School Year: **2023-24**

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	September 8, 2023	

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)

X Schoolwide Program
X Additional Targeted Support and Improvement
  ATIS

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 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 and to promoting a growth mindset so students can focus on the journey of learning and developing skills, rather than getting a letter grade.

Our goals for the 2023-2024 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 2023-2024 school year, we will continue to focus on Parent and Family Engagement, as we increase opportunities for parents to engage with students on campus during the school day, as well as during after school events. We continue to focus on a school community where diversity, equity, and inclusion 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." We continue to provide all students with access to1:1 technology, ongoing monitoring and support of social emotional learning, and working with families to identify and address 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 with 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), SPSA 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 Kindergarten through fifth grade have opportunities to support differentiated reading comprehension and math practice through Prodigy, IXL Reading, Reading Eggs, Rocket Math, IXL Math, and Lexia, which are online software that we are continuing to implement this year. IXL Reading, Reading Eggs, Lexia, Rocket Math, Generation Genius, and IXL Math provide 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, Reading Eggs, and practicing skills that strengthen the development of number concepts, as well as Smarty Ants, 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, ESGI, Lexia, Read Naturally Live, Assessing Number Concepts online monitoring tools and hands on activities, using benchmark data and

Assessing Number Concepts data to determine if students are at risk in reading and math. Certificated teachers deliver Tier One instruction and intervention teachers provide both push-in and pull-out support. Students have access to online resources to support skills maintenance and intervention using Lexia, Reading Eggs, 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 on a weekly basis. Academic Specialists will serve as classroom support to address learning loss needs in classrooms K-5 using ESSR 3 funds, in addition to providing paraeducators the opportunity to work extra hours that allow them to extend to the entirely of the school day, supporting students in our Specialized Program with additional support. Our Outdoor Classroom/Village, established during 2021-2022, will continue to provide outdoor educational space where teachers can deliver instruction in this beautiful setting overlooking the hills and trees. This year, we hired a STEAM and ART teacher, both experts in their fields, who will be co-planning and collaborating as they integrate all areas of S.T.E.A.M, to inspire students to engage in the world around them, as they foster creativity and model thinking of positive self-talk of a growth mindset. The additional arts enrichment experiences that will be provided are Drama for TK-5 (Title One Funded), Music for 1st-5th (District Funded), and Dance for 1st - 5th (Donation from Non-Profit). These additional experiences in the ARTS will support students to engage in all aspects of learning, which will create connections across content areas that will support increased academic achievement.

In alignment with our C.V.U.S.D. LCAP Goal #2 is to ensure highly qualified and effective staff are provided with targeted professional development and has an understanding that all job responsibilities are structured to support positive student outcomes. During the 2023-2024 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. Teachers will also delve into understanding the nine stages of development between learning to count and mastering addition and subtraction, using Kathy Richardson's resources around Developing Number Concepts. Learning about Dr. Carol Dweck's Growth Mindset will support staff in how to promote and model the language of a growth mindset, which is critical in supporting students to grow their skills rather than give up when something is hard.

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 SPSA Goal 2 and 3 focus on the priority of Parent Family Engagement and the importance of all families feeling included in our school community. 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, where all families have access to participation. We are committed to creating increased opportunities for parents and families to participate at Maple after school, and Maple Elementary has added two new opportunities for parents to engage during the school day(joining the schoolwide Pledge of Allegiance and National Anthem in the Mustang Cafe every Monday morning when the bell rings, and joining us for a monthly Family Picnic during lunch). Parent communication is a priority for us at Maple, as parent committee leaders and the principal publish a unified weekly Friday 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 important upcoming dates, information about upcoming parent committee meetings, and informational news, based on changing information and guidelines that are unpredictable. We will host our annual family events, such as Trunk or Treat, Craft Fair, Movie nights, a School Dance, Bingo Night, and more. Our Maple Parent Handbook will be revised to reflect the 2023-2024 School year this Fall. Our Outreach Assistant and Bilingual Facilitator support communication to all families throughout the school year. Our 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" and a banner that reads, " We are happy you are here!" We continue our tradition of having three HOUSES within our Maple HOUSE. 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, which 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 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 our school counselor and Principal Lewis, will focus on social emotional themes and HOUSE Pillars. Our Attendance Counselor will support our students who have inconsistent attendance, by engaging them in small group counseling sessions and supporting families in addressing the barriers to daily attendance and academic success. 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. This year, we created a Wellness Room to support students throughout the school day with access to social emotional support as needed. In addition, we created a Motor Room, for

students to have access to strengthening motor skills, which the students in our Autism specialized program will benefit from, in addition to our primary students, and all those receiving services from our occupational therapist and adaptive physical education specialist. Our after school ELOP program overseen by STAR organization (previously located in our MPR) will be located in a classroom this year, which supports students in seeing this program as an extension of our school.

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. Because we have been identified as needing additional targeted support and improvement in the area of chronic attendance, we added SPSA Goal #4 to address chronic attendance for our students with disabilities and socioeconomically disadvantaged students with the support of our Attendance school counselor.

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! We also promote our school song written by a former Maple Teacher with the words," Maple School is a great place. Students and teachers work at a fast pace. We are the best in every way. Maple Mustangs we all say. Colors worn, all blue and white. We have fun. We're out of sight. So, if you stay with us a while, we will treat you Maple style. You will be a Mustang Pal. Maple Mustangs, Wow! Wow! Wow!"

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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 conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
83% of parents/guardians reported that their student(s) seem eager to attend school each day.
85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
86% of parents/guardians reported that their student's school was physically safe.
92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
93% of parents/guardians reported that teachers and staff treat them respectfully.
98% of elementary students reported they feel their teachers care about them.
93% of elementary students reported that their school is inclusive.
90% of middle and high school students reported feeling their teachers care about them.
89% of middle and high school students reported that their counselors care about them.
79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
91% of staff reported that working for CVUSD is a positive experience.
87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
92% of school site staff reported that students feel at school.
83% of school site staff reported that students are engaged and motivated.
95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.
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 on and off schedule 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 the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

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, Reading Inventory that generates a Lexile score , 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.

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 a Lexile test, 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 standards and curricula for each subject.

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.

During the week of August 15 to 19, 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.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of "accuracy" from Joe Feldman's book "Grading For Equity".

In addition, during the 2022-23 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.

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 compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

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 MTSS, SEL, 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 assessments, 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 2023-24 School Year, all TK-5 teachers are implementing the 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. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.
d 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 materials 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)

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. 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. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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, Science of Reading 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 Elementary has an active Parent Teacher Association (PFA), 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 (PFA). 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 Elementary'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.

Funding

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

Categorical Funds in CVUSD:
Title III/EIA funds are used to provide additional support and technology in the classroom.
Title II/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 Title III, Title II, and Title I (if you're a Title I school). 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."

Educational Partner 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 2023-2024 Maple SPSA was developed in collaboration with our School Committees/ Stakeholders and School Staff during the spring of 2022-2023. The School Site Council Committee and staff approved the SPSA Goals and provided feedback, allowing for a draft of actions to be developed during the summer, in anticipation of presenting the draft of proposed actions to the new 23-24 SSC Team, following a strong recruitment of new members.
Since Maple has a student body of 209 students as of August 24, the SSC membership needs to be the principal, one teacher (filled), one School staff meember (filled), and three parents (right now, we have three parents). We will continue to invite all of our parent committee members to join our School Site Council, in addition to any parent or community member who would like to join out Team. We recruited members at our Back to School Night on August 31, and will be presenting all candidates to parents for approval through our Maple Mustang Chronicle during the week of Sept. 5.

The SSC will review the draft of the SPSA and revise as needed throughout the school year, as we review the intended actions that we have completed and the intended actions we no longer feel fit our goals during our monthly meetings. As of September 5, our School Site Council Team of four parents and three staff members, including the principal, will be supporting the work of our school this year.

Resource Inequities

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

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.
We do not have any resourcde inequities that have contributed to the gap in attendance. We have an Attendance Counselor who will be support our school in addressing barriers to attendance for our families struggling with regular attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.6%	1.67%	1.26%	4	4	3
African American	0.8%	0.42%	0.84%	2	1	2
Asian	6.4%	5.02%	5.44%	16	12	13
Filipino	%	%	0%		0	0
Hispanic/Latino	34.1%	41.84%	43.1%	85	100	103
Pacific Islander	0.4%	%	0%	1	0	0
White	51.8%	45.19%	41.84%	129	108	100
Multiple/No Response	4.8%	5.86%	7.53%	12	14	18
			Total Enrollment	249	239	239

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	42	50
Grade 1	34	43	37
Grade 2	43	31	43
Grade3	43	41	31
Grade 4	35	44	38
Grade 5	39	38	40
Total Enrollment	249	239	239

Student Enrollment by Grade Level

Conclusions based on this data:

1. There is an overall decrease in enrollment, consistent with the district decrease in enrollment, due to movement out fo state, movement our of the Conejo Valley Boundary, and the decision for students to enroll in alternative learning settings.

2. Our enrollment has increased in the number of students who are non white, representing 58.16% of our student body.

3. The number of African American students at Maple has remained at under 1%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	63	67	67	25.3%	28.0%	28.0%
Fluent English Proficient (FEP)	11	11	11	4.4%	4.6%	4.6%
Reclassified Fluent English Proficient (RFEP)	7			11.1%		

Conclusions based on this data:

1. ELPAC Data shows that 22 students increased by 1 Language Level and 4 students increased by 2 Language Levels.

2. 2023 ELPAC scores show that 18 students are moderately development, 24 students are somewhat developed and 17 students are minimally developed.

3. Four student were reclassified in 2022-2023 although this data is not indicated on this chart.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39	37	31	0	36	24	0	36	24	0.0	97.3	77.4
Grade 4	31	41	38	0	41	34	0	41	34	0.0	100.0	89.5
Grade 5	36	35	40	0	34	38	0	34	38	0.0	97.1	95.0
All Grades	106	113	109	0	111	96	0	111	96	0.0	98.2	88.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.	2494.		41.67	66.7		19.44	16.7		22.22	0.0		16.67	16.7
Grade 4		2468.	2443.		24.39	17.6		21.95	23.5		21.95	23.5		31.71	35.3
Grade 5		2513.	2485.		26.47	18.4		26.47	28.9		23.53	7.9		23.53	44.7
All Grades	N/A	N/A	N/A		30.63	30.2		22.52	24.0		22.52	11.5		24.32	34.4

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.89			47.22			13.89	
Grade 4		24.39			68.29			7.32	
Grade 5		26.47			50.00			23.53	
All Grades		29.73			55.86			14.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.44			58.33			22.22	
Grade 4		12.20			56.10			31.71	
Grade 5		20.59			61.76			17.65	
All Grades		17.12			58.56			24.32	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			66.67			11.11	
Grade 4		17.07			70.73			12.20	
Grade 5		11.76			82.35			5.88	
All Grades		17.12			72.97			9.91	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			55.56			16.67	
Grade 4		12.20			73.17			14.63	
Grade 5		23.53			67.65			8.82	
All Grades		20.72			65.77			13.51	

Conclusions based on this data:

1. Overall ELA scores for students in grade three increased in exceeding standards from 41.67% in 2022 to 66.7% in 2023.

2. Grade 4 ELA scores increased proficiency in the area of meeting the overall standards from 22% in 2022 to 24% in 2023.

3. Although Grade 5 ELA scores increased overall proficiency from 26.47% in 2022 to 28.9% in 2023, the percentage of students who did not meet overall standards increased from 23.53% in 2022 to 44.7% in 2023.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39	37	31	0	36	24	0	36	24	0.0	97.3	77.4
Grade 4	31	41	38	0	41	34	0	41	34	0.0	100.0	89.5
Grade 5	36	35	40	0	34	38	0	34	38	0.0	97.1	95.0
All Grades	106	113	109	0	111	96	0	111	96	0.0	98.2	88.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.	2493.		27.78	58.3		41.67	25.0		11.11	4.2		19.44	12.5
Grade 4		2489.	2465.		17.07	20.6		34.15	20.6		31.71	29.4		17.07	29.4
Grade 5		2513.	2522.		32.35	28.9		8.82	23.7		23.53	21.1		35.29	26.3
All Grades	N/A	N/A	N/A		25.23	33.3		28.83	22.9		22.52	19.8		23.42	24.0

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.67			41.67			16.67	
Grade 4		24.39			60.98			14.63	
Grade 5		32.35			38.24			29.41	
All Grades		32.43			47.75			19.82	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56			47.22			22.22	
Grade 4		21.95			56.10			21.95	
Grade 5		29.41			52.94			17.65	
All Grades		27.03			52.25			20.72	

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		30.56			61.11			8.33	
Grade 4		21.95			63.41			14.63	
Grade 5		20.59			52.94			26.47	
All Grades		24.32			59.46			16.22	

Conclusions based on this data:

1. Overall 3rd grade Math scores showed an increase in the percentage of students who exceeded standards from 27.78% in 2022 to 58.3% in 2023.

2. Overall 4th grade Math scores showed an increase in the percentage of students who exceeded standards from 17.07% in 2022 to 20.6% in 2023.

3. Overall 5th grade Math scores showed an increase in the percentage of students who met standards from 8.82% in 2022 to 23.7% in 2023.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.5	1381.2	*	1413.9	1401.3	*	1325.7	1334.5	*	15	13	9
1	*	1416.7	1420.7	*	1448.7	1447.7	*	1384.2	1393.0	10	11	11
2	1437.1	*	1458.7	1443.2	*	1480.9	1430.3	*	1435.9	13	9	10
3	1453.7	*	*	1452.7	*	*	1454.4	*	*	11	10	5
4	*	*	1507.3	*	*	1520.1	*	*		8	9	10
5	*	*	*	*	*	*	*	*	*	7	8	8
All Grades										64	60	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	7.69	*	20.00	30.77	*	40.00	23.08	*	33.33	38.46	*	15	13	9
1	*	0.00	0.0	*	18.18	22.2	*	27.27	9.1	*	54.55	55.6	*	11	11
2	7.69	*	0.0	7.69	*	22.2	69.23	*	22.7	15.38	*	11.1	13	*	10
3	9.09	*	*	18.18	*	*	54.55	*	*	18.18	*	*	11	*	5
4	*	*	25.0	*	*	27.8	*	*	13.6	*	*	11.1	*	*	10
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
All Grades	6.25	6.67	7.5	26.56	26.67	34.0	40.63	38.33	41.5	26.56	28.33	17.0	64	60	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	7.69		26.67	30.77		33.33	38.46		33.33	23.08		15	13	
1	*	18.18		*	18.18		*	54.55		*	9.09		*	11	
2	7.69	*		46.15	*		23.08	*		23.08	*		13	*	
3	18.18	*		36.36	*		18.18	*		27.27	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	10.94	15.00		43.75	40.00		17.19	28.33		28.13	16.67		64	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		0.00	7.69		53.33	30.77		46.67	61.54		15	13	
1	*	0.00		*	18.18		*	9.09		*	72.73		*	11	
2	7.69	*		0.00	*		30.77	*		61.54	*		13	*	
3	0.00	*		9.09	*		63.64	*		27.27	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.69	1.67		6.25	16.67		43.75	35.00		45.31	46.67		64	60	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	7.69		73.33	61.54		20.00	30.77		15	13	
1	*	27.27		*	63.64		*	9.09		*	11	
2	7.69	*		69.23	*		23.08	*		13	*	
3	36.36	*		45.45	*		18.18	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.88	16.67		57.81	61.67		20.31	21.67		64	60	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	15.38		40.00	38.46		53.33	46.15		15	13	
1	*	9.09		*	63.64		*	27.27		*	11	
2	23.08	*		53.85	*		23.08	*		13	*	
3	18.18	*		45.45	*		36.36	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.88	31.67		42.19	43.33		35.94	25.00		64	60	

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		80.00	53.85		20.00	46.15		15	13	
1	*	0.00		*	27.27		*	72.73		*	11	
2	7.69	*		15.38	*		76.92	*		13	*	
3	0.00	*		54.55	*		45.45	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	6.25	5.00		45.31	51.67		48.44	43.33		64	60	

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.69		33.33	38.46		66.67	53.85		15	13	
1	*	0.00		*	54.55		*	45.45		*	11	
2	7.69	*		30.77	*		61.54	*		13	*	
3	9.09	*		54.55	*		36.36	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	3.13	3.33		45.31	63.33		51.56	33.33		64	60	

Conclusions based on this data:

1. 2023 ELPAC Data shows that 22 students increased by 1 Language Level and 4 students increased by 2 Language Levels.

2. 2023 ELPAC scores show that 18 students are moderately development, 24 students are somewhat developed and 17 students are minimally developed.

3. Four student were reclassified in 2022-2023 although this data is not indicated on this chart.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
239	**36.0**	**28.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Maple Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	28.0
Foster Youth		
Homeless	13	5.4
Socioeconomically Disadvantaged	86	36.0
Students with Disabilities	51	21.3

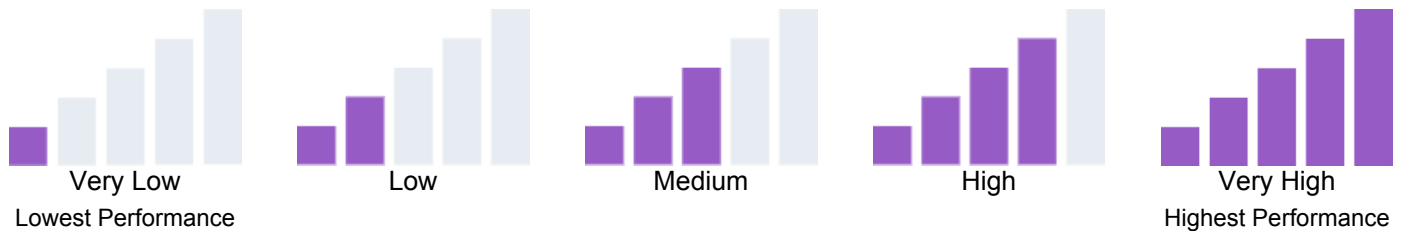| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.4
American Indian	4	1.7
Asian	12	5.0
Filipino		
Hispanic	100	41.8
Two or More Races	14	5.9
Pacific Islander		
White	108	45.2

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 will disabilities has remained steady.

3. About half the student population is a race/ethnicity other than white.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Medium		
English Learner Progress Low		

Conclusions based on this data:

1. Overall Chronic attendance is over 28%, with two sub groups a concern: Students with IEP's and Socio Economically Disadvantages students.

2. English Learner Academic progress in academic proficiency is a concern and needs to improve.

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
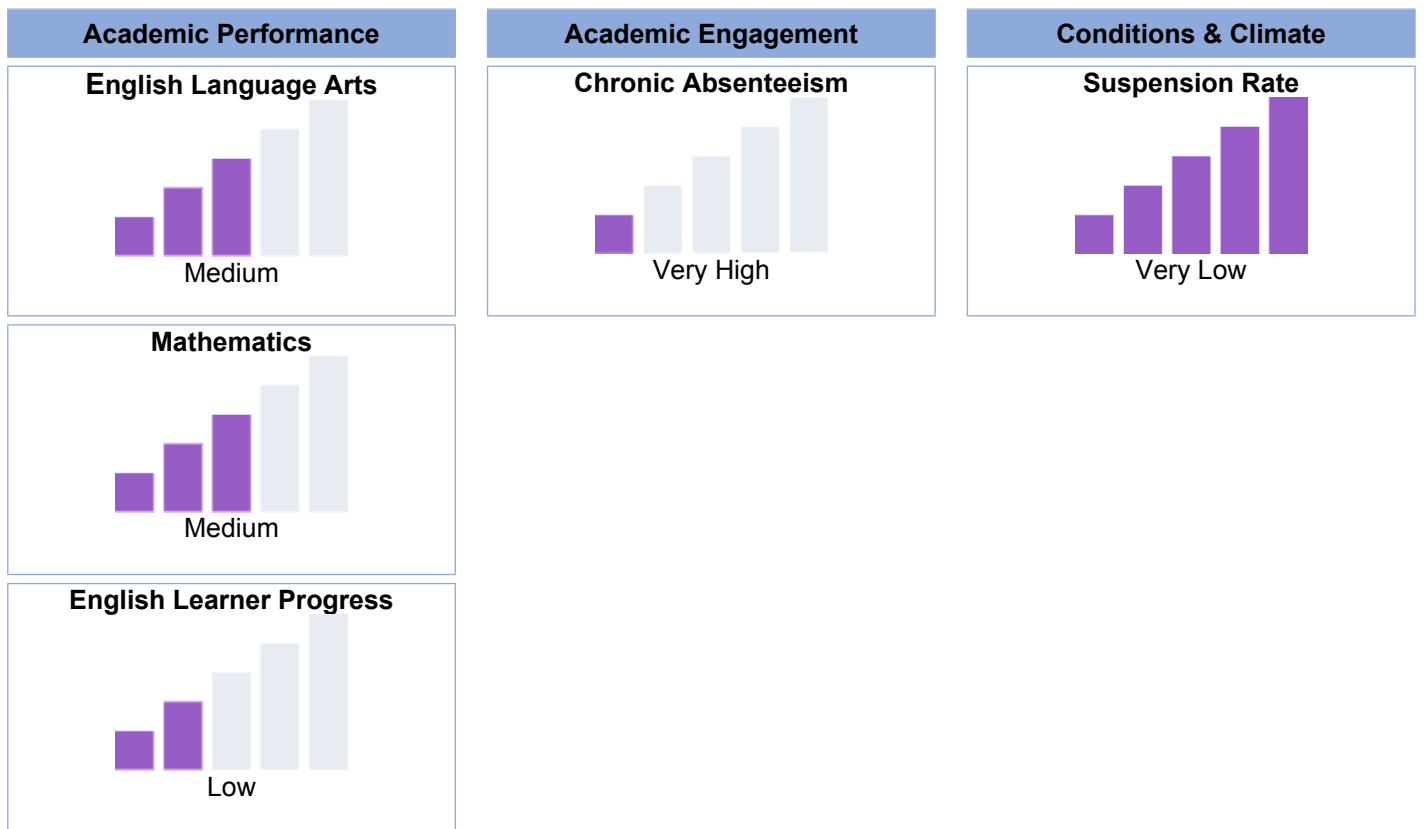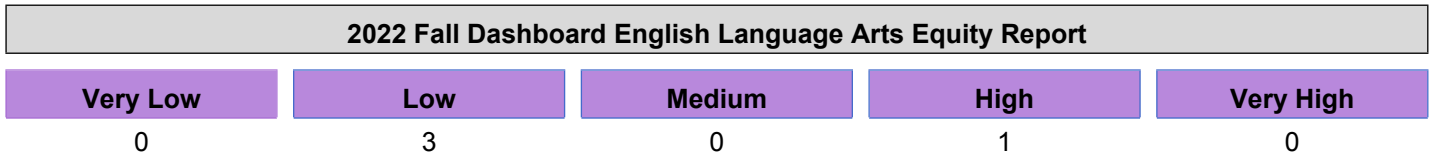
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report |

Very Low	Low	Medium	High	Very High
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group |

All Students	English Learners	Foster Youth
Medium	Low	
4.9 points above standard	61.9 points below standard	
114 Students	33 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
4 Students	47.7 points below standard	57.1 points below standard
	44 Students	24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
1 Student	2 Students	6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		High
29.8 points below standard	6 Students		27.7 points above standard
44 Students			55 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.6 points below standard	5 Students	30.7 points above standard
28 Students		78 Students

Conclusions based on this data:

1. All students scored above English learners, SES, and Hispanic students in ELA.

2. Students with IEPS scored below all subgroups in ELA.

3. White students scored high compared to all other subgroups in ELA.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 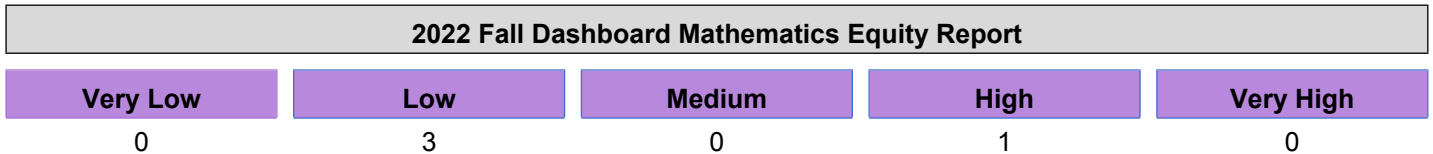note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
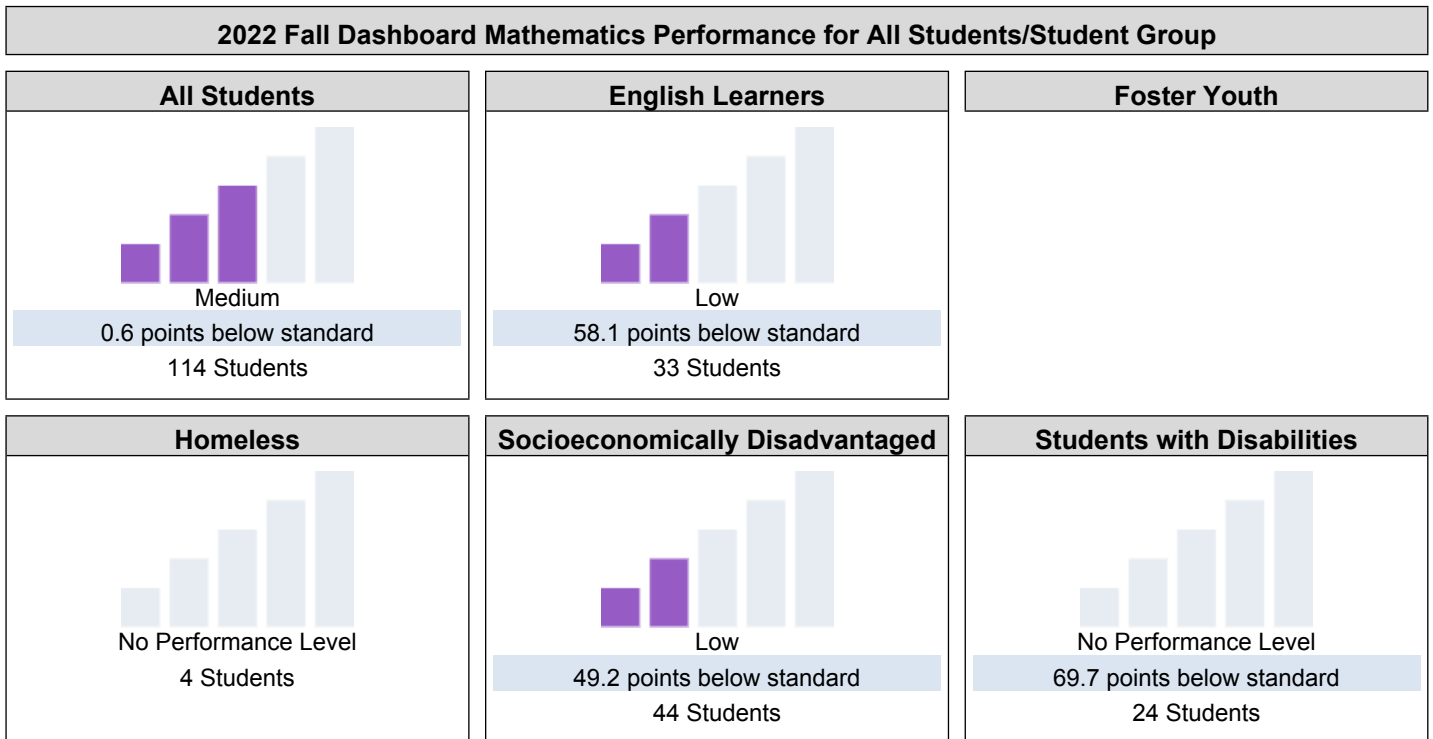
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
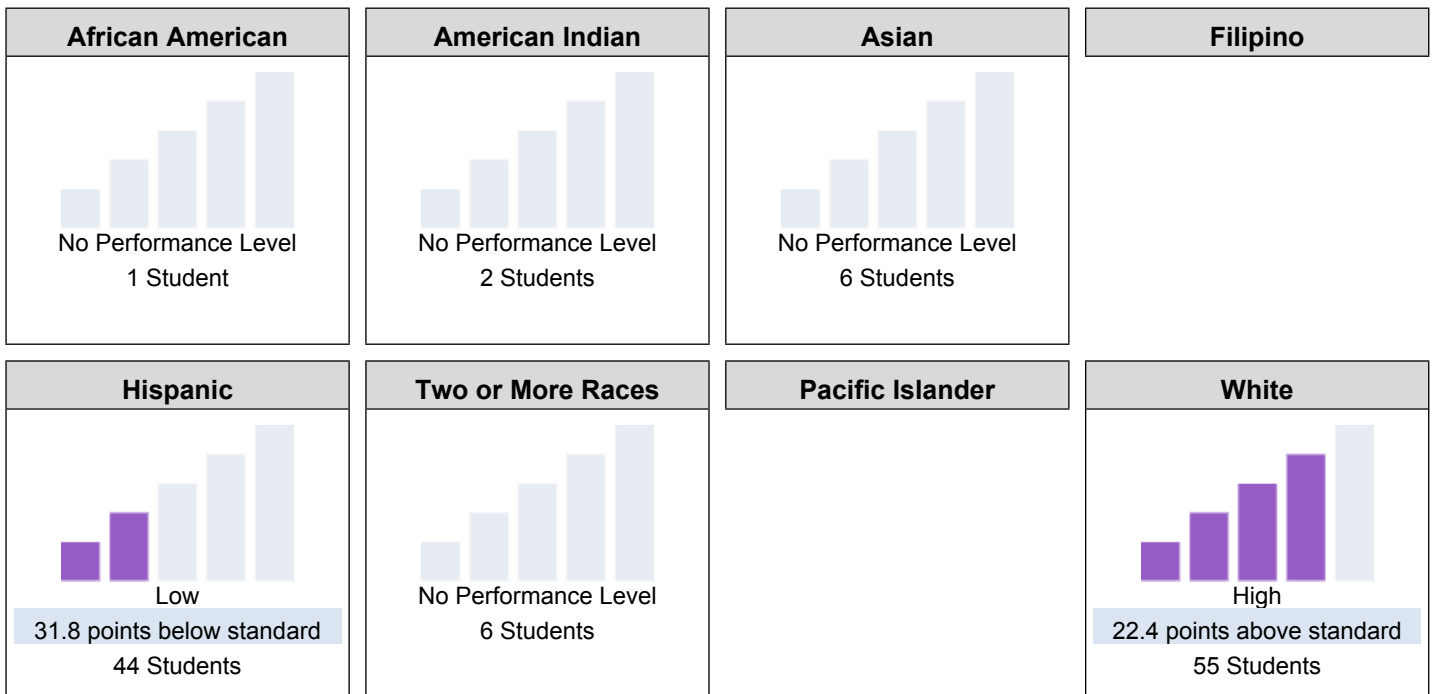
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	
0.6 points below standard	58.1 points below standard	
114 Students	33 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
4 Students	49.2 points below standard	69.7 points below standard
	44 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
1 Student

American Indian

No Performance Level
2 Students

Asian

No Performance Level
6 Students

Filipino

Hispanic

Low
31.8 points below standard
44 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

White

High
22.4 points above standard
55 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

71.9 points below standard
28 Students

Reclassified English Learners

5 Students

English Only

20.3 points above standard
78 Students

Conclusions based on this data:

1. All students scored above English learners, SES, and Hispanic students in Math.

2. Students with IEPS scored below all subgroups in Math.

**3.** White students scored high compared to all other subgroups in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

42.2 making progress towards English language proficiency

Number of EL Students: 45 Students

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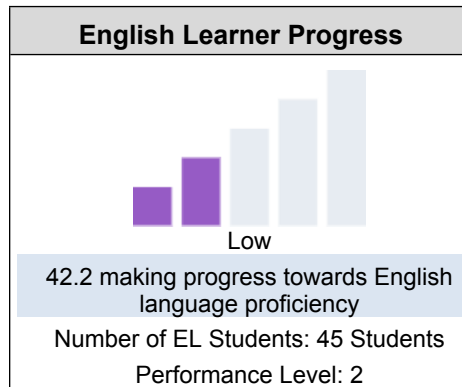
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
24.4%	33.3%	0.0%	42.2%

Conclusions based on this data:

1. It is important to identify the students who lost ground in the English Language last year, so that we can provide increased language support.

2. One third of EL students stayed at the same language level as the previous year.

3. Almost half of our EL students increased at least one language level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
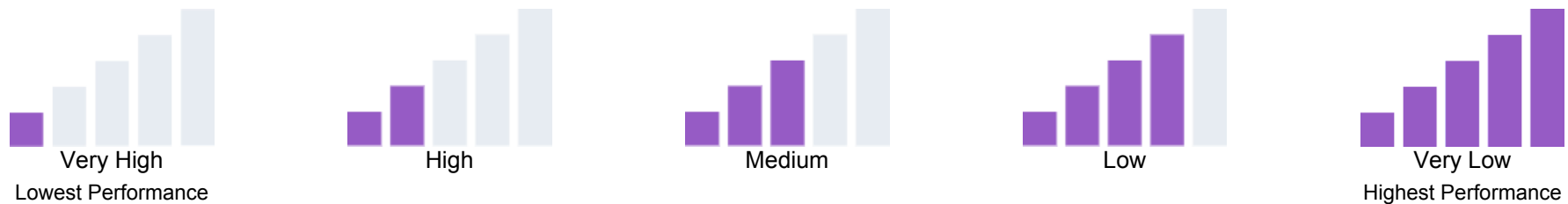
Conclusions based on this data:
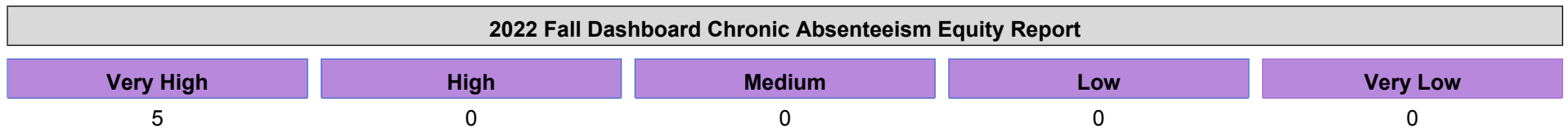
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
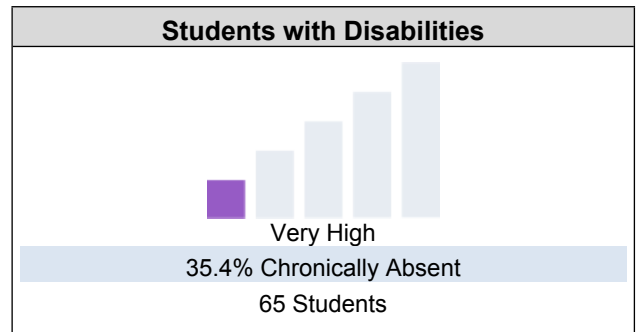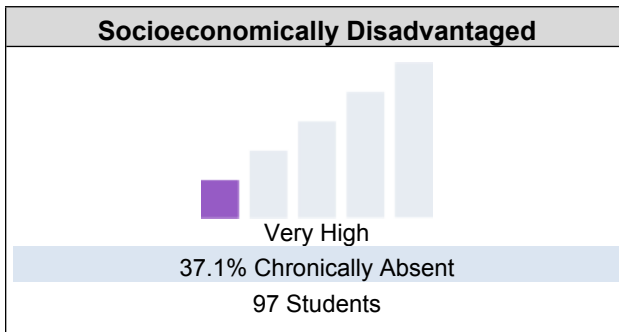
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Very High

28.4% Chronically Absent

250 Students

English Learners

Very High

39.7% Chronically Absent

68 Students

Foster Youth

Homeless

No Performance Level

44.4% Chronically Absent

18 Students

Socioeconomically Disadvantaged

Very High

37.1% Chronically Absent

97 Students

Students with Disabilities

Very High

35.4% Chronically Absent
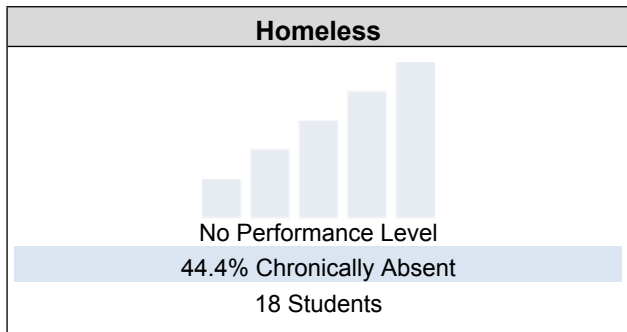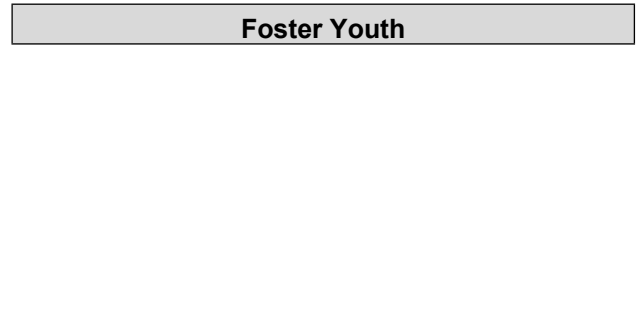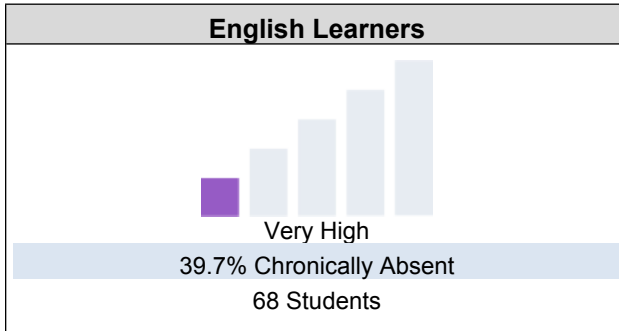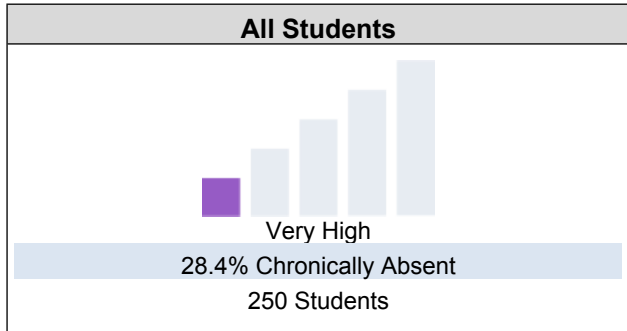
65 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	13.3% Chronically Absent	
1 Student	4 Students	15 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		Very High
37.5% Chronically Absent	6.7% Chronically Absent		25.2% Chronically Absent
104 Students	15 Students		111 Students

Conclusions based on this data:

1. A little more that one fourth of our students are considered Chronically Absent.

2. Students meeting the criteria for Homeless exceed all sub groups in percentage of those who are chronically absent.

3. Sub groups considered chronically absent include English Learners, Homeless, Socio-Economically Disadvantaged, Students with IEP's, students who are Hispanic, and students who are White.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

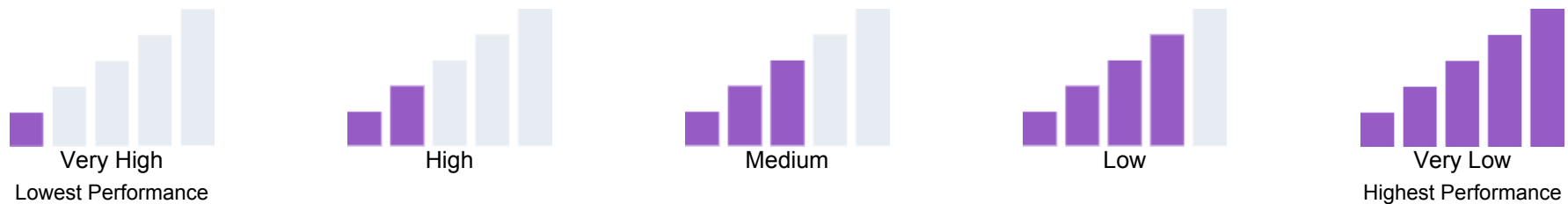**Conclusions based on this data:**
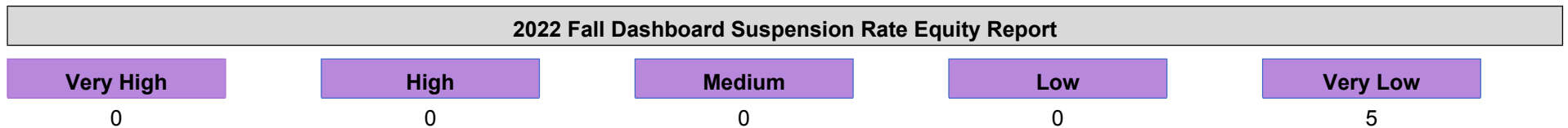
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0% suspended at least one day

256 Students

English Learners

Very Low

0% suspended at least one day

68 Students

Foster Youth

Homeless

No Performance Level

0% suspended at least one day

18 Students

Socioeconomically Disadvantaged

Very Low

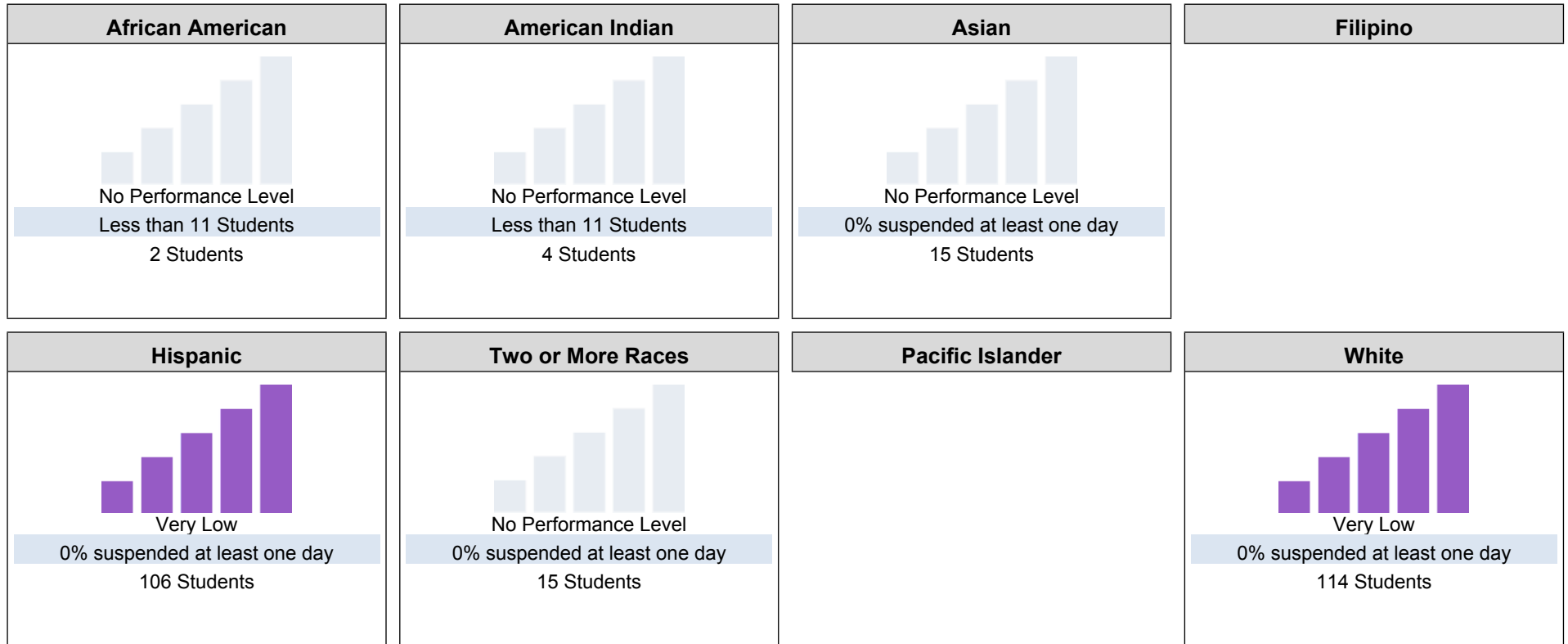0% suspended at least one day

98 Students

Students with Disabilities

Very Low

0% suspended at least one day

66 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

2 Students

American Indian

No Performance Level

Less than 11 Students

4 Students

Asian

No Performance Level

0% suspended at least one day

15 Students

Filipino

Hispanic

Very Low

0% suspended at least one day

106 Students

Two or More Races

No Performance Level

0% suspended at least one day

15 Students

Pacific Islander

White

Very Low

0% suspended at least one day

114 Students

Conclusions based on this data:

1. All students and subgroups at Maple are not at risk for suspension.

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

Increase Proficiency in English Language Arts and Mathematics/Address Learning Loss to increase proficiency

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 - Second grade will be proficient or advanced on the Spring 2023 Trimester 3 ELA, with an increase in proficiency of at least 3-5%. Students in Third Through Fifth Grade will increase Proficiency on the Spring 2024 ELA and Math CAASPP Assessment by at least 3%. 75% of Students in Kindergarden will grow in the stages of development of number sense in areas of counting, Changing Numbers
More/Less Trains, Number Arrangements, Combination Trains, and Hiding Assessment

Identified Need

Our goal if for 100% of students to Meet or Exceed the ELA and Math standards.
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 Topics	Kindergarten: Spring 2023 Trimester 3 ELA Benchmarks	Kindergarten: Spring 2024 Trimester 3 ELA Benchmarks

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Blends Sounds Fluently Names Letters High Frequency Words	Blending Sounds ALL: 48% SPED: 13% Soc Dis: 42% EL: 27% Fluently Names Letters ALL:74% SPED: 88% Soc Dis: 68% EL: 64% High Frequency Words ALL: 39% SPED: 88% Soc Dis: 79% EL: 27%	Blending Sounds ALL: 51% SPED: 20% Soc Dis: 45% EL: 30% Fluently Names Letters ALL:77% SPED: 90% Soc Dis: 71% EL: 67% High Frequency Words All: 42% SPED:90% Soc Dis: 82% EL: 30%
Indicator: First Grade ELA Benchmark Assessment Topics: Blends Phonics High Frequency Words Fluency	First Grade: Spring 2023 Trimester 3 ELA Benchmark Assessment Blend ALL:91% SPED: 25% Soc Dis: 89% EL: 92% Phonics ALL: 59% SPED: 25% Soc Dis: 44% EL: 33% High Frequency Words ALL: 59% SPED: 0%	First Grade: Spring 2024 Trimester 3 ELA Benchmark Assessment Blend ALL:94% SPED: 28% Soc Dis: 92% EL: 95% Phonics ALL: 62% SPED: 28% Soc Dis: 47% EL: 36% High Frequency Words ALL: 62% SPED: 25%

| Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Soc Dis: 25% EL: 25% Fluency ALL: 74% SPED: 0% Soc Dis: 28% EL: 0%	Soc Dis: 28% EL: 28% Fluency ALL:77% SPED: 25% Soc Dis: 31% EL: 25%
Indicator: Second Grade ELA Benchmark Assessment, Topics: Phonics: Reads Accurately Reads Fluently High Frequency Words	Trimester 3 Second Grade ELA Benchmark 2022 Phonics: ALL:66% SPED: 50% Soc Dis: 38% EL: 30% Reads Accurately: ALL:53% SPED: 50% Soc Dis: 23% EL: 20% Reads Fluently ALL:47% SPED: 25% Soc Dis: 15% EL: 10% High Frequency Words ALL:78% SPED: 75% Soc Dis: 54% EL: 50%	Second Grade: Spring 2023 Trimester 3 ELA BenchmarkAssessment Phonics: ALL:69% SPED: 53% Soc Dis: 41% EL: 33% Reads Accurately: ALL: 56% SPED: 53% Soc Dis: 26% EL: 23% Reads Fluently ALL:51% SPED: 28% Soc Dis: 20% EL: 20% High Frequency Words ALL: 81% SPED: 78% Soc Dis: 57% EL: 53%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator: Third Grade ELA CAASPP	Third Grade ELA CAASPP Spring 2023 Overall 83.4% Met/Exceeded Standards	Third Grade ELA CAASPP Spring 2024 86.4% Meet/Exceed Standards
Indicator: Fourth Grade ELA CAASPP	Fourth Grade ELA CAASPP Spring 2023 Overall 41.1% Met/Exceeded Standards	Fourth Grade ELA CAASPP Spring 2024 44.1% Overall Meet/Exceed Standards
Indicator: Fifth Grade ELA CAASPP	Fifth Grade ELA CAASPP Spring 2023 Overall 47.3% Met/Exceeded Standards	Fifth Grade ELA CAASPP Spring 2024 Overall 50.3% Meet/Exceed Standards
Mathematics: Ciritcal Learning Phases(Assessing Math Concepts) Counting Objects Changing Numbers More/Less Trains Number Arrangements Combination Trains Hiding AssessmentTen Frames Grouping Tens Two Digit Addition and Subtraction	Initial Assessment/ No Baseline Data Counting Objects Changing Numbers More/Less Trains Number Arrangements Combination Trains Hiding Assessment Ten Frames Grouping Tens Two Digit Addition and Subtraction	By Spring 2024, 100% of Kindergarten Students will master the following critical learning stages: Counting Objects: To determine if a child can count and keep track of an unorganized pile of up to 32 counters and can makje a pile of up to 18 counters • Keeps track when counting objects • Remembers how many after counting • Reacts to an estimate and makes a closer estimate • Knows one more without counting • Knows one less without counting • Interprets and writes numerals to label quantities Changing Numbers: To deteremine if a child knows if a number is larger or smaller than another number and can change one quantity to another
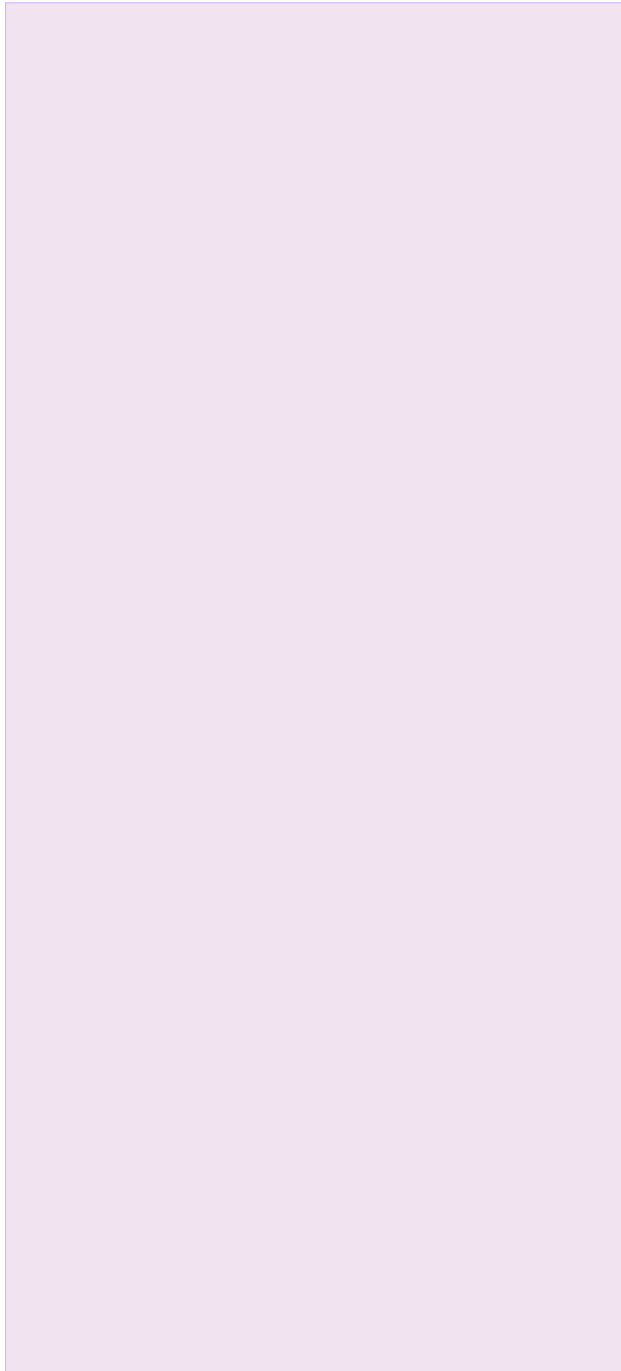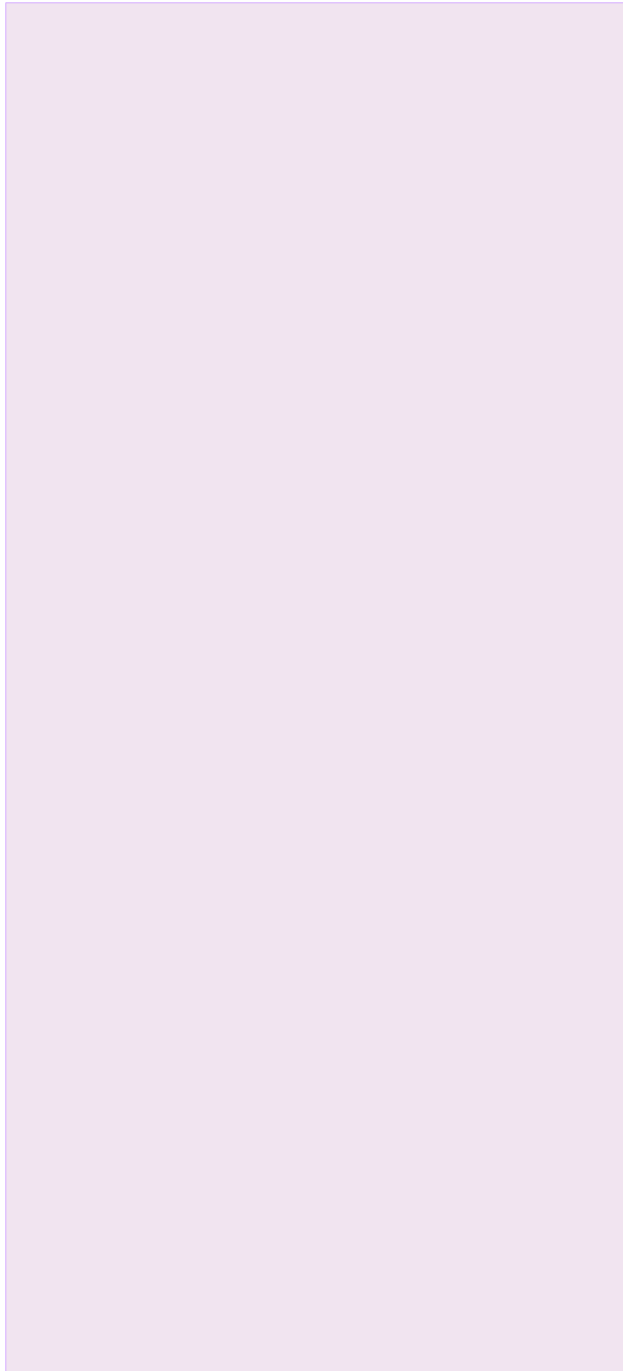
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		• Tells whether to take some away or get some more • Figures out how many to add or take away by counting on or removing extras • Knows(tells) how many to add or take away More/Less Trains: To determine if a child knows if a number is larger or smaller than another number and can change one quantity to another • Uses what is know about one amount to determine another • Adds or takes away from one group to make it the same as another group • Tells how many more when groups are lined up • Tells how many more when groups are not lined up • Tells how many less when groups are line up Number Arrangements: To determine if a child can recognize parts of a number and combine these parts without having to count all • Recognize groups of number to 5 in a variety of configrations • Recognize and describes the smaller parts contained in the larger numbers • Identifies one or more parts and counts the rest (counting on) • Combines parts of arrangements by knowing

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Combination Trains: To determine what number combinations the child knows. To find out if the child can use related combinations as a strategy for getting answers • Combines parts by using relationships • Knows doubles • Uses doubles plus one • Uses doubles minus one • Combines parts by knowing Hiding Assessment: To find out which parts of numbers when unknown • Figures out missing parts of numbers when unknown • Knows missing parts without needing to figure them out Uses addition to solve subtraction

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
Staffing Certificated reading and math intervention teachers will provide small group targeted reading and math 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. Academic specialists will provide	August 2023 – June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	One certificated Reading Academic Specialist and one certificated Math Academic Specialist:Targeted Reading and Math Intervention	1000-1999: Certificated Personnel Salaries	Title I (0620)	44,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
small group intervention support in reading and math in the classroom for students (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth). Bilingual paraprofessional will provide English language support in the classroom during ELA and Math Instruction for students (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth). STAR will oversee and lead the after school ELOP program, which provides homework support to students, as well as enrichment. Provide extra hours to special education paraeducators to extend support to cover the entirety of each school day to provide direct support to students and /or increase adult support in general education classrooms for inclusion opportunities. Provide certificated and classified staff extra hours to lead professional development, extended hours due to field trips, and extra hours to work on special projects that will benefit our school and students towards our school goals. Provide certificated teachers with substitutes for teacher planning and collaboration, data analysis and professional learning, and support with small group			Three Academic Specialists: Learning Loss in ELA and Math	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	28,620
			One Academic Specialist: Learning Loss in ELA and Math	2000-2999: Classified Personnel Salaries	0TRM	12,000
			EL Paraprofessional to support Language Development, Reading, and Learning Loss.	2000-2999: Classified Personnel Salaries	None Specified	0
			After school Homework Club ELOP/STAR	2000-2999: Classified Personnel Salaries	None Specified	0
			Extra hours for special education para educators to extend hours to cover the entire school day	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	7,500
			Extra hours for certificated staff to work beyond school hours in supporting special projects that support school goals.	1000-1999: Certificated Personnel Salaries	0010	750
			Extra hours for classified staff to work beyond school hours in supporting special projects that support school goals.	2000-2999: Classified Personnel Salaries	0010	750
			Subs for teacher planning/professioanl development and small group instruction	1000-1999: Certificated Personnel Salaries	Title I (0620)	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction.						
Support for Reading and Math 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 and math practice at home and/or at school: Lexia, Reading Eggs, IXL Reading and Math, Rocket Math and Star Fall, Prodigy, Epic, Mystery Science, Generation Genius, Wonders, ELA Software, and GO Math Online resources. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters, Canvas, See Saw, Remind, Whats App, emails, and phone calls. To support Learning Loss, Reading and Math supplementary Curriculum that will support reading and math intervention are Read Naturally and Math Perspectives Development of Number Sense hands on resources. To support Learning Loss, 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	August 2023– June 2024	School Site Council, Parents,Teachers , Staff, School LCAP Leadership Team, and Principal	District provided Software: Lexia, Seesaw, Canvas, Canva, Screen Castify,Cami, Mystery Science	4000-4999: Books And Supplies	District Funded	0
			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies. Reading Eggs, Rocket Math, Read Alive, Easy CBM, and School Purchased Math intervention Resources and Reading Curriculum	4000-4999: Books And Supplies	0TRM	5,496
			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies including Didax Math Development of Number Sense Assessment and Monitoring Tool, and Generation Genius	4000-4999: Books And Supplies	Title I (0620)	4077

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Homeless/Foster Youth), are identified as high, medium, or low risk, with high and medium risk receiving reading intervention services, K-5th grade.

To support Learning Loss, Our Reading Intervention Teacher uses the following resources to support targeted reading instruction: Learning Dynamics, SIPPS, Read Naturally, Read Alive, IXL Reading, CBM Reading, and Mondo Benchmark Assessment curriculum.

To support Learning Loss, Our Math Intervention Teacher uses the following resources to support targeted Math instruction: Developing Math Concepts/Software, IXL Math, CBM Math.

To support Learning Loss, Implement ELOP after school enrichment from 2:30-5:30 daily, to support homework help and enrichment experiences, led by the YMCA.

To support Learning Loss, 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.

Teachers purchase instructional materials to support ELA instruction to meet the needs of all | | | Bus Transportation for ELOP Afterschool Homework and Enrichment (ELOP FUNDED) | 5000-5999: Services And Other Operating Expenditures | Other | 0 |
| | | | Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies Translation for parent meetings regarding academics and SEL related to the classroom | 4000-4999: Books And Supplies | 0010 | 2000 |
| | | | Translation for parent meetings regarding academics and SEL related to the classroom/school topics | 2000-2999: Classified Personnel Salaries | 0010 | 1620 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth). To support Learning Loss, 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. Provide translation for parents to participate in parent meets regarding academics and school related topics.						
Students on IEP's and 504's To support Learning Loss. 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	August 2023 – June 2024	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	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To support Learning Loss, 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. All services are delivered by a certificated teacher.						
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.

To support Learning Loss, 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.

To support Learning Loss, Teachers participate in LAT | August 2023 – June 2024 | 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) | None Specified | None Specified | 0 |
			Hire EL Paraprofessional to support Language Development, Reading, Math, and Learning Loss	None Specified	None Specified	0
			Hire EL facilitator to support Language Development, Reading, Math, and Learning Loss, and EL programming	None Specified	None Specified	0
			Bus Transportation for ELOP Afterschool Homework and Enrichment	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
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 staff meetings.						
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. Host enrichment/GATE activities for students with Student Council Facilitators/ 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).	August 2023 – June 2024	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
			Student Council Teacher Facilitator	1000-1999: Certificated Personnel Salaries	0010	1444.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. 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). 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	August 2023 – June 2024	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
home. 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 an 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. Students in Grades K-3, (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. 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.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	August 2023 – June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Weekly parent communication via Smore Newsletter	None Specified	District Funded	0
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. Teachers analyze student data/progress disaggregated by	August 2023 – June 2024	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
student group, and plan for targeted instruction one half-day each trimester, individually or collaborating with colleagues. Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester. 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. Classroom and Intervention Teachers collaborate together during release days, to analyze, and plan for targeted instruction for students, (including GATE, 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. Teachers participate in district and on-site professional development around Technology, SEL, and Data Analysis, and implementation of curriculum in remote learning.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion, and supporting students in fostering a Growth Mindset.						
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. 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 classroom parties, field trips, assemblies, music, dance, PE, library, recess, lunch and special activities. 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,	August 20223– June 2024	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
to need the needs of the individual student. 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						
Homeless/Foster Youth Provide students at Maple who are homeless with the resources and 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.	August 2023 – June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Work with parents to determine what supports they need from our school. Provide lists of community resources to families.	None Specified	None Specified	0
			Collect donation for food items and school supplies, that can support families in need.	None Specified	None Specified	0
			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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 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)	August 2023 – June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Meet 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	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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). General Maintenance of Maple's building will support a safe environment for students and staff to work in. 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.	August 2023 – June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional and office materials and supplies, including hardware, software, shredding, printing,Ready Fresh, Copy Machine/Maintenance, library, Custodial supplies, copy paper, beginning of year supplies, student agendas, student take home folders, and support/student incentives,as well as books and supplies,	4000-4999: Books And Supplies	0010	19,038
			Technology (Bulbs, cartridges, headphones, ipads, power strips,building maintenance)	0001-0999: Unrestricted: Locally Defined	0010	8478

Annual Review

SPSA Year Reviewed: 2022-23

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 goal was for all students to meet or exceed the CAASPP scores in both ELA and Math. In third grade, our students scored 83.4% on the ELA, compared to 61% in 2022. Our fourth graders proficiency was 5% less in 2023 on ELA than in 2022. Our fifth graders scored about 5% less in proficiency on the ELA in 2023 than in 2022.

In the area of Math, our third graders scored 83% meeting/exceeding proficiency in 2023 compared to only 69% meeting/exceeding in 2022, which is an increase in proficiency of 14%.
In the area of Math, our fourth graders scored 42% meeting/exceeding proficiency in 2023 compared to 54% meeting/exceeding in 2022, which is a decrease in proficiency of 12%.
In the area of Math, our fifth graders scored 53% meeting/exceeding proficiency in 2023 compared to 41% meeting/exceeding in 2022, which is an increase in proficiency of 12%.

Our Math Benchmark skills for each grade show that our students are inconsistent in the strength of their conceptual understanding of the development of number sense as they move through the primary grades.

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 implemented a consistent use of Lexia and IXL Math and Reading, as well as Rocket Math, to strengthen basic facts. With support of these skills and focused use of Math Benchmark assessments and intervention, our students in third and fifth grade showed growth in proficiency overall. Our teachers reflected on the need for additional focused math intervention that would yield greater results for all subgroups of students, as well as strengthening students' understanding of number sense in primary grades. OUr specialized classrooms who support students with Autism requested that we purchase Reading Eggs, which would be more engaging for their students than Lexia.

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 2023-2024 School year, we combined the reading and math goal as one goal instead of two goals, since both focused on increasing proficiency in the areas of math and reading. We did purchase Reading Eggs for our SAI classes and will make it available to primary students. We also will use the Kathy Richardson (Math Persepctives) Critical Learning Phases(Development of Number Sense) to track our Kindergarten students' understanding of the critical phases kindergartners should be able to master as they move on to first grade. We will also assess individual students in both first and second grade if there is a gap in their understanding the the Early Criitical Learning Phases. The Math Intervention teacher will focus her time in Kindergarten as she assesses the critical phases of all kindergarten students and provides focused practice of these skills in order to strengthen mastery of these concepts. We will also provide additional academic specialist support daily to support practice of these skills with students. Principal will meet with kindergarten teachers to sharpen their understanding of the development of number sense and meet ongoing to share the progress of students on their journey in mastering the nine developmental stages between counting and adding and subtracting. The outcome

of this intentional focus will result in students in kindergarten scoring 100% on math benchmark skills, as well as the ability to show post data and growth in their understanding of the ciritical phases of number sense listed above.

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 and Families

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

Build an inclusive school community by increasing the number of opportunties for students to engage with peers.

Identified Need

We are now a Unified Champion School and we want to increase opportunities for our students in our SAI classrooms to engage with typical peers beyond what we are currently doing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Host Special Olympics on site	No Data	In Spring 2024, all classrooms participate in a Special Olympics event hosted at Maple Elementary, including volunteers from high school and parent volunteers.
Participate in District Special Olympics Event in Spring	No Data	In Spring 2024, Maple Elementary staff, students, adn parents participate in a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Special Olympics event hosted at Newbury Park High School including volunteers, being Fans in the Stand for others, and promoting an Inclusive Community.

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	August 2023-June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Universal Design for Learning-Alternative Seating/Sensory items. Furniture	4000-4999: Books And Supplies	Title I (0620)	2000
			Classroom Field Trips on campus and away from campus	0001-0999: Unrestricted: Locally Defined	Title I (0620)	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
504's, Homeless/Foster Youth), will belong to the House of Friendship, the House of Courage, or the House of Integrity. All classrooms participate in inclusive field trips tied to academic learning (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth). 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. 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. 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.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Inclusion In concert with the CVUSD 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). 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. 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. Maple has two Inclusive playgrounds for students. One is for TK and Kindergarten students, and the other is for students in	August 2023-June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies	4000-4999: Books And Supplies	Title I (0620)	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1st-5th grade. This meets the needs of all abilities (ADA Accessible), and promotes student collaboration during play. 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. 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. 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. 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						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. 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. 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 HOUSE poster. 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. SEDAC and PFA parent groups will sponsor a school-wide art						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
project for all students to complete for National Unity Day. 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 since 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. Maple provides 1:1 devices to all students in K-5 during the 2023-2024 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 will receive a computer bag and headphones this year, in order to promote positive care of the chrome book, 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. All communications, projects, etc., are presented in English and Spanish with an equitable tone and layout. Additional Inclusive activities that we will participate in this year are: Unity Day Abilities Awareness Week						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Autism Acceptance Day Inclusive Schools Week Great Kindness Challenge Spread the Word Inclusion Week Schoolwide Special Olympics Day						
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, providing 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.	August 2023-June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies to support the Mariposa Parent Center as we increase Parent and Family Engagement through hosting events that include all families.	4000-4999: Books And Supplies	Title I (0620)	2300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents meetings are hosted in this space, including ELAC Meetings, IEP meetings, parent education classes, parent social events, Hispanic Heritage Displays, staff meetings, parent committee meetings, parent meetings, and Parent/Student events, etc.						
Inclusion opportunities will continue to take place with STEAM, ART, DRAMA, and Library for all students in Tk-5. Music and PE classes will be provided for all students in grades 1-5. Students in all classes participate in field trips, class parties, recess, lunch, and schoolwide assemblies and events during and after school. Provide Art and STEAM Supplies to support engaging experiences for students.	August 2023-June 2024	School Site Council, Parents,Teachers, Staff, School LCAP Leadership Team, and Principal	STEAM Academic Specialist	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7000
			Art Academic Specialist	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7000
			Drama Academic Specialist	1000-1999: Certificated Personnel Salaries	Title I (0620)	2300
			Librarian/IMT	2000-2999: Classified Personnel Salaries	Other	0
			PE Teacher	1000-1999: Certificated Personnel Salaries	Other	0
			Music Teacher	1000-1999: Certificated Personnel Salaries	Other	0
			ART/Music Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies	4000-4999: Books And Supplies	Title I (0620)	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			STEAM Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies, filed trips, guest speakers, outdoor classroom	4000-4999: Books And Supplies	Title I (0620)	2,000
Create inclusive school community that provides parents and families with the school and community resources needed to support them in being successful in parent and family engagement at Maple, which leads to students being more successful in the school setting. Homeless/Foster Youth Provide parents of students who are homeless with 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. 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 offered students the opportunity to return to school one week earlier, get a new pair of shoes, new backpack and supplies, and more.	August 2023-June 2024	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

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

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. | | | 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 |
			Outreach Assistant	2000-2999: Classified Personnel Salaries	None Specified	0
Create inclusive school community that provides parents and families with the school and community resources needed to support them in being successful in parent and family engagement at Maple, which leads to students being more successful in the school setting.			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
				None Specified	None Specified	0
				None Specified	None Specified	0
				None Specified	None Specified	0
Staffing

SAI/ GE Teacher Teams attend IEP meetings together and share the inclusive opportunities that | | | | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
students participate in with peers. Teachers plan and collaborate around inclusion opportunities for all students during professional development/staff meetings. 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. 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 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. 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						

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

Annual Review

SPSA Year Reviewed: 2022-23

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 had a positive turn out for all of the parent and family events that were hosted this year. We offered parent education classes for our ELAC parents (with food) and we had a consistent turn out of over 20 parents committing to attend an 8 week course on parenting. What made this more successful was that we offered child care and food for students so that parents could attend. Since this was a siuccess, we offered child care and food for all of the ELAC meetings that we hosted second semester.

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 opportuniites 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.

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

There were no differences.

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 2023-2024 school year, we will be increasing the opportunities that parents can come onto campus during the school day. Each Monday, parents are invited to join us for our schoolwide Pledge of Allegiance and National Anthem, as well as monthly Family Picnic lunches, where parents can eat lunch with their children. This is reflected in Goal Three-Parent Family Engagement. We hosted a picnic at the end of the 22-23 school year and it was a huge success, so we will offer this throughout the school year. We will also offer trimester assemblies for awards, which parents will also be invited to. we will implement three new actions that are listed above to promote increased inclusion: Host a Special Olympics Event on site, participate in the District Special Olympics event on a Saturday in the spring as a school to cheer on our Maple students participating, and implementing a lunch time Circle of Friends program to support friendships among our students in our Autism program and typical peers.

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

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 3

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

Identified Need

There are a small number of parents who organize the PFA events compared to the nubmer of parents who attend the events and volunteer in the classroom. Continue to prompte parent and family engagement by offering a cvairety of opportuntiies for families to come together at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Track the participation and engagement in our Maple Mariposa Family Center - parent classes, committees, and social opportunities	Attendance at each parent education classes was between 6-25 parents.	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
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. Our SEDAC is very active and 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.	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Host monthly meeting for committees to come together to share information, review effectiveness of actions taken, and promote increased parent engagement and student success.	None Specified	None Specified	0
			Free breakfast and Lunch for all students	None Specified	None Specified	0
			Extended hours for the health clerk	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
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. 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 heighten shared experiences. 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.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Events include Restaurant Nights, Supply Drives, and the Craft Fair. 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.						
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, movie nights, bingo nights, school dances, Trunk or Treat, Craft Fair, Special parent gatherings, schoolwide flag salute in Mustang Cafe each Monday, Monthly Family picnic lunches for parents to eat with students. 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 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Parent Family Engagement Assemblies/Activites/ supplies/parent Communication through signage such as banners, stationary, logo displayed	4000-4999: Books And Supplies	Title I (0620)	1500
			Increase parent and family engagement by providing child care during parent professional development meetings	2000-2999: Classified Personnel Salaries	Title I (0620)	500
			Parent and Family Engagement supplies for education nights	4000-4999: Books And Supplies	Title I (0620)	1400
			Movie Night License-SWANK-Disney	0001-0999: Unrestricted: Locally Defined	Title I (0620)	521

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 alll 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 students. Restaurant Nights, promoted by PFA, take place once or twice per month, to promote school spirit at the restaurants.						
Special Dress Days continue at Maple. Students, (including GATE, ELD, SED, SWD and 504's, and Homeless/Foster), are 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 the second semester, to promote unity among all students. Other Dress Days are identified and promoted by our Student Council.	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Special Dress Days	None Specified	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	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	School Spirit- Wear school colors	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
Mustang Chronicle to advertise school spirit days. Students are encouraged to wear HOUSE Shirt colors on the Back to-School Postings and Popsicles and Playground Fun, the first day of school, HOUSE Meetings, and Pep Rallies.						
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. 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 sent from Maple is in English and Spanish.	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	SMORE NEWSLETTER	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
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 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Title One Parent Engagement Policy Title One Student/Parent/Staff Compact	None Specified None Specified	None Specified None Specified	0 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 ELAC and PFA, as well as	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Academic Specialist-Outreach Assistant Burlington Coat Factory Clothing Donations	2000-2999: Classified Personnel Salaries None Specified	Other None Specified	0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.						
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/Back to School Night. There is also translation available during all Parent Meetings and Special Education Advisory Meetings. Communication with parents takes the form of in-person conversations, as well as remote conversations. ELAC Meetings will take place at least 5 times a year, in the Maple	August 2023-June 2024	School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal	Bilingual Facilitator Bilingual Paraprofessional Translation for meetings	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Other Other 0010	0 0 0

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 and May 5, 2023. Maple families are also invited to particiapte 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 2023-June 2024	School Site Council, Parents,Teachers , Staff School LCAP Leadership Team, Counselor, and Principal	District Technology Specialist and Technology TOSA Technology Devices Hotspots			
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 group counseling. Our school	August 2023-June 2024	School Site Council, Parents,Teachers , Staff School LCAP Leadership Team, Counselor, and Principal	School Counselor	1000-1999: Certificated Personnel Salaries	Other	0
			Wellness Counselor	1000-1999: Certificated Personnel Salaries	Other	0
			DIS Counselor	1000-1999: Certificated Personnel Salaries	Other	0
			Stand Proud-5th grade	5000-5999: Services And Other Operating Expenditures	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.						
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. Gifted and Talented Education hosts monthly GATE Lunch Bunches for all 3rd -5th graders (including students in Shine, Remote, and Blended). Site Wellness Committee will be established this year to explore ways of teaching students about nutrition.	August 2023-June 2024	School Site Council, Parents,Teachers , Staff School LCAP Leadership Team, Counselor, and Principal	Host and Attend Parent Committee meetings	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
Safety Committee will work on the school safety plan and meet at least three-four times this year.						
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.	August 2023-June 2024	School Site Council, Parents,Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Ongoing Teacher communication with parents regarding student progress and classroom events	None Specified	None Specified	0
CVUSD's Title 1 Outreach Program will be hosting a series of workshops for families.	August 2023-June 2024	School Site Council, Parents,Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	CVUSD's Title 1 Outreach Program- workshop series	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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 had strong participation in evening parent and family activities duirng the 2022-2023 school year. We noticed that there was only a small group who stepped forward to organzie events. We also saw the decline of participation in our SSC meeting as it shifted from zoom to in person, due to parents' work schedules.

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 engaged more EL families this year becasue we had the opportunity to host parenting classes second semester in our Mariposa Parent Center. This was a huge success and we had strong participation for an 8 week class from Westminster Clinic.Throughout the year, we recognized that we need to host student assemblies again so parents can come watch students get award, although the conversation of awards resulted in deep philosophical discussions around who this benefits.

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.

Parent Family Engagement continues to be a focus and priority for us. We are searching for evening academic opportunities for parents and students to come together to engage in hand on STEAM experiences, such as engineering and robotics. We know our parents and students will enjoy these experiences together! We will seek out Westminster Clinic to host additional parenting classes and open this up to all parents. We will also seek out topics that will support our special education families and host them in the Mariposa Parent Center.We are adding additional opportunities for parents to come on campus to engage with students. One will be our Monday Singing of our Flag Salute and National Anthem in the Mustang Cafe and a monthly Family Picnic where parents can eat with students (We hosted one Family Picnic in June 2023 and we had a huge turnout!)
We will continue to encourage parents to volunteer and to participate in PFA and family events. We will also host a Mother's Social in the MPR in the Spring to gather all Mothers together.(We hosted an EL Mothers Tea in the spring last year and it was a huge success.) We also want to provide parent edcuaiton classes for all parents this year, not just EL families.

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

Attendance

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

Decrease Chronic Attendance

Identified Need

Chronic Attendance was at 28.40% at the end of the 2022-2023 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Q District Pulse Report	28.40% of students were chronically absent during the 2022-2023 school year (71/250 students)	Reduce chronic attendance to lower than 10% of students are chronically absent by the end of the 2023-2024 school year.

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
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.

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 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.

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.

Home visits are conducted to connect with families, (including | August 2023-June 2024 | School Site Council, Parents,Teachers ,Staff, School LCAP Leadership Team, and Principal | Attendance School Counselor | 1000-1999: Certificated Personnel Salaries | None Specified | 0 |
			Home visits	None Specified	None Specified	0
			Form Teacher/Parent/Student Partnerships around attendance	None Specified	None Specified	0
			District Social Worker	None Specified	None Specified	0
			District Coordinator of Student Support Services	None Specified	None Specified	0
			After school homework and enrichment activities/ELOP-STAR	0001-0999: Unrestricted: Locally Defined	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE, ELD, SED, SWD and 504's, and Homeless/Foster Youth), and provide students with school materials that they need. 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 homework and enrichment after school activities to promote attendance and student engagement. 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). Our Attendance School Counselor meets with students weekly to promote and educate students on the importance of daily						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
attendance and seeks to understand the barriers to attending school. Attendance counselor communicates with parents, principal, and outreach assistant, and provides professional development in the area of counseling to staff, students, and parents.						
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. 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. Maple promotes positive behavior with our Maple students (including GATE, ELD, SED, SWD, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching	August 2023-June 2024	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
			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
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	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
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.

SHINE and LTIS TOSA supports attendance for all students participating in home school or LTIS. | | | | | | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2022-23

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.

This is a new goal, based on the increase in overall Chronic Attendance during the 2-22-2023 school year, especially focused on student with disabilities and socio-economically disadvantaged students.

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

This is a new goal.

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.

This is a new goal.

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	No baseline for grade 4-5.	

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

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

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	$175,294.00

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 ($)

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 ($)
0010	$34,080.00
0TRM	$17,496.00
District Funded	$0.00
ESSER III - Learning Loss	$36,120.00
None Specified	$0.00
Other	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$14,000.00
Title I (0620)	$73,598.00

Subtotal of state or local funds included for this school: $175,294.00

Total of federal, state, and/or local funds for this school: $175,294.00

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)	73598	0.00
0TRM	17496	0.00
0010	34080	0.00
ESSER III - Learning Loss	36120	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	34,080.00
0TRM	17,496.00
District Funded	0.00
ESSER III - Learning Loss	36,120.00
None Specified	0.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	14,000.00
Title I (0620)	73,598.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	11,999.00
1000-1999: Certificated Personnel Salaries	53,494.00
2000-2999: Classified Personnel Salaries	64,990.00
4000-4999: Books And Supplies	44,811.00
5000-5999: Services And Other Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	0010	8,478.00
1000-1999: Certificated Personnel Salaries	0010	2,194.00
2000-2999: Classified Personnel Salaries	0010	2,370.00
4000-4999: Books And Supplies	0010	21,038.00
2000-2999: Classified Personnel Salaries	0TRM	12,000.00
4000-4999: Books And Supplies	0TRM	5,496.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	36,120.00
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	0.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
2000-2999: Classified Personnel Salaries	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.)	14,000.00
0001-0999: Unrestricted: Locally Defined	Title I (0620)	3,521.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	51,300.00

| 2000-2999: Classified Personnel Salaries | Title I (0620) | 500.00 |
| 4000-4999: Books And Supplies | Title I (0620) | 18,277.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	140,773.00
Goal 2	30,600.00
Goal 3	3,921.00
Goal 4	0.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Mrs. Lewis-Principal	Principal
Melissa Belousoff	Classroom Teacher
Jacquie Maloney	Other School Staff
Todd Kohn	Parent or Community Member
Tristen Flynn	Parent or Community Member
Lauren Najjarpour	Parent or Community Member
Jessica Weihe	Parent or Community Member
Erin Aviles	Parent or Community Member

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
	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 8, 2023.

Attested:

	Principal, Patty Lewis on September 8, 2023
	SSC Chairperson, on September 8, 2023

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.

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.

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.

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.

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.

Educational Partner 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 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 Educational Partner 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

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