly implementation by November 2022. Principal visited each classroom to present Lexia certificates and special trinkets to individual students each week, as a way to recognize progress and encourage participation. Students responded to classroom visits by sharing their personal progress with principal when they saw principal walking around campus, excited that they will be recognized for moving up a Lexia Level. Each week, parents were notified by email if their children earned certificates, and parents were excited to hear the news. In addition, parents were emailed skill pages that accompany the Lexia certificate, so students could practice at home. Classroom teachers also encouraged and celebrated Lexia progress in the classroom. Lexia became a common topic of conversation among our K-3 students. One student in third grade was the first to be recognized for completing all Lexia levels, and was treated to lunch with the principal and counselor at a neighborhood restaurant. Principal provided classroom teachers will Lexia Growth Reports throughout the year, as we monitored the effectiveness of this goal, SPSA Goal 5. Regarding the overall effectiveness of implementation, 118 students out of 144 students (82%) in grades K-3 met the

target of increasing 2 levels. Of the 118 students who increased at least 2 levels, 21 students out of the 118 students increased by only 2 levels, while 97 students out of the 118 students increased by more than 2 levels. Another measure of effectiveness was the growth in the percentage of students who were working in Lexia on or above grade level material. In Kindergarten, the percentage of students working on or above grade level material grew from 39% in Fall 2021 to 94% in June 2022. In First Grade, the percentage of students working on or above grade level material grew from 25% in Fall 2021 to 84% in June 2022. In Second Grade, the percentage of students working on or above grade level material grew from 23% in Fall 2021 to 65% in June 2022. In Third Grade, the percentage of students working on or above grade level material grew from 6% in Fall 2021 to 61% in June 2022. The total number of levels completed by K-3 students increased from 323 levels at the end of Trimester 1 to 573 levels at the end of Trimester 3.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation of Lexia in K-3 was to begin in September 2021, and did not implemented in every classroom consistently until November 2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of Lexia will be smoother during the 2022-2023 school year, since staff and 1st-4th grade students are familiar with the software. This year, with the addition of a Transitional Kindergarten classroom, we will be adding Transitional Kindergarten to Lexia, for students who demonstrate understanding of letter and/or sound identification. Because TK and Kindergarten students will be unfamiliar with Lexia software and computer skills, implementation of Lexia will be slower, but should be consistently implemented by November 2022. Students in grades 1-5 will be implementing Lexia consistently, with students in Grades 1-4 continuing to work on the levels they left on in June 2022, and students in grade 5 who are receiving reading intervention services will complete the 21 levels of Lexia. All students in TK-5 will have access to bringing home chrome books to and from school, which will support increased use of Lexia. Maple will offer parent education about Lexia, to support parents in understanding the importance of the reading skills embedded in this online resource. In addition to monitoring the number of students who completed 2 levels, other Lexia data will be collected, such as monitoring the number of students who increase more than 2 levels, the number of students working at or above grade level, the total number of levels completed, and the percentage of students working at or above the grade level material in Lexia. This data was included in the analysis portion of this report and had been reported to School Site Council during the year, but had not been included in the SPSA measure of success. In addition, it will be important to monitor the total number of students who completed all 21 Lexia levels, as well as the number of students who completed all of the levels at their grade level. Including this data will give us a more well-rounded view of student progress in Lexia. Principal will visit classroom the first week of school to present Lexia Certificates earned during the summer. This will encourage the implementation of Lexia as we begin school.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount





# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173,663.11

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
0010	\$32,895.00
0860	\$2,680.00
OTRM	\$15,552.00
District Funded	\$0.00
Donations	\$0.00
ESSER III - Learning Loss	\$26,384.00
ESSER III - Other Allowable Uses	\$11,384.00
Instruction	\$2,670.11
None Specified	\$5,866.00
Other	\$0.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$5,000.00

Title I (0620)

\$71,232.00

Subtotal of state or local funds included for this school: \$173,663.11

Total of federal, state, and/or local funds for this school: \$173,663.11

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I (0620)	71232	0.00
OTRM	15552	0.00
0860	2680	0.00
0010	32895	0.00
ESSER III - Learning Loss	26384.	0.00
ESSER III - Other Allowable Uses	11,384	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	32,895.00
0860	2,680.00
OTRM	15,552.00
District Funded	0.00
Donations	0.00
ESSER III - Learning Loss	26,384.00
ESSER III - Other Allowable Uses	11,384.00
Instruction	2,670.11
None Specified	5,866.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
Title I (0620)	71,232.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

0000: Unrestricted	1,640.00
0001-0999: Unrestricted: Locally Defined	12,500.09
1000-1999: Certificated Personnel Salaries	50,206.64
2000-2999: Classified Personnel Salaries	64,994.40
4000-4999: Books And Supplies	28,018.20
5000-5999: Services And Other Operating Expenditures	8,815.00
5800: Professional/Consulting Services And Operating Expenditures	500.00
None Specified	6,988.78

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries		0.00
None Specified		0.00
0001-0999: Unrestricted: Locally Defined	0010	6,000.00
1000-1999: Certificated Personnel Salaries	0010	2,670.00
4000-4999: Books And Supplies	0010	8,421.22
5000-5999: Services And Other Operating Expenditures	0010	8,815.00
None Specified	0010	6,988.78
0000: Unrestricted	0860	1,640.00
0001-0999: Unrestricted: Locally Defined	0860	1,040.00
2000-2999: Classified Personnel Salaries	OTRM	9,574.00
4000-4999: Books And Supplies	OTRM	5,978.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00

None Specified	Donations	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	0.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	26,384.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	11,384.00
0001-0999: Unrestricted: Locally Defined	Instruction	2,670.11
0001-0999: Unrestricted: Locally Defined	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	5,866.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
None Specified	Other	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
0001-0999: Unrestricted: Locally Defined	Title I (0620)	2,789.98
1000-1999: Certificated Personnel Salaries	Title I (0620)	47,536.64
2000-2999: Classified Personnel Salaries	Title I (0620)	12,652.40
4000-4999: Books And Supplies	Title I (0620)	7,752.98
5800: Professional/Consulting Services And Operating Expenditures	Title I (0620)	500.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1	75,636.41
Goal 2	37,298.08
Goal 3	35,521.11
Goal 4	13,823.51
Goal 5	11,384.00

# School Site Council Membership and Assurances

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

The (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Mrs. Lewis-Principal	Principal
Amy Barker-President	Parent or Community Member
Sylvia Blair-GATE	Parent or Community Member
Jessica Weihe-DAC	Parent or Community Member
Stacey Palmer-PFA	Parent or Community Member
Amy Barker-SEDAC	Parent or Community Member
Mrs. Duarte -DELAC	Parent or Community Member
Mrs. Snider- Teacher	Classroom Teacher
Mrs. Warner-Teacher	Classroom Teacher
Mrs. Rinaman-Classified	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Parent Faculty Association

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 9, 2022.

Attested:

	Principal, Patty Lewis on September 9, 2021
	SSC Chairperson, Mrs. Summer Snider on September 8, 2021



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019