

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Maple Elementary School 36 67710 6035828		SSC Approval Date: May 11, 2021
School Address	751 S. Maple Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Elena Arambula Zerbel	Phone # and Email	909-357-5670, Elena.Zerbel@fusd.net
Name of SSC Chairperson	Isela Bernardino	Phone # and Email	909-236-2939, iselacar@hotmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

"The staff at Maple Elementary School is dedicated to providing a safe and nurturing environment where all students achieve academically, socially, and emotionally to their maximum potential through cooperation, respect, and dignity among all of us." In support of our vision and mission, Maple Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

Our mission for Maple students is that every Mustang perseveres and learns every day.

SCHOOL AND COMMUNITY PROFILE

Maple Elementary School serves approximately 586 students from transitional kindergarten through fifth grade. The ethnicity of our K-5 student population is 87.9% Latino, 4.9% African American, 3.8% Caucasian, and 1.2% other. English Language Learners comprise 32.8% of the student population at Maple Elementary. All students receive free and reduced breakfast and lunch.

All Maple families are encouraged to be active participants in their child's education. Parent meetings are held in the form of Coffee with the Principal (CWP), School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Association (PTA), and parent workshops to share information regarding the school, district initiatives and community programs. During these meetings, parents have opportunities to give input about needs they have when it comes to their children. In addition, information is shared to parents with information about the school, district, and community programs and resources. An annual Title I parent meeting where information is shared about the funds allotted and how they are to be spent and assessment data.

Maple will continue to implement supplemental programs during the school day that allow for differentiated instruction. Some programs are System 44, Read 180, United2Read (A2i) for grades K-2nd, WonderWorks, and Lexia. The partnership between Fontana Unified School District, Maple, and the Fontana City After School Program is currently providing students with a structured and safe environment to complete homework, receive academic achievement, provide physical education activities, add enrichment opportunities and receive a nutritious snack every day until 6pm.

Additional enrichment opportunities such as music, choir, band and a leadership opportunity for students in third through fifth grade. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. An after-school class is provided to students identified through testing to participate in Gifted and Talented Education (GATE). The GATE class focuses on differentiated instruction in the form of enrichment opportunities to meet their unique needs.

SPSA HIGHLIGHTS (bullet points)

SPSA highlights are:

- Increased student library that includes non-fiction and fiction texts

SCHOOL BACKGROUND

	<ul style="list-style-type: none"> • Technology purchased to create a blended learning environment • Intervention and Enrichment opportunities for students in grades 3-5 • Supplemental materials provided to all students • VAPA enrichment activities for all students in TK-5 • Structured English Language Development (ELD) is in place • Continued college and career awareness on campus • 100% of teachers participating in Professional Learning Communities (PLC) • Lesson planning targeting specific standards that include Learning Targets and Success Criteria • Kick-off information for Positive Behavior Interventions and Supports (PBIS) created • Professional development provided for staff on progressive discipline and positive behavior supports and intervention • Parent opportunities increased • Parent Empowerment workshops offered to parents in English and Spanish
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Provide additional time for PLC collaboration to increase student achievement in Math and English Language Arts (ELA) • Provide additional time for PLC collaboration to improve student proficiency through Teacher Clarity • Increase school wide usage of technology to advance student achievement • Refine incentive process to increase student attendance • Employment of United 2Read program in third grade while continuing to implement the program in kindergarten, first grade and second grade. This will allow our students to improve their reading while using data analysis, Wonders resources and small group instruction. • Art classes for all students in K-5th grade • Sports for Learning for grades 3-5 • Continued implementation of PBIS • Professional development of the ELD program to support the academic and linguistic needs of English Learner Students
<p>MOONSHOT</p>	<p>Maple Mustangs will continue implementing instructional activities that focus on Visual and Performing Arts (VAPA). Teachers and staff will continue to promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high quality, sequential, TK-5th grade arts experience for all students. In the 2020-2021 school year, all students will have access to art integrated activities between the bells. Second, third and fifth grade students will have the opportunity to participate in a dance collaborative workshop and will have dance once a week during the</p>

SCHOOL BACKGROUND

school day. Some of the after-school enrichment activities include, Kids Rock, drama club, art classes and a culinary arts club.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	95.1	32.8	1.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	32.8
Foster Youth	8	1.4
Homeless	8	1.4
Socioeconomically Disadvantaged	557	95.1
Students with Disabilities	63	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.9
American Indian	1	0.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	4	0.7
Hispanic	515	87.9
Two or More Races	7	1.2
Pacific Islander	8	1.4
White	22	3.8

These data points indicate:

1. These data points indicate that 95.1% of our students are classified as socioeconomically disadvantaged. This reveals that 577 students may not have the necessary items they need to be successful at school and may require support in the form of social/emotional interventions. Therefore, we as a staff need to ensure that students are eating at school as well as providing resources necessary to encourage academic and social/emotional growth.
2. These data points indicate that 32.8% of our students are English Learners. Therefore, rosters will be printed and EL students will be identified so that teachers know who their EL students are and what their needs are based on the four domains (Listening, Speaking, Reading and Writing) related to the ELPAC.
3. These data points indicate that Hispanic students have the highest enrollment, followed by African American students. We also have 1.4% of students that have been identified as Foster Youth. These eight students have unique needs that need to be monitored. Therefore, the community aide and counselor will work with and check in with monthly to ensure that they are progressing both academically and social emotional needs are being met.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Blue

These data points indicate:

1. That Maple students had an increase in chronic absenteeism from the previous year and are now in the color red. This reveals that there was an increase of students that had missed 10% or more of the school year. Therefore, the principal will establish an attendance support committee that is composed of classified, certificated and site administration that focuses on supporting students and families so that they decrease the amount of absences.
2. That Maple's performance in mathematics is better than in English Language Arts. This reveals that there was an increase of 3.9 points. Therefore, we will focus on having an intervention between the bells that focuses on the priority standards.
3. That the suspension rate for Maple students maintained and stayed at the color blue. This reveals that the implementation of Positive Behavior and Supports (PBIS) are working. Therefore, we will continue to provide staff development and student incentives in the area of PBIS. In addition, Maple will continue to provide tiered interventions that focus on a safe and positive learning environment for all students. .

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

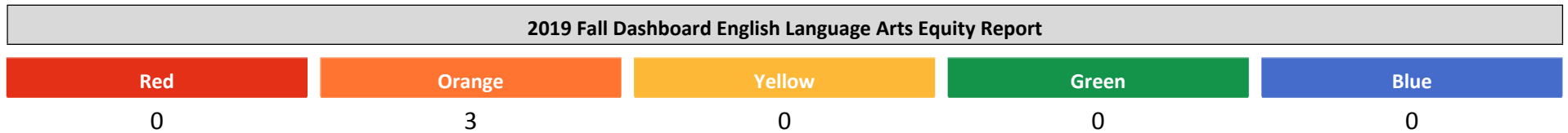
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 27.5 points below standard Maintained -2.5 points 278	 Orange 39 points below standard Maintained ++2.7 points 122	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Orange 32.1 points below standard Maintained -2 points 227	 No Performance Color 104 points below standard Declined -3.6 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 36.4 points below standard Maintained ++1.6 points 20</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Orange 27 points below standard Maintained ++0.8 points 237</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>White</p>  <p>No Performance Color 18.4 points below standard Declined Significantly -51.8 points 11</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>81.3 points below standard Declined -12.3 points 77</p>	<p>Reclassified English Learners</p> <p>33.4 points above standard Increased Significantly ++24.9 points 45</p>	<p>English Only</p> <p>20.2 points below standard Declined -7.4 points 149</p>

These data points indicate:

1. All students maintained in the area of English Language Arts. This reveals that PLC teams need to meet to determine if the rigor of lessons is matching what is asked on the CAASPP. Therefore, PLC teams will be given time to meet and identify areas of need.

2. The 2019 Current English Learner group declined by 12.3 points. This reveals the need for PLC time to determine areas of need in relation to integrated ELD in Language Arts for our current English Learners. Therefore, staff development may be needed with the ELD TOA.
3. Students with disabilities declined by -3.6 points. This reveals the need for the Inclusion team and SERT team to meet to identify the areas where students are not making progress. Therefore, this may require program specialists to also give suggestions on how students with IEPs can increase stamina, knowledge of priority standards.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

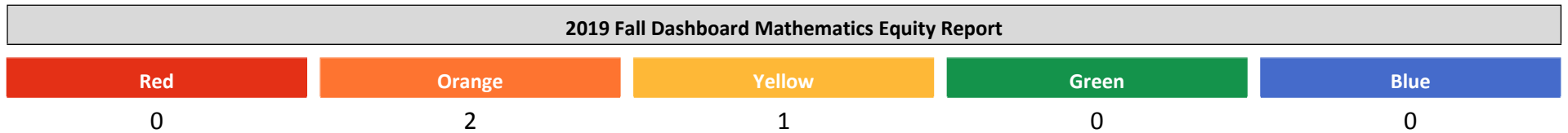
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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





This section provides number of student groups in each color.




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


2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students
 Yellow
43.6 points below standard
Increased ++3.9 points
278

English Learners
 Orange
51 points below standard
Maintained ++1.1 points
122







Foster Youth
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
6

Homeless

Socioeconomically Disadvantaged
 Orange
50.2 points below standard
Maintained -0.2 points
227

Students with Disabilities
 No Performance Color
130.4 points below standard
Declined -12 points
34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 62.8 points below standard Declined -6.7 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.3 points below standard Increased ++6.3 points 237	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 36.1 points below standard Declined Significantly -16.2 points 11

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.1 points below standard Declined -11.6 points 77	3.8 points above standard Increased Significantly ++19.6 points 45	39 points below standard Increased ++6.4 points 149

These data points indicate:

- All students had an overall increase of 3.9 points. This reveals that students continue to need quality lessons that are rigorous. Therefore, PLC teams will continue to receive professional development in the area of math.

2. English Learners and Socioeconomically Disadvantaged students maintained. This reveals that teachers need to identify and be aware of who these students are in their classrooms. Therefore, rosters will be printed and EL students will be identified so that teachers know who their EL students are and what their needs are and how to address those needs specifically for math.
3. Reclassified EL students increased by 19.6 points. This reveals that students who have been recently reclassified are making progress. Therefore, we will continue to monitor all reclassified students.

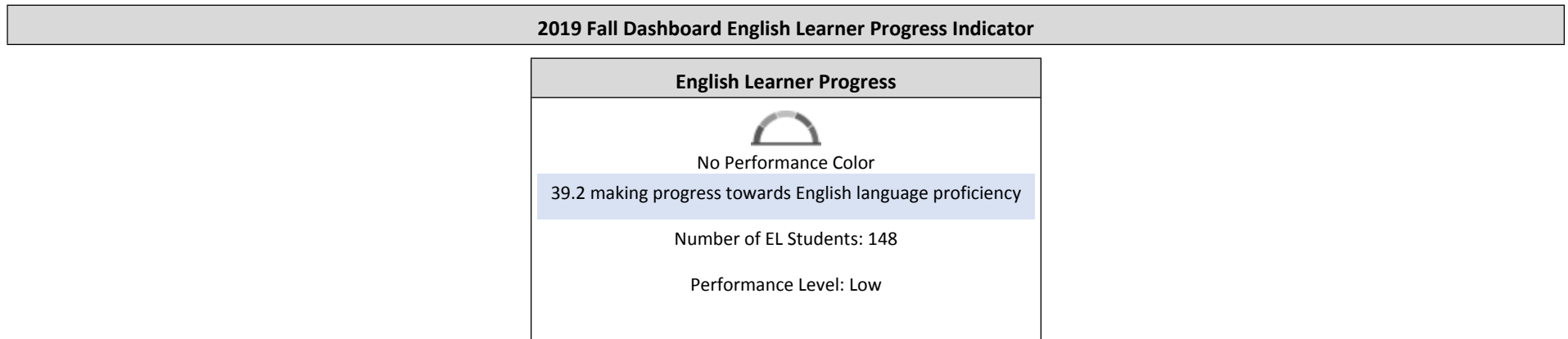
School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2	42.5	2.7	36.4

These data points indicate:

1. That 18.2% of our EL students decreased at least one ELPI level on the ELPAC. This reveals a need to identify, and closely monitor, the 26 students that decreased. Therefore, the EL TOA and teacher will work together and create an action plan for those students that decreased one ELPI level.

2. Oral language proficiency (listening and speaking) is significantly more developed than written language (reading and writing) for our current 5th grade EL students at Maple. This reveals a need for PLC time to determine areas of need in relation to ELD instruction to carry on this growth through reclassification. Therefore, staff development may be needed with the EL TOA.
3. That 39.2% of EL students maintained at level 4 or progressed at least one ELPI level. This reveals a need to identify what are the areas of need that would allow for reclassification. Therefore, we will have data chats with each of these students and create goals that focus on the specific areas of need.

School and Student Performance Data

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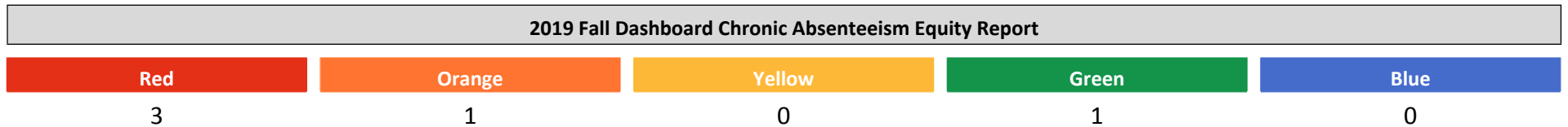
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 12.4 Increased Significantly +4.1 619	 Red 10.6 Increased Significantly +4.6 208	 No Performance Color 0 Maintained 0 11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 21.1 Increased +10.3 19	 Red 13.2 Increased Significantly +4.3 499	 Green 4.8 Declined -7 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 20 Increased +10 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.7 Increased Significantly +4.2 537	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 15.4 Declined -1.9 26

These data points indicate:

- Maple students had an increase in chronic absenteeism from the previous year of 4.1%. This reveals that there was an increase of students that had missed 10% or more of the school year. Therefore, the principal will establish an attendance support committee that is composed of classified, certificated and site administration.
- Our socioeconomically disadvantaged students have a higher rate of chronic absenteeism. This reveals that supports may be needed to ensure that our SED students come to school. Therefore, the principal will establish an attendance support committee that is composed of classified, certificated and site administration to provide strategies and support to increase student attendance.
- Our homeless population and African American students increased by 10 points. This reveals that these two groups are increasing at a rate that is much higher than the overall student group. Therefore, the community aide and counselor will work with and check in with monthly to ensure that they are progressing both academically and social emotional needs are being met.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

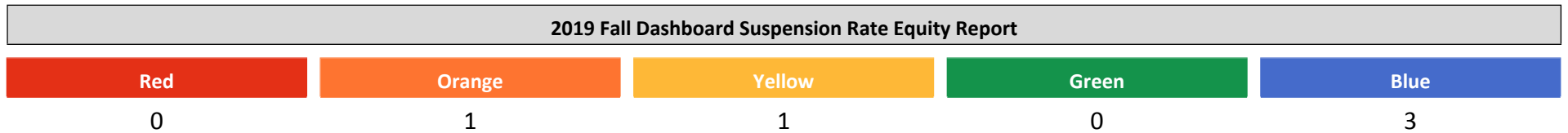
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

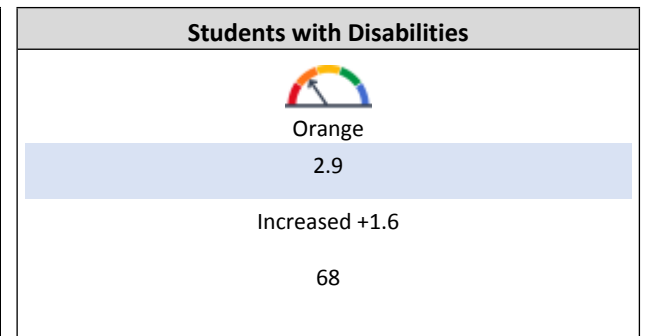
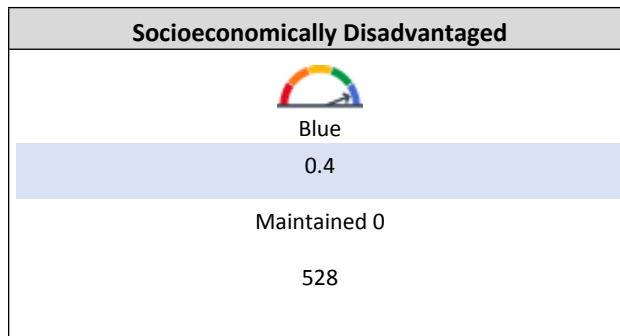
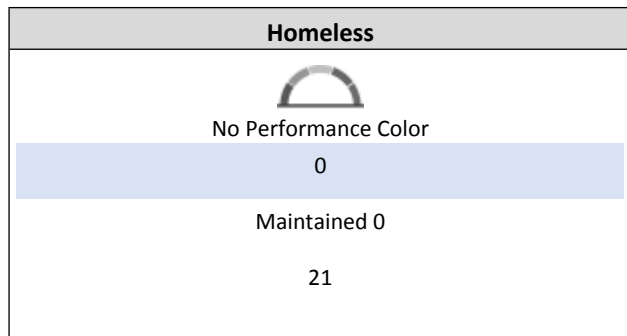
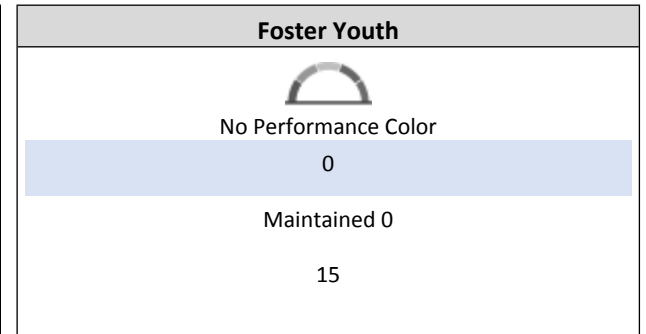
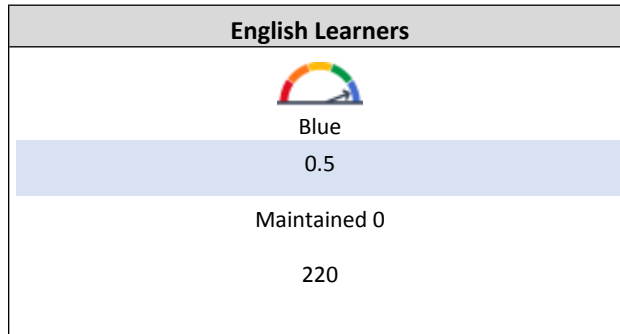
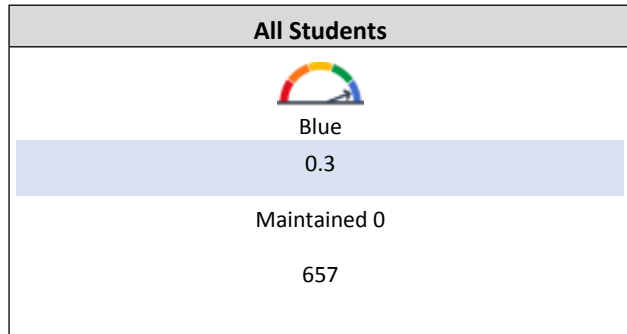


This section provides number of student groups in each color.









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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 2.2 Maintained -0.1 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Maintained 0 564	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Maintained 0 29

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

These data points indicate:

- There was not an increase in suspensions from 2018 to 2019. This reveals that progressive discipline is being used and that the PBIS team is providing professional development. Therefore, we will continue to expand on PBIS and provide staff development to staff in the areas of progressive discipline.
- The amount of suspensions maintained in English Learners and Socioeconomically disadvantaged students. This reveals that progressive discipline is being used and that the PBIS team is providing professional development. Therefore, we will continue to expand on PBIS and provide staff development to staff in the areas of progressive discipline.

3. There was an increase of 1.6 points for Students with Disabilities. This reveals the suspension that did happen was a student identified as one with a disability. Therefore, we will continue to work with the PBIS team to create a discipline flow chart and they will provide professional development on addressing behaviors in the school.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.21 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.48
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.10 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: A2i data: Letters to meaning grade level equivalent/WMG age equivalent	Letters 2Meaning (L2M) average score for December 2020 Kindergarten: 1.07 First Grade: .74 Second Grade: 1.0 Third Grade: 2.83 Word Meaning (WMG) average score for December 2020: Kindergarten: 5.65 First Grade: 8.50 Second Grade: 6.55 Third Grade: 8.27
Site Specific Measures: Walkthrough data done by administration to ensure learning targets and success criteria are posted and communicated to students.	100% of teachers

These data points indicate:

The MAP CGI data indicates that students are making typical growth in Reading, but less than typical growth in Language(writing) and Math. Walkthrough data indicates that all teachers are incorporating elements of Teacher Clarity into their daily lessons. Therefore, teachers will continue to use student support time to address gaps across all subject areas. Additionally, teachers will continue to analyze pre/post assessments to determine groupings for student support time.

The A2i data indicates that students did not meet age or grade equivalent targets in the area of Letters 2Meaning specifically and in second grade for Word Meaning. This reveals that there is a greater need for early intervention for phonics and phonemic awareness. Therefore, there is a greater need for precise lesson planning, vertical articulation with our preschool and transitional kindergarten teachers.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.29 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.66
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.14 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

There has been minimal growth in the areas of reading and math, but less than the expected growth of 1 year's growth in the areas of language. This reveals a need for students to receive interventions as well as differentiated student support time to meet the needs of EL students. Therefore, teachers will work with the EL TOA to plan high quality lessons for integrated and designated ELD.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 9.73% Level 3: 35.68% Level 2: 40.00% Level 1: 14.59%
2018-2019 ELPAC Listening Domain: % by Performance Level	20.00% - Well Developed 68.11% - Somewhat/Moderately Developed 11.89% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	35.68% - Well Developed 50.27% - Somewhat/Moderately Developed 14.05% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	8.65% - Well Developed 58.38% - Somewhat/Moderately Developed 32.97% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2018-2019 ELPAC Writing Domain: % by Performance Level	14.59% - Well Developed 63.24% - Somewhat/Moderately Developed 22.16% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

This reveals that according to the ELPAC summative data, EL students in grades 1-5 need to focus on the domains of reading and writing. Therefore, teachers will work with the EL TOA to schedule professional development in the areas of designated and integrated ELD. Additionally, the EL TOA will provide a list of students who are on the cusp of reclassification as well as students who decreased in their ELPI levels in order to provide additional resources and services that encourage growth and language acquisition.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	8%
Site Specific Measures: Back to School Survey Fall 2020: Based on the Panorama Family Back-to-School Survey	According to the Panorama survey the data indicates that 73% of families feel comfortable with the family-school communication. 62% of families feel that their students needs are being met, yet only 47% are comfortable with the current learning environment.
Site Specific Measures:	

These data points indicate:

That data reveals that more Maple families need to complete the survey. Therefore, continued use of blackboard connect, social media posts, Teams messages, the school website and Peachjar flyers will be used to convey messages.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes

MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.66 Fall 2nd to Fall 3rd: 0.40 Fall 3rd to Fall 4th: 0.21
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 47% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 29% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 24% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The MAP CGI data indicates that students in grades K-2 are below the expected conditional growth index because they have not made 1 year's growth in 1 year's time. The data also reveals that 24% of kindergarten students, 29% of second grade students and 47% of third grade students are at risk of not reading at grade level by the end of third grade. Site specific data indicates a need to continue to use i-Ready and Lexia to address educational needs. Therefore, teachers and support staff will continue to focus on addressing the needs of all students in K-3 by providing small group instruction through student support time to address literacy skills needed to read.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Integrated ELD is across all content areas. All core teacher's editions have ELL scaffolding suggestions that every teacher infuses throughout his/her lessons. All four domains of the ELPAC are addressed during integrated ELD. The ELPAC summative data indicates that there needs to be a focus on Written Language, which includes reading and writing, and is an area of need for grades 1-5, while the kindergarten data indicates that the speaking domain is an area of need and that 23% of students are identified as Beginning to Develop.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Master schedules indicate that designated ELD is evident in all grades. The use of the Wonders Designated ELD Curriculum is being used during the protected time and is differentiated by levels. The ELPAC summative data indicates that we need to dig deeper into the data to ensure that the lessons that are being developed focus on area of need (Listening, Speaking, Reading, Writing).

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

The designated ELD plan of action will include professional development with the Wonders Designated ELD components. Each grade span has a focus that will include Language Support and Listening Comprehension for K-1 and Language Support in Reading and Writing for grades 2-5. PLCs will then have the opportunity to meet with the ELD TOA and specific lesson design. Monitoring ELD instruction through walkthroughs during designated ELD will be key. More opportunities to receive professional development and support from the ELD TOA is needed. With only one day a week, it is difficult to assist 26 teachers and provide continuity.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Throughout the course of the school year, qualitative data was gathered from stakeholders to share their input on the effectiveness of the actions carried out at Maple. In addition, parents were given multiple opportunities to share their input through the Annual Parent Survey, School Site Council, English Learner Advisory Committee and during Coffee with the Principal meetings.</p> <p>During our various meetings held with parents, parents were surveyed on what topics they would like to see at Maple. Parents indicated they wanted workshops/resources to help them support their children's mental health, information pertaining to EL reclassification, and resources to support academic achievement.</p> <p>In September, a survey (Panorama) was given to gather information about students' social-emotional learning (SEL) in order to provide services that will support student needs around social-emotional skills, environment, well-being, and relationships. Teachers, students and parents had an opportunity to take the survey. The results of the Panorama survey, indicate that 76% of parents feel that they feel comfortable communicating with the school. The survey also revealed that parents are struggling with the current distance learning model. This reveals a need to continue to communicate with all stakeholders and provide additional supports for how parents/guardians can help their child with distance learning.</p> <p>Due to ongoing school closures, student surveys were administered digitally in Spring of 2021. Maple did not receive parent consent to survey students broadly, but the school did conduct a PBIS survey where students answered questions about the school in January of 2021. According to the Elementary School Climate Survey, students reported that at Maple they always feel that teachers treat them with respect. They also always feel that their school wants them to do well. One area of growth is needed in the area of student efficacy. Students reported that they only sometimes feel like they do well in school. The Parent School Climate Survey reported that parents feel that teachers have high standards for students and that they promote academic success.</p> <p>Teachers surveys indicated the need for professional development that addresses student behavior and character development through PBIS. In addition, the principal met with the Instructional Leadership Team monthly to receive input on teacher needs.</p>

Analysis of Qualitative Data

	<p>Teachers were also surveyed to identify how to increase academic achievement in the classroom. The results of the surveys and conversations indicated that there is a continued need for technology in the classroom, professional development on Teacher Clarity, professional development for ELD, and enrichment and intervention opportunities for students.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observations occur weekly throughout the school year that are focused on Teacher Clarity, PBIS implementation and student support time. Administrative feedback is provided to all staff through the weekly bulletin. The observation data showed that all teachers had learning targets and success criteria posted. During the observations, site administration would ask students what their knowledge was in relation to the learning targets and success criteria. Students were asked questions such as, "What are you working on right now?" and/or "What are you learning?" 75% of the time students were able to describe what they were learning or working towards. Professional development in the area of visible learning is still a need to effectively use success criteria. Teachers need additional support in deconstructing the standard to identify the success criteria that is needed to master the learning target.</p> <p>Climate and culture observations indicate that all PBIS Tier 1 initiatives have been implemented across all school settings. Due to the pandemic, our first year of implementation was unable to be completed and was carried over this school year. 100% of teachers are using the incentive of Mustang Moola and have implemented the positive discipline initiatives of being safe, responsible and respectful.</p> <p>The 2020-2021 school year was our first implementation year of PBIS. Maple received a score of 90% on our first External TFI. We are looking forward to kicking off our second year of implementation during the 2021-2022 school year with school spirit, our schoolwide incentive of Mustang Moola, and a plan for explicitly teaching all Mustangs the school expectations to set them up for academic and social-emotional success.</p>

Analysis of 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 student 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

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>In PLCs we meet every six weeks to review CFA, A2i, MAPs, i-Ready and CAASPP data for the purpose of identifying areas of strength and need. When PLC teams meet to review the data, they identify student groupings for student support time/response to intervention. Priority standards are identified and lessons are created based on student need.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Students take the ELPAC assessment each year and that determines their proficiency, possible reclassification status and areas of need. ELPAC summative data was shared by administration with teachers to discuss the needs associated with the data. A comprehensive ELD program was designed that ensures that both academic and language needs are met for all EL students. Integrated ELD is embedded into daily lessons across all content areas. EL TOA support is available to teachers for lesson design, provide professional development around ELD standards, and to provide research-based strategies to support the needs of all EL students.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>A comprehensive review with all stakeholders is held to evaluate the effectiveness of the actions/services and to plan for the new school year. The evaluation assists the stakeholders with providing recommendations to improve academic achievement. A plan is developed in collaboration with all stakeholders and formative assessments are administered to monitor student progress. Based on the results of multiple assessments, appropriate supports/resources are determined on how to best support the identified needs of the student.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>At the beginning of each school year, ELPAC and CAASPP data is analyzed by all stakeholder groups to understand the needs of our English Learner students. In addition, a comprehensive instructional program is designed to identify lessons designed to promote language acquisition. The bilingual aide works with newcomers and beginning EL students. The bilingual aide also uses formal progress monitoring tools that are specifically designed to monitor language acquisition. The EL Site Monitor maintains records of student progress to ensure students are making progress towards reclassification.</p>

Identified Needs based on Findings:

- Teachers need to utilize data to design a comprehensive instructional program based on students' individual needs.
- Administration needs to monitor the implementation of the core instructional program to ensure its alignment to the Common Core State Standards, as well as whether interventions and enrichments are occurring and that each teacher has all of the necessary items.
- Stakeholders need multiple metrics to measure the effectiveness of actions and to monitor students' academic growth.
- Administration needs to monitor the implementation of the Designated and Integrated ELD programs to ensure its alignment to ELD standards and that it is meeting the needs of all EL students.
- We need to develop a process for the bilingual aide to identify which students in grades 1-3 are scoring in level 3 and identify the domains that need to be targeted during designated ELD.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Professional development opportunities were provided to all teachers to ensure that they are prepared to deliver the core content materials based on the California common core state standards. 100% of classrooms had evidence of learning targets and success criteria. 95% of teachers participated and engaged in structured PLC time to complete the CFA data analysis and planning documents for ELA and Math. Learning Walks were conducted for United 2Read. Professional development was provided by the Common Core TOA.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	There is a strong need for continued professional development in the area of visible learning and success criteria. Teachers have also expressed a desire to receive professional development in the area of Kagan strategies that focus on cooperative learning strategies. The PBIS team will continue to provide staff development in the area of functional behaviors and progressive discipline.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	PLC teams are currently meeting every Wednesday for a minimum of an hour and agendas are submitted to administration. Grade level teams are also provided additional time outside of the work day to develop lessons for language arts and math. These lessons focus on unwrapping priority standards to develop learning targets and success criteria.

Identified Needs based on Findings:

We recognize there is a need in the following areas:

- Professional development for integrated and designated ELD
- PLC teams to collaborate and develop lessons that include learning targets and success criteria.
- Professional development in Teacher Clarity
- PLC time to plan for student support time so that instruction can be differentiated
- Professional development for all staff members in the area of Tier 1 Positive Behavior Supports and Interventions

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers use instructional materials and curriculum guides that are aligned to all California content and performance standards. Teachers also use the FUSD curriculum guide, Wonders, My Math, Mystery Science and Second Step curriculum. Teachers in grades K-3 have access to United 2Read. Teachers in grades K-5 have access to i-Ready software. Supplemental materials that are purchased are used to support the core instructional program and to provide additional practice opportunities and/or increased rigor.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	100% of students have equity and access to all instructional materials.

Identified Needs based on Findings:

We recognize there is a need in the following areas:

Teaching and Learning

- Teachers need to continue to build expertise in creating learning targets and success criteria.
- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- Teachers need to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.
- Teachers need additional supplemental materials/resources to improve literacy skills.
- Teachers need supplemental materials/resources to increase student understanding of the California content and performance standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	All students are provided with access to the core instructional program. United2Read for K-3 students to ensure students are reading at grade level by the end of grade 3. Instructional Support Teacher supports students K-5 with ELA interventions. Classroom teachers support students with small group instruction to target needed areas based on assessment.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Disparities in achievement have also been noted in our Socio-Economically Disadvantaged students, African American students, and Students with Disabilities. Root causes include data that shows chronic absenteeism has increased for each of these student groups. In addition, our African American students, require that we address the whole child by providing academic, social-emotional and behavioral supports. Lastly, Students with Disabilities have identified learning disabilities that require time, support and resources to ensure progress toward grade level standards.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	The data indicates that additional monitoring of English Learners for the purposes of language acquisition, African American students, for the purposes of academic achievement and Students with Disabilities, for the purposes of academic achievement will continue to be necessary. It will also be critical to identify specific actions and services to ensure access and equity for these student groups.

Identified Needs based on Findings:

We recognize there is a need in the following areas:

- Teachers need to provide early intervention for K-2 students who are not meeting grade level expectations in English Language Arts and Mathematics, so that learning gaps can be identified and addressed and access to the curriculum is guaranteed.
- Teachers need to provide timely, targeted intervention for students in grades 3-5 who are not meeting grade level expectations in both English Language Arts and Mathematics, so that learning gaps are closed and students are well prepared to enter middle school.
- The school site needs to address chronic absenteeism for all student groups.
- African American students need an intervention program that can address their academic and social/emotional/behavioral needs to increase their confidence and sense of school belonging.
- School site needs to continue with the implementation of PBIS to promote and maintain a positive and safe learning environment for all students
- Students with Disabilities (SPED) need differentiated instruction within and beyond the core instructional program to meet their needs, based on their IEP goals.

Opportunity and Equal Educational Access

- EL students need additional support with acquiring language and literacy skills through quality integrated and designated ELD instruction. They also need a monitoring tool to ensure that their ELPI level increases each year.
- Teachers need to provide enrichment opportunities for students who are meeting and exceeding grade level expectations, as well as GATE students, so that they have an opportunity to enrich their learning.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parent meetings are held based on a needs assessment survey so they can provide input on parent education. The offerings included classes from the Parent Empowerment Project, How to Understand Data, information from the Mexican Consulate, and Internet Safety. All meetings are held in English and Spanish. In addition, family math and literacy nights are also held. Parents are also invited to participate in advisory committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Advisory Committee (DELAC), Local Control Accountability Plan (LCAP) and other committees offered in the district.
Child care is provided at all workshops and there are incentives for parents attending workshops.

Identified Needs based on Findings:

We recognize there is a need in the following areas:

- Additional participation and engagement of parents at meetings
- Resources and strategies for developing literacy in the home
- Teachers need additional hourly to develop and facilitate parent workshops
- Resources and strategies for EL student achievement
- Parents need support with translation

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

District General and SUPC funds provide support for the District base/core/curriculum and intervention programs. A full-time Resource Specialist, an itinerant and an aide are on campus to assist students with disabilities. Tutoring is offered and student support time is also offered to students who are underperforming.
A bilingual aide supports students who are identified as English Learner as well as provides support with the administration of the ELPAC.
PBIS supports are available for all students.
Professional Development for teachers is offered on the adopted curriculum as well as topics based on need.

Funding

<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>A full-time Intervention Specialist Teacher supports students in grades Kindergarten-5th in the area of English Language Arts. Family literacy and math nights are funded using Title 1 funds.</p> <p>Parent workshops to were held by The Parent Empowerment Group to support parents with distance learning, particularly their social-emotional needs.</p> <p>Tutoring to develop academic vocabulary skills was provided to English Learners in kindergarten through fifth grade students. Tutoring was also provided to support numeracy and literacy intervention.</p>
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Identified Needs based on Findings:

- Services for English Learners including additional hourly for bilingual aides and teachers to continue to provide tutoring
- Professional development for school-wide focuses
- Extended learning opportunities for students beyond the bells
- Intervention support to ensure growth for all students
- Increase parent engagement and participation to assist their children in academic and social emotional needs
- Continued funds to support underperforming students to increase academic achievement

Stakeholder Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p>	<p>In March, the School Site Council met to perform progress monitoring on the SPSA. We discussed the degree to which action has been implemented and the outcomes to date.</p> <p>In April, ELAC met and discussed the need for more parent participation in activities and workshops for parents.</p> <p>In April, School Site Council with the input from ELAC, determined which actions to continue modify or discontinue. School Site Council to determine all actions and services based on progress monitoring based on the anticipated needs of students. In the development of the school plan, School Site Council requested flexible seating/new desks to enhance collaboration amongst students and small group instruction.</p> <p>In May, School Site Council approved the 2021 SPSA.</p>
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Identified Needs based on Findings:

Stakeholder Involvement

The data shows that more parent participation and engagement is needed at meetings. This reveals that the required council members are attending plus about ten more. Therefore, we will continue to reach out to parents via Teams, the website, social media and Peachjar to invite parents to all meetings. Continued collaboration is needed with all stakeholders to identify, assess and adjust needs throughout the year.

Resource Inequities

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

Based upon the needs assessment, greater access to enrichment opportunities are needed for all students in the area of visual and performing arts. In addition, there is a need to provide intervention and support for all English learners after the bells to increase reading comprehension and to increase by one level on the ELPI. Lastly, there is a need to ensure that all students have access to technology.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The major areas of focus will be to provide the following:</p> <ul style="list-style-type: none"> • Increased teacher access to professional development in Positive Behavior Interventions and Supports <p>to ensure a safe and productive learning environment for all students</p> <ul style="list-style-type: none"> • Increased instructional differentiation through software, extended learning opportunities, and access to technology • Increased teacher access to professional development and Lesson Study in small group differentiated instruction • Increased teacher access to professional development in Visible Learning • Improved implementation of Professional Learning Communities to support instructional planning and ensuring students’ active participation in rigorous questioning observable during instructional walkthroughs • Teacher access to professional development on strategies to improve receptive language during integrated ELD instruction • Teacher access to professional development on strategies to increase academic language during designated ELD • Parent professional development/workshops • Ensure structured ELD is occurring in classrooms • Increased access to fiction and non-fiction texts 	<ul style="list-style-type: none"> • PBIS-August-May • Instructional Differentiation-August-May • Professional Development-August-May • Visible Learning-August-December • PLC-August-May • ELD- August-May • Parent Workshops-August-May
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and</p>	<p>Professional development will be offered in designing high quality lessons to support quality first instruction that is rigorous. PLC teams will meet to develop interventions and enrichment activities for students during student support time. VAPA activities will be provided a minimum of three times a year before and after school that are connected to math and language arts standards so that students can have an enrichment activity that is connected to the standards.</p>	<ul style="list-style-type: none"> • Professional Development-August-May • PLC-August-May

<p>courses necessary to provide a well-rounded education</p>	<p>In addition, students who need acceleration are looked at individually and provided standards-based material based on their academic level.</p>	<ul style="list-style-type: none"> • VAPA- Art classes will be offered throughout the school year • Enrichment- August-May
<p>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</p>	<p>Students will have the opportunity to receive intervention after school who are identified At-Promise.</p> <p>Students will receive intervention or enrichment for 40 minutes per day to support student achievement.</p>	<ul style="list-style-type: none"> • Intervention- September-April

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-27.5	>= -12.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-43.6	>= -28.6
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.21 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.48	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.10 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	8%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> • MAP data indicates that K-5th grade students need to develop number sense in order to build a strong foundation for mathematical understanding • CAASPP data shows that 3rd - 5th grade students need to build literacy skills in reading and writing • Parent surveys indicate a need for workshops in PBIS, Parent Empowerment, EL student achievement, Distance Learning, and early literacy development
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A: Provide additional fiction and non-fiction texts to support literacy across content areas. <ul style="list-style-type: none"> Books/Magazines Digital and hard copy resources 	ELA CFA i-Ready assessments	All students	Librarian	1,000	1,000
1B: Provide one-on-one or small group instruction/tutoring to support numeracy and literacy through intervention <ul style="list-style-type: none"> Certificated and Classified Additional Hourly Instructional Supplies 	Sign-in sheets, Pre-Post assessments, Classroom walkthrough data	At-Promise students Identified Using Multiple Measures	Classroom Teachers, bilingual aide, tutor, special education aide	5,000	2,500
1C: Provide small group differentiated instruction to address students individual learning needs and to promote attainment of ELA and Math standards. <ul style="list-style-type: none"> Printing Encumbrance Literacy and Math Manipulatives Tactile items for students Supplemental Instructional Supplies Flexible seating Organizational Supplies 	Classroom walkthrough data, i-Ready data	All students	Classroom Teachers	10,000	500
1D-Implement a blended learning model to incorporate individualized instruction through technology. <ul style="list-style-type: none"> Printers Student Computers Software instructional licenses Student headphones 	Purchase requisitions	All students	Classroom Teachers and Administration	9,000	13,285

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1E: Provide PLC Collaboration Time to plan standards based lessons that focus on the four key questions: What do students need to learn? How will they know they have learned it? What will we do when they have learned the standard/learning target? What will we do when they have not learned the standard/learning target?</p> <ul style="list-style-type: none"> • Certificated and Classified Additional Hourly • Subs • Professional Books 	<p>Teacher surveys, sign-in sheets, agendas, compiled lesson plans, Classroom walkthrough data</p>	All students	Classroom Teachers, Aides and Administration	15,000	2,000
<p>1F: Provide professional development to increase knowledge of research-based strategies to support student engagement and achievement.</p> <ul style="list-style-type: none"> • Certificated Hourly • Conference and Travel • Consultant Fees and related materials • Substitute Coverage • Classified Hourly 	<p>Classroom walkthrough data, Teacher surveys</p>	All students	Teachers, Administration, Classified staff	20,000	1,000
<p>1G: Implement Positive Behavior Intervention and Supports and provide opportunities for students to receive academic achievement recognition to build a positive school culture.</p> <ul style="list-style-type: none"> • Certificates • Medals • Printing costs • Awards • Materials or other supplies 	<p>Data comparison from first quarter to second quarter</p>	All students	Principal, clerical staff	1,000	2,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1H: Provide parent and family engagement and professional development to assist with academic achievement. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Materials • Consultant • Childcare • Translation 	Parent surveys, sign-in sheets	All students	Principal, teachers, classified	1,950	1,500
1I: Provide professional development to staff on progressive discipline and positive behavior supports and intervention.	Sign-in sheets, agendas, survey data	All students	PBIS Team, Administration		1,500
Total Estimated Cost for This Goal:				62,950	25,285

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in reading by developing their academic language across the content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-39.0	>= -24
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-51.0	>= -36
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.29 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.66	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.14 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	Based on Smarter Balanced and MAP assessments, EL students in 1-5 need to develop their academic vocabulary.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a1: Provide teachers and instructional aides with professional development on developing academic vocabulary skills during integrated ELD. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly 	Teacher survey, compiled lesson plans K-5th grade	English Learners in grades 1-5	Teachers, EL TOA	1,000	0
1a2: Provide one-on-one or small group tutoring to develop academic vocabulary skills.	Pre and post assessment,	English Learners in grades K-5	Certificated and classified staff	4,000	500

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Supplemental Instructional Materials 	Classroom walkthrough data		providing the tutoring.		
Total Estimated Cost for This Goal:				5,000	500

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	39.2%	>= 42.2%

Identified Need(s):	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>Based on ELPAC, students in grades 1-5 need to develop their reading skills.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b1: Provide teachers and instructional aides with professional development on developing reading skills during effective ELD instruction. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly 	Teacher survey, compiled lesson plans K-5th grade, Classroom walkthrough data	English learners in grades K-5	Certificated and classified staff, EL TOA	750	0
1b2: Provide PLC Collaboration Time to plan standards based lessons that focus designated ELD. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly 	Teacher survey, compiled lesson plans K-5th grade, Classroom walkthrough data	English learners in grades K-5	Certificated and classified staff, EL TOA	750	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b3: Provide teachers and instructional aides with professional development on receptive language strategies. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly 	Teacher survey, compiled lesson plans K-5th grade, Classroom walkthrough data	English learners in grades K-5	Certificated and classified staff, EL TOA	0	
Total Estimated Cost for This Goal:				1,500	0

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	35.2%	>= 38.2%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-40.9	>= -25.9
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.66 Fall 2nd to Fall 3rd: 0.40 Fall 3rd to Fall 4th: 0.21	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 47% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 29% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 24% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 37% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 19% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 14% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<ul style="list-style-type: none"> MAP data indicates that students in kindergarten-3rd grade need to build early literacy skills that focus on phonological and phonemic awareness Parent surveys indicate a need for workshops on how to support early literacy development at home
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A: Provide teachers with supplemental instructional materials to promote early	Compiled lesson plans, Classroom walkthrough data	All students	Teachers, Administration	3,500	0

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
literacy skills through differentiated instruction: <ul style="list-style-type: none"> • Instructional supplies, books • Supplemental software • Manipulatives 					
2B: Provide parents with workshops that focus on early literacy development at home: <ul style="list-style-type: none"> • Consultant fees • Certificated additional hourly • Supplemental instructional materials 	Parent surveys, Agendas	All students	Teachers, Administration	2,890	0
2C: Provide students with additional books and magazines to build early literacy skills <ul style="list-style-type: none"> • Library books and magazines 	Forms completion documents, MAP Reading, ELA CFA	All students	Librarian, Teachers, Administration	500	0
Total Estimated Cost for This Goal:				6,890	0

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1E. Provide additional time for PLC's to focus on the four key questions of learning. <ul style="list-style-type: none"> • Certificated additional hourly 	All students	\$15,000	Principal
1A. Purchase additional literature to support literacy across content areas. <ul style="list-style-type: none"> • Books/Magazines 	All students	\$10,000	Principal
1F: Provide professional development to increase knowledge of research-based strategies to support student engagement and achievement. <ul style="list-style-type: none"> • Conferences and travel • Consultant fees and materials • Substitute coverage • Additional certificated hourly 	All Students	\$15,000	Principal
1C: Provide differentiated instruction/enrichment to promote attainment of ELA and Math standards <ul style="list-style-type: none"> • Literacy and Math manipulatives • Flexible seating 	All Students	\$10,000	Principal
1G: Provide opportunities for students to receive academic achievement, recognition to build a positive school culture. <ul style="list-style-type: none"> • Incentives/Awards 	All Students	\$3,000	Principal
1a2: Provide one-on-one or small group tutoring to develop academic vocabulary skills. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Supplemental Instructional Materials 	All Students	\$3,500	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1D-Purchase technology equipment and licenses to implement a blended learning model. <ul style="list-style-type: none"> • Student Laptops • Software licenses 	All Students	\$10,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$42,816
X	Title I, Part A: Carryover	\$33,524
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,911
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$25,785
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		102,125
Total amount of state funds spent (SUPC)		25,785
Total amount of federal funds spent (Title I)		76,340
Total amount of state and federal funds spent		102,125
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Elena Zerbel	Principal	Not-Applicable	Not-Applicable	1
Erin Gerber	Other Staff: Instructional Support Teachers	2 years	June 2022	1
Brittany Martin	Classroom Teacher	2 years	June 2022	1
Jenna Bishop	Classroom Teacher	2 years	June 2022	1
Evelyn Cruz	Classroom Teacher	2 years	June 2021	1
Esmeralda Magallanes	Parent/Community Member	2 years	June 2022	1
Isela Bernardino	Parent/Community Member	2 years	June 2021	1
Anacany Linares	Parent/Community Member	2 years	June 2021	1
Vanessa Ortiz	Parent/Community Member	2 years	June 2022	1
Alejandra Mora	Parent/Community Member	2 years	June 2021	1

**RECOMMENDATIONS AND ASSURANCES for
Electronic Signatures due to COVID-19 Restrictions**

Name of School: Maple Elementary

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee *Cameralda Magallanes*
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: **May 11, 2021**.

Attested:

Elena A. Zerbel
Typed name of School Principal

Elena A. Zerbel
Signature of School Principal

5/11/2021
Date

Isela Bernardino
Typed name of SSC Chairperson

Isela Bernardino
Electronic Signature of SSC Chairperson

5/11/21
Date