

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	December 16,2020	

Purpose and Description

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

Schoolwide Program

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

Maple Elementary School opened its doors in 1970 and is home to about 300 students and over 50 staff members. Maple has been an integral part of the community and is located on a large, beautiful, split-level site in an established residential area. Surrounded by a neighborhood constituted of families and local businesses, Maple Elementary School is a neighborhood school with strong community roots. The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement: Maple Elementary School is dedicated to creating socially conscious student leaders and independent students, supported by our school community, in an inclusive school environment, where every student demonstrates kindness, acceptance, and inclusion. We continue to promote increased collaboration among our students and teachers receiving services in both specialized academic instruction and general education classrooms, as well as every student having a seat in the general education classroom, with access to grade level peers through intentional planning by both the SAI and GE teacher. We are dedicated to promoting a least restricted environment for each of our students at Maple.

Our goals for the 2021-2022 school year focus on providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Due to new guidelines by the Public Health Department, as a result of COVID-19, we have a greater focus on Parent and Family Engagement, in a time when we are restricted from coming together as a community indoors, and are limited to outdoors only. As students return to full-time instruction, we are focused on student engagement, as we closely monitor student access to 1:1 technology, social emotional state of each student, attendance, student health, and family access to resources and support, that will positively affect our students' ability to engage in academic learning. When one of

these areas is lacking, learning loss is negatively impacted. We are called to respond urgently to the learning loss of our students, as we strive to provide the whole child and family what is needed, so that students are successful.

In alignment of our CVUSD LCAP Goal #1 (Implement targeted actions and services that support positive student outcomes), we are continuing our goals from 2020-2021, which focuses on increasing English Language Arts, Math, and Science achievement by implementing high quality Tier One instruction for all students (including GATE, EL, SED, SWD, and Homeless/Foster Youth), using the district-adopted resources. Students in third through fifth grade have opportunities to support differentiated reading comprehension and math practice through Achieve 3000, Prodigy, and IXL Math, and Happy Math, which are online software that we are implementing this year. Achieve 3000 and IXL Math provides students with enrichment opportunities, and will adjust based on student performance and teacher feedback. Students in Kindergarten and First Grade have opportunities to reinforce grade level and differentiated skills by using Rocket Math, as well as Smarty Ants and Rosetta Stone, to support English Language Development. Intervention opportunities at Maple continue to include reading and math intervention, consistent with district framework, for students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), whose EASY CBM, Lexia, and benchmark data has shown that they are at risk in those areas. Certificated teachers deliver this instruction. Students have access to online resources to support skills maintenance and intervention using Raz Kids, Lexia, IXL Math 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.

Our C.V.U.S.D. LCAP Goal #2 is to ensure that staff are provided with targeted professional development, and has an understanding that all job responsibilities are structured to support positive student outcomes. During the 2021-2022 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 and Seesaw.

In alignment with our C.V.U.S.D. LCAP Goal #3 (Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes), our Maple Parent Faculty Association is very active and committed to providing our families with opportunities to engage in positive, collaborative experiences with students, parents and families at Maple. We are committed to creating increased opportunities for parents and families to participate at Maple. These activities are made available to classroom teachers to work on with students or assign for homework. Parent communication is a priority for us at Maple, as parent committee leaders and the principal to publish a unified weekly Sunday evening newsletter, filled with information from P.F.A., school committees, and the school, as well as to collaborate on a parent handbook published for all families. All communication sent home is translated into Spanish, and our weekly newsletter can be translated in many different languages. Our Mustang Chronicle newsletter includes pre-recorded video presentations, zoom presentations, parent professional development zoom meetings, information about upcoming parent committee meetings, and informational news sent out to parents, based on changing information and guidelines that are unpredictable. We have planned to host all traditional family events, such as Trunk or Treat, Craft Fair, Movie nights, a School Dance, Bingo Night, but will adjust to move events outside based on Public Health Guidelines. Most of the parent handbook procedures published for all families in 2019-2020 is no longer applicable during this time of COVID-19, so communication is being sent through a uniform

message from both our District and our School, regarding topics that will support families during this time. All communication sent home is translated into Spanish, and our weekly newsletter can be translated in many different languages. Our Maple Parent Handbook will be revised to reflect the 2021-2022 School year this Fall. Our Outreach Assistant and Bilingual Facilitator support communication to all families throughout the school year. Our new Maple Mariposa Center is a place where parents can gather to collaborate, socialize, and learn together. We are excited about the increased opportunities for our parents because of the accessibility of our Mariposa Parent Center and the role our Outreach Assistant will play in hosting events there.

In alignment with our C.V.U.S.D. LCAP Goal #4 (Enhance the social, emotional and physical well-being for all students, through targeted action that support positive student outcome), Maple greets families in the front of school with a mural of a diverse and inclusive group of students saying "Come Grow with Us". We have established three HOUSES within our Maple HOUSE this year, to support building smaller communities within our larger Maple community. Students and Staff belong to one HOUSE, such as the HOUSE of FRIENDSHIP, the HOUSE of COURAGE, or the HOUSE of INTEGRITY. Each HOUSE stands for certain pillars of excellence, that are focused on during SEL lessons, morning announcements, monthly HOUSE Assemblies, and our Trimester Pep Rallies. Each House wears a certain color to identify their HOUSE. Students in Grade K and 5 belong to the HOUSE of FRIENDSHIP, students in Grades 1 and 3 belong to the HOUSE of COURAGE, and students in Grades 2 and 4 belong to the HOUSE of Integrity. The HOUSE of FRIENDSHIP wears Red, the HOUSE of COURAGE wears GREEN, and the HOUSE of INTEGRITY wears Purple. Each classroom displays a poster of their HOUSE, and posters are displayed around school. Students in each HOUSE will collaborate together during Mustang Mentors, as they engage in reading, art, and other social activities together. Our Community Tree in the front of our school is a constant reminder of our unity together. We are shifting our focus from kindness, acceptance, and inclusion to 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 Spirit Days on Fridays, and teachers still wear shifts that foster inclusive messages, which is a strong belief in our school community. Our student leadership opportunities, such as Mustang Mentors, promoted 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 partners, has had to be on hold, since students are not allowed to mix cohorts during the pandemic. Once school resumes back to normal, our successful collaborative actions around Mustang Mentors and peer mentoring in person, will resume. We are exploring how to promote peer mentoring in this remote setting among our students, and want to balance the amount of screen time students currently have, with additional screen time for peer mentors. 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) led by Katie Berry and Principal Lewis, will focused on social emotional themes and HOUSE Pillars. Monthly activities for families will include topics such as Bingo, Paint Night, Art Night, Cooking Night, Exercise Night, Movie Night, and a Family Talent Show Night. We continue to promote preventative skills that promote kindness, acceptance and inclusion, in a Unity Day activity and the reading of books that promote these messages. Students will participate in experiences education around the Kindness Challenge, Abilities Awareness Week, and Autism Awareness. Our new inclusive playground was established in 2019, and continues to be accessible to our students by classroom zones.

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 focused goals and actions.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

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

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

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

No Site Survey data was obtained.

Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD

continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, 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, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-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 account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Performance data can be dis-aggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. Teachers in Tk-2 continue to use ESGI to administer benchmark assessments, and share individual student results with parents, so that parents are aware of skills that need to be worked on and how they can support their children at home. In addition, specific teachers and academic specialists continue to use EasyCBM in reading and math, as a progress-monitoring tool for at-risk students. All Grade level teachers administer benchmarks at the beginning of the school year, to collect a baseline of where students are starting. Teachers meet with the Reading and Math Intervention teacher to generate a list of the students who will be assessed using the EASYCBM assessment in reading and Math. Based on the results of the EASYCBM assessments, students are grouped according to risk level in reading and math. Students testing at a moderate or high risk, for not achieving are placed in small groups to receive Reading Intervention and/or Math Intervention during the school day. The Intervention teachers and classroom teachers work closely together to monitor the progress of the students receiving intervention. Each trimester, the EasyCBM is administered to assess student progress. Students who score at low risk are removed from the intervention, group, to make room for students who are at a higher risk. Teachers work with Academic Specialists and our Bilingual Facilitator to identify barriers of student learning and plan for targeted support in the classroom and during intervention and language support. Teachers submit a list of students they are concerned about, so student progress can be monitored by the principal. Teachers initiate the MTSS process by holding a Meeting #1 with parents regarding initial concerns for academic progress. When students do not make progress after implementing an intervention, teachers seek out addition expertise from Principal, Interventionists, parents, and colleagues to identify addition actions to take to support student achievement, through a Meeting #2. If the actions developed during the Meeting #2 does not yield significant progress, students are referred an Student Support Team Meeting #3 with the MTSS Team, which includes the Parents, Classroom Teacher, Principal, Learning Center Teacher and School Psychologist, and often the Intervention Teachers. The MTSS Team gathers together with parents to discuss strengths and concerns for achievement/behavior with parents. Based on the decision of this team, next steps are identified. Additional actions might include additional interventions, the recommendation for a 504, or the recommendation to assess the student for Special Education. Instead of holding an intervention/ maintenance, or enrichment block for 30 minutes four days per week, called LEAD Time (Learning enrichment and Academic Development, classroom teachers will provide this intervention, maintenance, and/or enrichment time in their own

classrooms, since they felt they needed to provided this support to their students, upon return to full-time instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

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

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

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

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 does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

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

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Our Outreach Assistant, Bilingual Facilitator, and Office Assistant collaborate with the Principal to provide parents/families access to resources, school information regarding attendance, and what to do if a child is ill during the pandemic. They work with the principal to assist families in accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children succeed academically, as well as support with attendance, translating, and making personal calls to invite parents to meetings and school events, and family engagement opportunities. Parent communication is critical to the success of our students. Parents receive weekly newsletters from the school in their native language, emails, phone calls, classroom newsletters, school and classroom websites, and parent meetings. As a Title 1 school, our goal is to promote every parent and family engagement opportunity for our families to participate in, both socially and in promoting students' academic success, and how to help their child at home. We strive for full participation. In August, 2021, Maple Elementary opened the Maple Mariposa Parent Center, which will be a space for all parents to participate in classes, meet with the Outreach Assistant, meet with the different parent committees, and a space where parents can feel connected to other Maple families and our school. We receive the support from district personnel in monitoring students at risk in attendance. The principal goes on home visits to support attendance of students at risk. The Principal utilizes the expertise of the School Counselor and school psychologist, to support students who are homeless and/ or and needing community resources. Our special education staff provide consultation, collaboration, and direct services to students based upon their IEP's.

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. Parent English as a Second Language classes 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.

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

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

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

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

Maple Elementary established the Maple Mariposa Parent Center in August 2021. With our goal of FULL PARTICIPATION of all families, we have created a space for each committee to meet, brainstorm ideas, house materials from their committee, and collaborate with all committees and our Outreach Assistant. With an equity lens of fair treatment, providing access to all, and support for all, we are excited that this is a special place for our parents to gather together to connect and a place where we can host Project to Inspire classes, and many learning opportunities throughout the school year. This space also provides access to 1:1 devices during learning opportunities, which will support parents in learning about how to access Parent Connect, our weekly newsletter, and more. Our Outreach Assistant will be housed in this space to encourage parent participation and collaboration with families from all committees, collaboration with teachers, and support for resources. Maple Elementary has an active Parent Faculty Association (PFA), School Site Council (SSC), and English Language Advisory Council (ELAC), and Gifted and Talented Education Parent Leader and Teacher Facilitator (G.A.T.E). These leadership groups help set the goals of the school and actively work to increase parent involvement during school through recruiting volunteers and in after school family events. During the first week of school, August 2021, the Public Health Orders led to parent meetings being on zoom, rather than in person indoors. When the Public Health Mandates are lifted, Maple committees will meet in person on campus. These committees and representatives oversee the creation, implementation, and evaluation of Maple's SPSA during their regularly scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC), and all of our committees. Parent Education classes are also facilitated by our Outreach Assistant and District Outreach Coordinator. Parents are encouraged to volunteer at school during COVID-19, and are encouraged to attend restaurant nights, and our monthly home projects, and family nights throughout the school year. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents, including monthly SEL meetings with our school counselor. Maple has had an active Site SEDAC team the past three years, and they have been very involved in all aspects of Maple. During the 2021-2022 school year, new leadership will be joining SEDAC, and we look forward to a successful partnership and collaboration with the collaboration of SEDAC, and all other committees together. Maple's parent DAC, DELAC, and Gate DAC representatives participate in district-level meetings and report to SSC and ELAC, enriching our district-site level communication. Our Maple School Site Council actively participated in one SPSA Planning meeting and email communication to review drafts of goals for our school this year. Members of School Site Council began meeting in April, 2021, to share progress on SPSA goals from 2020-2021, and have helped frame the SPSA goals for the 2021-2022 school year, when we met in August, 2021. Our SSC meeting scheduled for September 9, will focus on reviewing the draft of the SPSA, and making suggested changes before the first submission on Friday, September 17, 2021. All parents are notified of the School Site Council Meetings and Agendas, via the school weekly newsletter, which is published in many

languages.

Funding

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

Categorical Funds in CVUSD:

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

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

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

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our 2021-2022 Maple SPSA was developed in collaboration with our School Committees/ Stakeholders and School Staff. We reviewed the 2020-2021 progress on SPSA goals at our May 2021 School Site Council Meeting. We held elections for the 2021-2022 School Site Council in May, 2021, and August, 2021. In revisiting the SPSA Goals for 2020-2021, the SSC voted to continue with the same goals that we had established last year, so that we could continue monitoring our progress. SSC discussed whether or not to add an addition goal focused on Social Emotional Learning, since this is an important focus as students return in full day, in-person instruction. The SSC decided that it would be hard to collect hard data objective data in this area, and decided that we would continue our school-wide focus on SEL, but not create a goal for it. We reviewed the SPSA process and new timeline for completion, and set a date for September 9, for SSC to review the draft of the SPSA Plan, in order to provide feedback prior to the draft submission on September 17, 2021. We advertised these meeting in our weekly school newsletter, in order to invite participation in this process. Members of School Site Council reviewed last year's Title One Parent-Student-School Compact, as well as our Family Engagement Policy from 2020-2021, at our September 9, 2021, School Site Council Meeting, in order to update the Title 1 and Family Engagement Policy for the 2021-2022 school year. Our SPSA planning meeting took place via a zoom. Feedback was provided via email for the feedback of the SPSA goals, due to schedules and limited opportunity to meet in person, due to Public Health Orders. All drafts of SPSA goals was sent to our Staff and School Site Council for review. The Learning Loss Goal and the Parent and Family Engagement Policy were shared with ELAC at the September 2021 meeting. All stakeholders had opportunities to provide feedback on all goals and actions of the SPSA. Due to the changed timelines for SPSA submission, the previous structure of hosting two full day meeting to draft the SPSA prior to submission was not able to be held.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.07%	1.39%	1.6%	3	4	4
African American	1.07%	0.7%	0.8%	3	2	2
Asian	4.27%	6.27%	6.4%	12	18	16
Filipino	%	0%	%		0	
Hispanic/Latino	32.38%	34.15%	34.1%	91	98	85
Pacific Islander	%	0%	0.4%		0	1
White	56.23%	52.26%	51.8%	158	150	129
Two or More Responses	4.98%	5.23%	4.8%	14	15	12
Not Reported	%	0%	%		0	
Total Enrollment				281	287	249

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	36			35		34	35		34	97.2		
Grade 4	54			51		30	51		30	94.4		
Grade 5	47			47		36	47		36	100		
All	137			133		100	133		100	97.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2472.			37.14		58.8	28.57		5.9	25.71		14.7	8.57		20.6
Grade 4	2480.			25.49		36.4	31.37		30	25.49		13.3	17.65		20
Grade 5	2518.			23.40		41.7	40.43		22.2	14.89		16.7	21.28		19.4
All Grades	N/A	N/A	N/A	27.82			33.83			21.80			16.54		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	45.71			42.86			11.43			
Grade 4	25.49			56.86			17.65			
Grade 5	34.04			44.68			21.28			
All Grades	33.83			48.87			17.29			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	28.57			54.29			17.14		
Grade 4	13.73			70.59			15.69		
Grade 5	27.66			51.06			21.28		
All Grades	22.56			59.40			18.05		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	34.29			62.86			2.86		
Grade 4	21.57			70.59			7.84		
Grade 5	17.02			68.09			14.89		
All Grades	23.31			67.67			9.02		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	28.57			60.00			11.43		
Grade 4	21.57			60.78			17.65		
Grade 5	36.17			51.06			12.77		
All Grades	28.57			57.14			14.29		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	36			36		35	36		35	100		
Grade 4	54			53		26	53		26	98.1		
Grade 5	47			47		36	47		36	100		
All	137			136		97	136		97	99.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2472.			36.11		82.9	41.67		8.6	8.33		0	13.89		8.6
Grade 4	2492.			26.42		53.3	28.30		20.0	32.08		10.0	13.21		16.7
Grade 5	2506.			21.28		52.8	23.40		19.4	25.53		11.1	29.79		16.7
All Grades	N/A	N/A	N/A	27.21			30.15			23.53			19.12		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	44.44			38.89			16.67			
Grade 4	33.96			45.28			20.75			
Grade 5	36.17			29.79			34.04			
All Grades	37.50			38.24			24.26			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	50.00			41.67			8.33		
Grade 4	37.74			41.51			20.75		
Grade 5	12.77			51.06			36.17		
All Grades	32.35			44.85			22.79		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52.78			36.11			11.11		
Grade 4	30.19			54.72			15.09		
Grade 5	23.40			51.06			25.53		
All Grades	33.82			48.53			17.65		

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1401.6	*	1422.1	*	1354.2	*	12	10
Grade 1	1443.2	1419.3	1450.7	1432.6	1435.1	1405.7	11	12
Grade 2	*	1475.5	*	1473.1	*	1477.6	*	11
Grade 3	1517.4	*	1517.6	*	1516.5	*	22	7
Grade 4	1490.8	1503.8	1492.2	1491.7	1488.9	1515.4	13	19
Grade 5	*	1519.0	*	1519.6	*	1517.8	*	13
All Grades							74	72

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	8.33	*	41.67		33.33	*	16.67	11	12
2	*	18.18	*	63.64		9.09		9.09	*	11
3	*	*	*	*	*	*	*	*	22	*
4	*	31.58	*	36.84	*	5.26	*	26.32	13	19
5	*	30.77	*	46.15	*	7.69	*	15.38	*	13
All Grades	29.73	19.44	44.59	44.44	*	18.06	*	18.06	74	72

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	16.67	*	66.67	*	0.00	*	16.67	11	12
2	*	27.27	*	63.64		0.00		9.09	*	11
3	59.09	*	*	*	*	*	*	*	22	*
4	*	42.11	*	31.58	*	0.00	*	26.32	13	19
5	*	53.85	*	30.77	*	7.69	*	7.69	*	13
All Grades	48.65	34.72	29.73	40.28	*	8.33	*	16.67	74	72

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	8.33	*	8.33	*	50.00	*	33.33	11	12
2	*	18.18	*	36.36	*	36.36	*	9.09	*	11
3	*	*	*	*	*	*	*	*	22	*
4	*	15.79	*	26.32	*	36.84	*	21.05	13	19
5		0.00	*	30.77	*	53.85	*	15.38	*	13
All Grades	14.86	8.33	37.84	26.39	27.03	44.44	20.27	20.83	74	72

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	12	*	
1	*	58.33	*	25.00	*	16.67	11	12	
2	*	36.36	*	54.55		9.09	*	11	
3	*	*	50.00	*	*	*	22	*	
4	*	31.58	*	47.37	*	21.05	13	19	
5	*	7.69	*	76.92	*	15.38	*	13	
All	47.30	31.94	37.84	50.00	14.86	18.06	74	72	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	8.33	*	75.00	*	16.67	11	12
2	*	36.36	*	54.55		9.09	*	11
3	72.73	*	*	*	*	*	22	*
4	84.62	47.37	*	26.32	*	26.32	13	19
5	*	76.92	*	15.38	*	7.69	*	13
All Grades	67.57	38.89	20.27	41.67	*	19.44	74	72

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	16.67	*	41.67	*	41.67	11	12
2	*	9.09	*	81.82	*	9.09	*	11
3	*	*	59.09	*	*	*	22	*
4	*	15.79	*	52.63	*	31.58	13	19
5		15.38	*	69.23	*	15.38	*	13
All Grades	21.62	11.11	52.70	63.89	25.68	25.00	74	72

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	8.33	*	50.00	*	41.67	11	12
2	*	36.36	*	54.55		9.09	*	11
3	*	*	68.18	*	*	*	22	*
4	*	10.53	*	68.42	*	21.05	13	19
5	*	0.00	*	84.62	*	15.38	*	13
All Grades	18.92	15.28	64.86	62.50	16.22	22.22	74	72

Conclusions based on this data:

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

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	36.2	26.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	26.8
Homeless	7	2.4
Socioeconomically Disadvantaged	104	36.2
Students with Disabilities	51	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian	4	1.4
Asian	18	6.3
Hispanic	98	34.1
Two or More Races	15	5.2
White	150	52.3

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

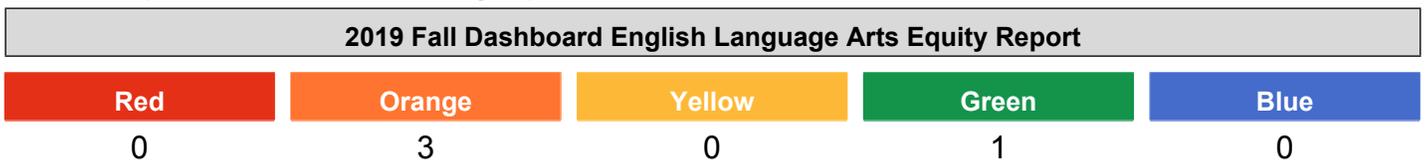
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

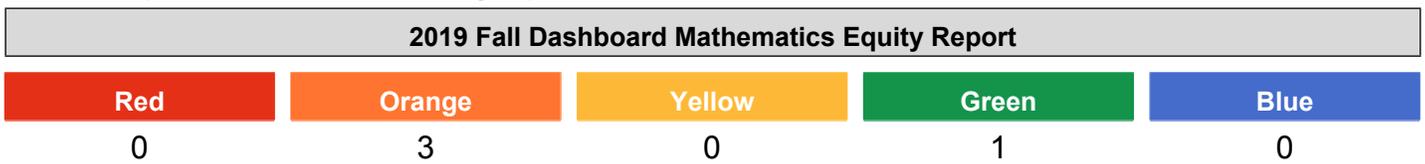
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43 points below standard Declined -3 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander	 Green 28.5 points above standard Increased ++6.6 points 79

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.5 points below standard Declined -6.5 points 36	Less than 11 Students - Data Not Displayed for Privacy 7	32.8 points above standard Increased ++7.4 points 94

Conclusions based on this data:

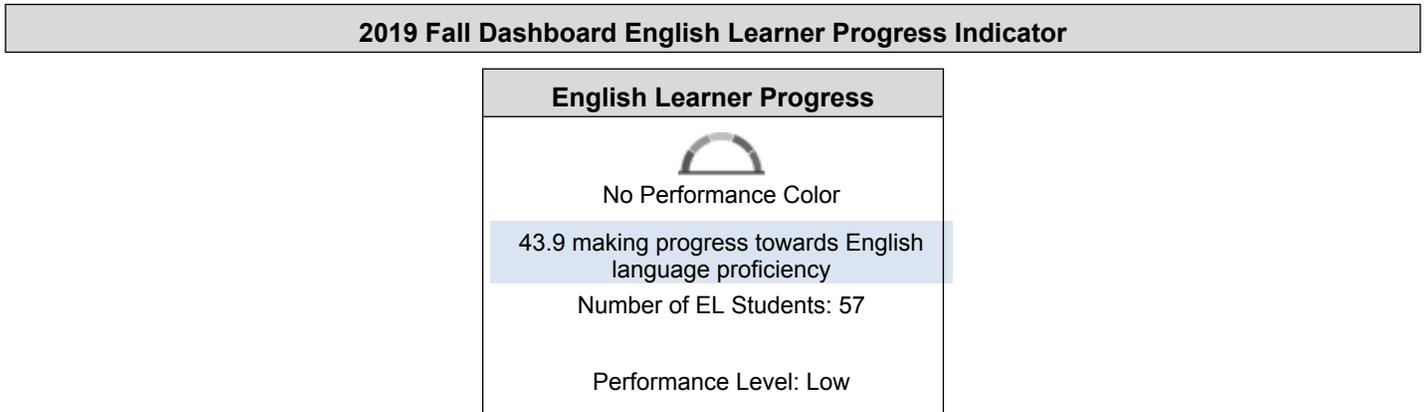
1. Subgroups EL, Socioeconomically Disadvantaged, and Hispanic declined compared to All students, who re ranged Green and perform at 32.8 points above standard.
2. Sub group Students with Disabilities showed 50.9% decrease in scores in 2018 and declined by 28.6 points in 2019, which shows less decline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

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
14.0	42.1	14.0	29.8

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

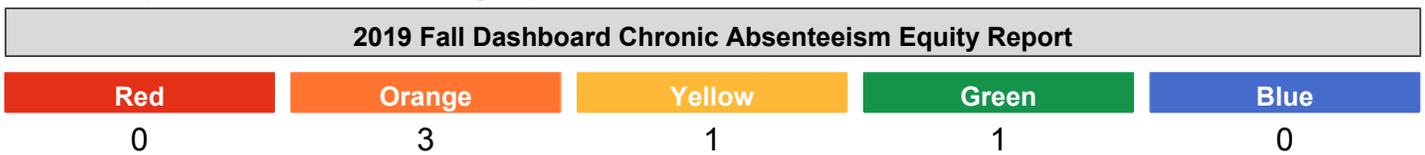
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

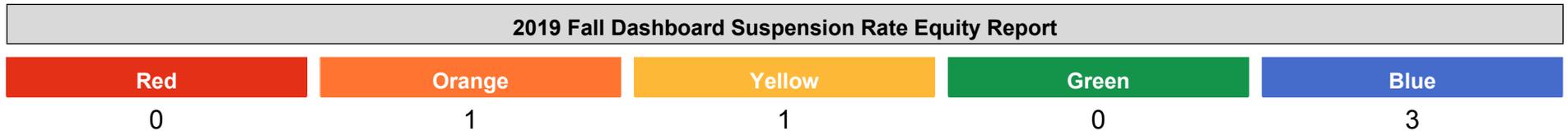
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

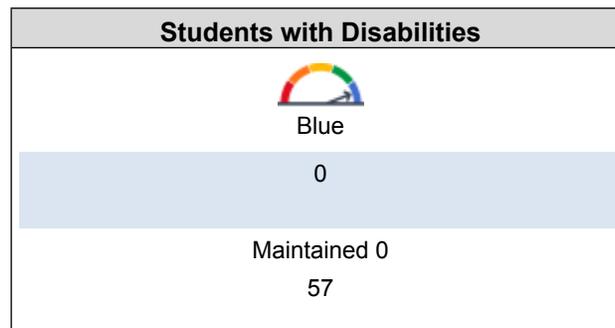
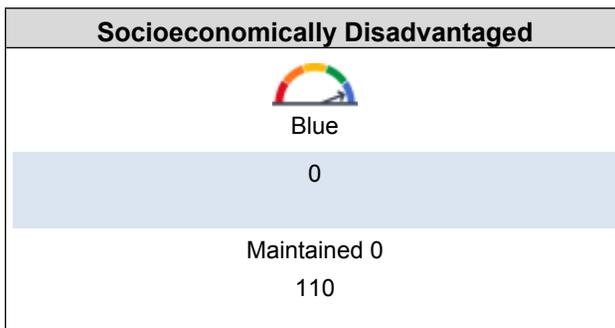
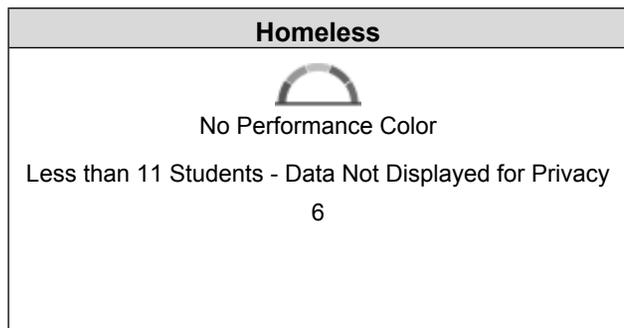
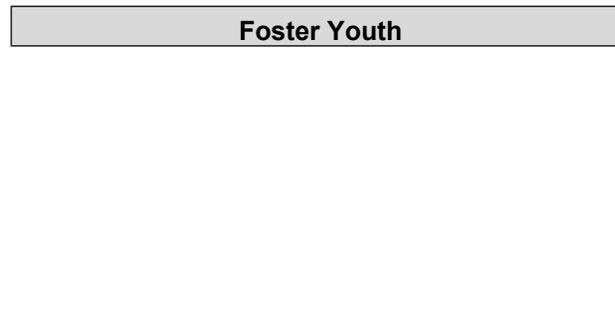
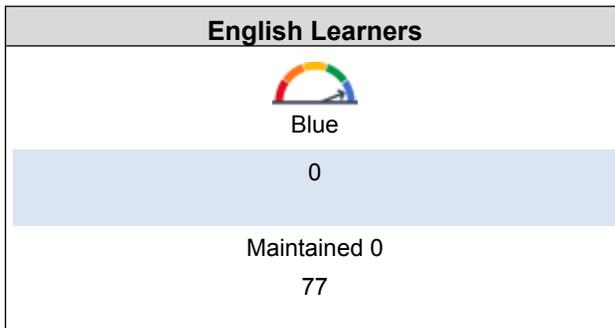
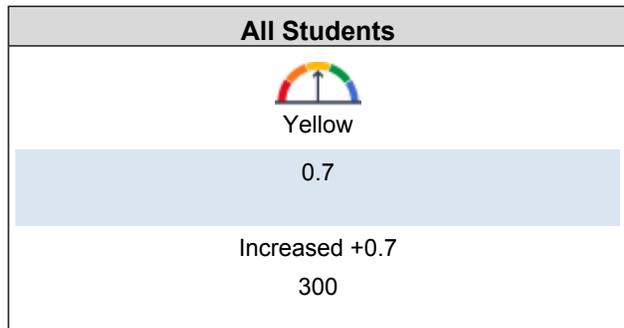


This section provides number of student groups in each color.



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

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

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

2019 Fall Dashboard Suspension Rate by Year

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

Conclusions based on this data:

- This data reflects the suspension of two students the second half of the year, based on two isolated incidents, and is not reflective of the strengths of our school in the area of climate.
- 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.
- 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

Improve Student Achievement in English Language Arts

LEA/LCAP Goal

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

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

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

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

Goal 1

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

Identified Need

1. We did not include K-2 in our goals on our SPSA, and have identified specific areas we will track to monitor growth toward proficiency.
2. We have not been able to use our goals as written, since we used SBAC as our measure of growth and we have gone two years without State testing.
3. We have collected district benchmark testing the past two years when school has been remote and/or cohort-based, and have now switched all goals K-5 to be benchmark-based.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Indicator: Kindergarten ELA Benchmark Assessment, Spring 2021

Topic	Trimester 1		
Trimester 2			
Write Uppercase Letters	30/40	75%	
	26/41	63%	

High Frequency Words

Tri 1-20			
Tri 2-50	26/40	65%	
	19/41	46%	

Rote Count

Tri 1-20			
Tri 2- 50	33/40	83%	
	24/41	59%	

Counts 1:1

Tri 1-10			
Tri 2-20	38/40	95%	
	33 /41	83%	

63% of Kindergarten were proficient in writing upper case letters, as measured by the Spring 2021 Trimester 3 Benchmarks. 46% of Kindergarten were proficient in identifying high frequency words, as measured by the Spring 2021 Trimester 3 Benchmarks

Kindergarten: Spring 2022 Trimester 3 Benchmarks.
Uppercase letters: 68%
High Frequency Words: 53%

Indicator: First Grade ELA Benchmark Assessment, Spring 2021

First Grade Comparison Data for 2020-2021

Topic	Trimester 1	Trimester 2
High Frequency Words	19/31	61%
	15/30	50%

50% of First Graders were proficient in identifying High Frequency Words, as measured by the Spring 2021 Trimester 3 Benchmarks.

First Grade: Spring 2022 Trimester 3 Benchmarks.
Uppercase letters: 55%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: Second Grade ELA Benchmark Assessment, Spring 2021</p> <p>Second Grade Comparison Data for 2020-2021</p> <p>Topic Trimester 1 Trimester 2</p> <p>High Frequency Words 25/39 64% 17/37 46%</p> <p>Fluency 25/39 64% 27/37 73%</p>	<p>73% of Second Graders were proficient in Fluency as measured by the Spring 2021 Trimester 3 Benchmarks.</p> <p>46% of Second Graders were proficient or exceeded identifying High Frequency Words, as measured by the Spring 2021 Trimester 3 Benchmarks</p>	<p>Second Grade: Spring 2022 Trimester 3 Benchmarks.</p> <p>Know and apply grade level phonics: 55.5% (Identified Phonics skills as priority to monitor for during the 2021-2022 school year.</p> <p>High Frequency Words: 53%</p>
<p>Indicator: Thrid Grade ELA Benchmark Assessment, Spring 2021</p> <p>SRI Scores- 2020-2021</p> <p>Trimester 1 2020-2021 Trimester 2 2020-2021</p> <p>Grade 3</p> <p>SRI LEXILE 520-820 20/33 61% P/A 19/28 68% P/A</p>	<p>68% of Third Graders were proficient or advanced on the Spring 2022 Trimester 3 SRI.</p>	<p>Third Grade: Spring 2022 Trimester 3 ELA Benchmarks</p> <p>ELA Benchmark: SRI: 70%</p>
<p>Indicator: Fourth Grade ELA Benchmark Assessment, Spring 2021</p> <p>Indicator:</p> <p>SRI Scores- 2020-2021</p>	<p>52% of Fourth Graders were proficient or advanced on the Spring 2022 Trimester 3 SRI</p> <p>.</p>	<p>Fourth Grade: Spring 2022 Trimester 3 ELA Benchmarks</p> <p>ELA Benchmark: SRI: 55%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																		
<p>Trimester 1 2020-2021 Trimester 2 2020-2021</p> <p>Grade 4 SRI LEXILE 12/31 39% P/A 15/29 52% P/A</p>																				
<p>Indicator: Fifth Grade ELA Benchmark Assessment, Spring 2021</p> <p>SRI Scores- 2020-2021</p> <p>Trimester 1 2020-2021 Trimester 2 2020-2021</p> <p>Grade 5 SRI LEXILE 14/35 40% P/A 22/35 63% P/A</p>	<p>63% of Fifth Graders were proficient or advanced on the Spring 2022 Trimester 3 SRI</p>	<p>Fifth Grade: Spring 2022 Trimester 3 ELA Benchmarks ELA Benchmark: SRI: 63%</p>																		
<p>Overall 2021 3rd-5th grade ELA Benchmark Percentatges (Exceeding and Meeting)</p> <p>% of Students Exceeding and Meeting ELA Benchmarks in 2021</p> <table border="0"> <tr> <td>Grade 3</td> <td>64.7%</td> </tr> <tr> <td>Grade 4</td> <td>66.4%</td> </tr> <tr> <td>Grade 5</td> <td>63.9%</td> </tr> </table> <p>% of Students Exceeding and Meeting ELA Benchmarks in 2021 % of Students Exceeding and Meeting ELA CAASPP in 2018</p>	Grade 3	64.7%	Grade 4	66.4%	Grade 5	63.9%	<p>% of Students Exceeding and Meeting ELA Benchmarks in 2021</p> <table border="0"> <tr> <td>Grade 3</td> <td>64.7%</td> </tr> <tr> <td>Grade 4</td> <td>66.4%</td> </tr> <tr> <td>Grade 5</td> <td>63.9%</td> </tr> </table> <p>Grade 3 English Learners: 20% English Only: 82.6% RFEP: 100% SED: 30.8% SPED:25%</p> <p>Grade 4 English Learners:28.6% English Only:76.2% RFEP: 100%</p>	Grade 3	64.7%	Grade 4	66.4%	Grade 5	63.9%	<p>% of Students Exceeding and Meeting ELA Benchmarks in 2022</p> <table border="0"> <tr> <td>Grade 3</td> <td>67.7%</td> </tr> <tr> <td>Grade 4</td> <td>69.4%</td> </tr> <tr> <td>Grade 5</td> <td>66.9%</td> </tr> </table> <p>Grade 3 English Learners: 23% English Only: 85% RFEP: 100% SED: 33.8% SPED:28%</p> <p>Grade 4 English Learners:31.6% English Only: 79.2% RFEP: 100% SED: 48.5%</p>	Grade 3	67.7%	Grade 4	69.4%	Grade 5	66.9%
Grade 3	64.7%																			
Grade 4	66.4%																			
Grade 5	63.9%																			
Grade 3	64.7%																			
Grade 4	66.4%																			
Grade 5	63.9%																			
Grade 3	67.7%																			
Grade 4	69.4%																			
Grade 5	66.9%																			

Metric/Indicator		Baseline/Actual Outcome	Expected Outcome
Grade 3 65.71%	64.7%	SED: 45.5% SPED: 50%	SPED: 53%
Grade 4 57.06%	66.4%	Grade 5	Grade 5
Grade 5 63.6%	63.9%	English Learners:25% English Only: 74.1% RFEP: 100% SED: 38.5% SPED: 20%	English Learners:28% English Only: 77.1% RFEP: 100% SED: 41.5% SPED: 23%

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 Maple hired a certificated reading intervention teacher to provide small group targeted reading instruction for students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth) in K-5, four days per week. Two Academic Specialist were hired to provide instructional support EL and Learning Loss support in classroom. Hire Staff to run an Afterschool homework Club for students three days per week, and one day of Enrichment opportunities weekly, in order to support learning loss and promote student engagement	August 2021 – June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Academic Specialist hired to support Reading Intervention Hire two Academic Specialist hired to support EL students in the classroom EL Para to support Language Development, Reading, and Learning Loss. After school Homework Club ESR2	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I OTRM 0860 District Funded	25817.13 15780 2000 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and inclusion.						
<p>Support for Reading The following Reading Software and websites are accessible to ALL STUDENTS, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), to provide targeted reading practice at home and/or at school: Lexia, Raz Kids/Learning A to Z, Scholastic Reading Inventory(SRI), Moby Max, and Achieve 3000(3rd-5th), PCI reading, Star Fall,Prodigy, Epic, and Mystery Science. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters, Canvas, See Saw, Remind, emails, and classroom websites.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential.</p> <p>EASY CBM Assessment data is administered to every "at risk" student identified by teachers, based on beginning of year reading baseline data, and at every Trimester. Students,</p>	August 2021– June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Achieve 3000, Lexia, SRI, Seesaw Canvas, Moby Max, Screen Castify, Zoom,Cami, Mystery Science</p> <p>Read Alive Software for Reading Intervention ESR2 Funds</p> <p>Easy CBM</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies. (After school Homework and Enrichment) ESR2</p> <p>Bus Transportation for Afterschool Homework and Enrichment Club</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>District Funded</p> <p>None Specified</p> <p>Title I</p> <p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0</p> <p>3159.34</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), are identified as high, medium, or low risk, with high and medium risk receiving reading intervention services, K-5th grade.</p> <p>Our Maple Reading Intervention Teacher uses the following resources to support targeted reading instruction: Learning Dynamics, SIPPS, Read Naturally, Read Alive, and Mondo Benchmark Assessment curriculum.</p> <p>Purchase resources for Afterschool Homework Club and Enrichment.</p> <p>Provide bus transportation to students (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), for Afterschool Homework and Enrichment Club in order to provide access to all.</p>						
<p>Students on IEP's and 504's Students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), who have I.E.P. Goals and 504 Accommodations may receive reading supports through the use of communication devices, such as Proloquo, Ipads, Chrome books, voice to text, visual models, and visual/ token charts, IPADS</p> <p>Students, (including GATE, ELD,</p>	August 2021 – June 2022	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SED, students on IEP's 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.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential.</p>						
<p>English Language Learners English Language Students,(including GATE, ELD, SED, students on IEP's 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 Imagine Reading and Math, and the newly adopted ELA/ELD Wonders Curriculum.</p> <p>Students,(including GATE, ELD,</p>	August 2021 – June 2022	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SED, students on IEP's and 504's, and Homeless/Foster Youth) strengthen English language/reading skills with classroom support of an ELA paraprofessional for 5.25 hours per day, and Bilingual Facilitator supporting for 5.25 hours per day.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential.</p> <p>Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and language objectives as it relates to equity and designated and integrated strategies. The EL Advisor shares what is learned with staff during staff meetings.</p>						
<p>Gifted and Talented Students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster</p>	<p>August 2021 – June 2022</p>	<p>School Site Council, Parents, Teachers, Staff, School</p>	<p>Achieve 3000</p>	<p>None Specified</p>	<p>District Funded</p>	<p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Youth), who have been identified as Gifted and Talented practice reading and writing skills at their specific reading level, using Achieve 3000. Achieve 3000 provides challenging text to read in their zone of proximal development, and provides opportunities for students to challenge themselves, through optional challenging questions.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential.</p>		LCAP Leadership Team, and Principal				
<p>Reading Curriculum The district approved reading curriculum for ALL students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), receiving grade-level instruction are taught using ELA/ELD WONDERS and online curriculum, using Tier 1 instruction, including a variety of groupings, structures such as rotations/workshop, strategies, and a focus on Universal Design for Learning, focused on reducing the barriers impacting student learning.</p>	August 2021 – June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.	None Specified	None Specified	0
			ESGI	None Specified	District Funded	0
			Lexia	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading Curriculum The district approved reading curriculum for ALL students receiving grade-level instruction,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), are taught using ELA/ELD Wonders and online curriculum, using Tier 1 instruction, including a variety of groupings, structures such as rotations/workshop), strategies, and a focus on Universal Design for Learning(considering the barriers to student learning).</p> <p>All students, (including GATE, ELD, SED, students on IEP's 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 home.</p> <p>In order to measure grade-level reading progress of all students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), receiving general education curriculum, students in 1st-5th grade take the Scholastic Reading Inventory(SRI) online assessment to measure growth in reading at grade level at least 4x per year. All students,(including GATE, ELD, SED, students on IEP's and 504's,and Homeless/Foster</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Youth), take the District Benchmark reading assessments, and students in grades 3-5 participate in targeted SBAC Mirror Assessment preparation found on our District EADMS website. Teachers are provided release time to analyze student data by student group and plan for targeted instruction each Trimester.</p> <p>Students in Grades K-3, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth) use Lexia reading software 3-4x per week, to support reading skills development and proficiency.</p> <p>Students in Grades K-2, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), are administered ESGI assessments to monitor progress in reading skills.</p>						
<p>Parent Communication Parent Communication is a priority at Maple. Parents receive information through the following formats: Sunday night newsletter, school website, school Twitter, school Facebook, Parent handbook, SEE SAW, Canvas, classroom website, classroom newsletters, Monday packet, Parent committee(School Site Council, ELAC, SEDAC, GATE, PFA) communication, phone class, emails, and meetings in person. Our Outreach Assistant,</p>	<p>August 2021 – June 2022</p>	<p>School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal</p>	<p>Weekly parent communication via Smore Newsletter</p>	<p>None Specified</p>	<p>District Funded</p>	<p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Assistant III, and Bilingual Facilitator serve as Parent Engagement Liaisons to our students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), who speak Spanish. via translating all documents that go home, translating at meetings, phone calls home to invite parents to events or meetings.						
<p>Professional Development Teachers engage in data analysis and collaboration with colleagues every Monday for one hour during Bank Time. Teachers also attend IEP, SST, and 504 meetings throughout the week to support the students in their classroom, along with their Collaboration Teacher Partner.</p> <p>Teachers analyze student data/progress disaggregated by student group, and plan for targeted instruction one half-day each trimester, individually or collaborating with colleagues.</p> <p>Our SAI teachers participate in release days to observe their students in the general Education Setting, in order to monitor the success of students in the GE setting(per IEP GOALS), collaborate and provide feedback to/with the GE teacher(During COVID-19, teachers do not want to leave subs in their classrooms, since there is limited time with students in the current cohort schedule)</p>	August 2021 – June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Professional Development, Collaboration and Implementation	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester.</p> <p>Teachers use baseline data to identify students, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), who will participate in reading and math intervention classes during reinforcement time, and continuously monitor student progress in reading throughout the year, in order to provide reading and math intervention services, as needed.</p> <p>Classroom and Intervention Teachers collaborate together during release days, to analyze, and plan for targeted instruction for students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth). Intervention teachers actively participate in the Student Support Team meetings, in order to share specific examples of student progress.</p> <p>Teachers participate in district and on-site professional development around Technology, SEL, and Data Analysis, and implementation of curriculum in remote learning.</p> <p>Teachers have opportunities to learn about Universal Design for Learning, Social Emotional</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.						
<p>Inclusion Increase inclusion minutes in general education classrooms by fostering student/peer relationships,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), across the campus, so that they feel comfortable in participating in academic and social experiences with their peers.</p> <p>Every student, (including GATE, ELD, SED, students on IEP's 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.</p> <p>The SAI and GE teacher work to provide smooth transitions into the GE classroom, such as allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, to need the needs of the individual student.</p>	August 2021 – June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies (as delinitated above)	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternative seating, sensory items, and supplies that support eliminating barriers for student learning, (including GATE, ELD, SED, students on IEP's 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 supports they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.	August 2021 – June 2022	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		0
			Collect donation for food items and school supplies, that can support families in need.	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		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Attendance Monitor the attendance of all groups at risk, including EL/ Socio-Economically Disadvantaged, Hispanic, and Homeless/Foster Youth.</p> <p>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.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, students on IEP's 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)</p>	August 2021 – June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Meeti individually with parents to determine what support they need from our school to address barriers in the way of student attendance	None Specified		0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional and office supplies and resources are purchased to support instruction for all students during on-campus learning, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth).</p> <p>General Maintenance of Maple's building will support a safe environment for students and staff to work in.</p> <p>Purchase of 1:1 headphones for all students, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), as we return to in person instruction. All classrooms have access to power strips to charge student devices, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), and purchase/ repair of IPADS for students in specialized classrooms based on IEP goals.</p>	August 2021 – June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Instructional and office materials and supplies, including hardware, software, shredding, printing, Ready Fresh, and support/student incentives, as well as books and supplies</p> <p>Technology (Bulbs, cartridges, headphones, ipads, power strips)</p>	4000-4999: Books And Supplies	Instruction	15319.89
				0001-0999: Unrestricted: Locally Defined	Instruction	5842
Building Maintenance is done and building supplies are purchased for on-campus instruction, as needed.	August 2021 – June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Building Maintenance	0001-0999: Unrestricted: Locally Defined	Instruction	3000

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID 19, our plan for implementation was limited in person instructional for students. Teachers focused attention on removing barriers for all students when in person and when supporting reinforcement work at home. Based on the Trimester 3 benchmarks for grade 3-5, students demonstrated that the percentage of students who exceeded or met the ELA benchmark in 2021 was the same of greater than the percentage of students who exceeded or met the ELA CAASPP Proficiency in 2018. This was the result of the determination of teachers to meet the social emotional needs of students, in all settings, while prioritizing differentiated instruction for students. Based on the Proficiency data for each subgroup, our English Only and RFEP students outscored the following subgroups: SED, English Learners, and SPED.

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

During 2020-2021, Maple continued to offer reading intervention for all students remotely, through small group instruction and Lexia practice at home, as well as providing EL support using Smarty Ants and Imagine Learning software via Zoom.

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 2021-2022 school year, our focus on reading goals this year will continue to be on the progress of each subgroup, especially EL /Hispanic/ SED/ SPED, and Homeless, which will be monitored each trimester using benchmark and report card data, SRI data, Lexia, ESGI, and formative assessments. This data will be tracked on a shared google form, and adjustments will be made regarding intervention support, level of support provided in the classroom, and determining who needs an SST meeting, in order to improve reading achievement of students overall and individually. Our 3rd-5th students continue to have access to Achieve 3000, and students work on at least one lesson per week during reinforcement time, which will support the reading achievement of each student, since it is differentiated to work at each student's individual reading level. CVUSD purchased Lexia for all students in K-Third grade, which is a school/home software to support students in pre-reading skills, spelling, parts of speech, phonics, and decoding, and comprehension. This motivating software will support all students below grade level in reading. Students learning the English language will benefit from learning loss and maintenance practice of English language development using Smarty Ants for 1st-2nd, and Imagine Reading and Math, for students in 3rd-5th grade. All students will continue to have access to Raz Kids and Reading A to Z though Mid January. Our reading intervention teacher will continue to join the SST #2 and SST #3 team, so they can personally speak to parents and the team about the student's reading progress, and provide data to support this. We will providing release time for the classroom teachers and reading intervention teacher/EL Bilingual Facilitator to meet to discuss student progress in reading

and review CBM results, as needed. We will hosting Parent Engagement Night focused on Lexia, Wonders, and Reading Alive, and the benefits of these programs in developing reading skills. The second grade Team determined that it as more a priority to monitor for Grade Level phonics skills, based the the baseline data collected the first two weeks of the 2021-2022 school year. This is found above in the Reading Goal for second grade.

During the 2021-2022 school year, we have increased designated funding to support additional staffing for English Learners, which we were not able to do during the 2020-2021 school year, when we only had support during the AM cohort in person. This year, we will hire two EL classroom paras to support our English Learners, in addition to the increased staffing our bilingual para, who will also support students in classrooms.

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

Improve Student Achievement in Mathematics

LEA/LCAP Goal

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

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

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

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

Goal 2

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

Identified Need

1. We did not include K-2 in our goals on our SPSA, and have identified specific areas we will track to monitor growth toward proficiency.
2. We have not been able to use our goals as written, since we used SBAC as our measure of growth and we have gone two years without State testing.
3. We have collected district benchmark testing the past two years when school has been remote and/or cohort-based, and have now switched all goals K-5 to be benchmark-based.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Indicator: Kindergarten Math Benchmark Assessment, Spring 2021

59% of Kindergarten were proficient or advanced in rote counting, as measured

Kindergarten: Math Benchmark Assessment, Spring 2022

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Kindergarten Comparison Data for 2020-2021

Topic	Trimester 1			Trimester 3		
Rote Count						
Tri 1-20						
Tri 2- 50	33/40	83%		24/41		
59%						
Counts 1:1						
Tri 1-10						
Tri 2-20	38/40	95%		33 /41		
83%						

by the Spring 2021 Trimester 3 Benchmarks.
83% of Kindergarten were proficient or advanced in Counting 1:1, as measured by the Spring 2021 Trimester 3 Math Benchmarks

Rote Counting: 62%
Counting 1:1: 85%

Indicator: First Grade Math Benchmark Assessment, Spring 2021

First Grade Comparison Data for 2020-2021

Topic	Trimester 1		Trimester 3	
Accuracy with add/sub	19/31	61%	20/30	
67%				

67% of First Graders were proficient or advanced in adding and subtracting, as measured by the Spring 2021 Trimester 3 Math Benchmarks.

First Grade:Math Benchmark Assessment, Spring 2022
Adding and Subtracting:70%

Indicator: Second Grade Math Benchmark Assessment, Spring 2021

60% of Second Graders were proficient or advanced in Number Combinations, as measured by the Spring 2021 Trimester 3 Math Benchmarks.

Second Grade: Math Benchmark Assessment, Spring 2022
Solve addition and subtraction word problems: 72% (The second grade Team prioritized monitoring for additional and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Second Grade Comparison Data for 2020-2021</p> <p>Topic Trimester 1 Trimester 3</p> <p>Number combinations to 20 18/39 46% 22/37 60%</p> <p>Solve word problems 21/39 54% 24/37 65%</p>	<p>46% of Second Graders were proficient or advanced in solving Word Problems, as measured by the Spring 2021 Trimester 3 Math Benchmarks</p>	<p>subtraction word problems rather than number combinations. Baseline was 69% in Spring, 2021) Solve Word Problems: 49%</p>
<p>Indicator: Third Grade Math Benchmark Assessment, Spring 2021</p> <p>Math Benchmark Data for 2020-2021</p> <p>Trimester 1 Trimester 2 Grade 3 Math Benchmark 20/33 61% P/A 25/28 89% P/A</p>	<p>89% of Third Graders were proficient or advanced, as measured by the Spring 2021 Trimester 3 Math Benchmarks.</p>	<p>Third Grade: Math Benchmark Assessment, Spring 2022 Trimester 3 Math Benchmark: 92%</p>
<p>Indicator: Fourth Grade Math Benchmark Assessment, Spring 2021</p> <p>Math Benchmark Data for 2020-2021</p> <p>Trimester 1 Trimester 2 Grade 4 Math Benchmark 16/31 52% P/A 11/29 38% P/A</p>	<p>32% of Fourth Graders were proficient or advanced, as measured by the Spring 2021 Trimester 3 Math Benchmarks.</p>	<p>Fourth Grade: Math Benchmark Assessment, Spring 2022 Trimester 3 Math Benchmark: 35%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																														
<p>Indicator: Fifth Grade Math Benchmark Assessment, Spring 2021</p> <p>Math Benchmark Data for 2020-2021</p> <table border="0"> <tr> <td>Trimester 1</td> <td>Trimester 2</td> </tr> <tr> <td>Grade 5 Math Benchmark 17/35 49% P/A</td> <td>19/32 59% P/A</td> </tr> </table>	Trimester 1	Trimester 2	Grade 5 Math Benchmark 17/35 49% P/A	19/32 59% P/A	<p>49% of Fifth Graders were proficient or advanced, as measured by the Spring 2021 Trimester 3 Math Benchmarks.</p>	<p>Fifth Grade: Math Benchmark Assessment, Spring 2022 Trimester 3 Math Benchmark: 52%</p>																										
Trimester 1	Trimester 2																															
Grade 5 Math Benchmark 17/35 49% P/A	19/32 59% P/A																															
<p>% of Students Exceeding and Meeting Math Benchmarks in 2021</p> <table border="0"> <tr> <td>Grade 3</td> <td>91.5%</td> </tr> <tr> <td>Grade 4</td> <td>73.3%</td> </tr> <tr> <td>Grade 5</td> <td>72.2%</td> </tr> </table> <p>% of Students Exceeding and Meeting Math Benchmarks in 2021 % of Students Exceeding and Meeting Math CAASPP in 2018</p> <table border="0"> <tr> <td>Grade 3</td> <td>91.5%</td> </tr> <tr> <td>Grade 4</td> <td>77.4%</td> </tr> <tr> <td>Grade 4</td> <td>69.3%</td> </tr> <tr> <td>Grade 5</td> <td>54.72%</td> </tr> <tr> <td>Grade 5</td> <td>72.2%</td> </tr> <tr> <td>Grade 5</td> <td>44.68%</td> </tr> </table>	Grade 3	91.5%	Grade 4	73.3%	Grade 5	72.2%	Grade 3	91.5%	Grade 4	77.4%	Grade 4	69.3%	Grade 5	54.72%	Grade 5	72.2%	Grade 5	44.68%	<p>% of Students Exceeding and Meeting Math Benchmarks in 2021</p> <table border="0"> <tr> <td>Grade 3</td> <td>91.5%</td> </tr> <tr> <td>Grade 4</td> <td>69.3%</td> </tr> <tr> <td>Grade 5</td> <td>72.2%</td> </tr> </table> <p>Grade 3 English Learners:90% English Only: 91. % RFEP:100% SED: 84.6% SPED:66.6%</p> <p>Grade 4 English Learners:66.6% English Only:70% RFEP: N/A SED: 50% SPED: 0%</p> <p>Grade 5 English Learners:37.5% English Only: 81.5%</p>	Grade 3	91.5%	Grade 4	69.3%	Grade 5	72.2%	<p>% of Students Exceeding and Meeting Math Benchmarks in 2022</p> <table border="0"> <tr> <td>Grade 3</td> <td>93%</td> </tr> <tr> <td>Grade 4</td> <td>72.3%</td> </tr> <tr> <td>Grade 5</td> <td>75.2%</td> </tr> </table> <p>Grade 3 English Learners:93% English Only: 94% RFEP:100% SED: 87.6% SPED:69.6%</p> <p>English Learners:69.6% English Only:73% RFEP: N/A SED: 53% SPED: 50%</p> <p>Grade 5 English Learners:40.5% English Only: 84.5% RFEP:100%</p>	Grade 3	93%	Grade 4	72.3%	Grade 5	75.2%
Grade 3	91.5%																															
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Grade 4	72.3%																															
Grade 5	75.2%																															

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	RFEP: 100% SED: 46.2% SPED: 40%	SED: 49.2% SPED: 43%
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maple hired a certificated math intervention teacher to provide small group targeted math instruction for students, (including GATE, ELD, SED, students on IEP’s and 504’s, Homeless/Foster Youth), in 1st-5th grade, four days per week. Hire Staff to run an Afterschool Homework Club for students three days per week, and one day of Enrichment opportunities weekly, in order to support learnign loss and promote student engagement and inclusion. Purchase resources for Afterschool Homework Club and Enrichment. Provide bus transportation to students for Afterschool Homework and Enrichment Club Teachers will participate in three half-day release days in order to collaborate and analyze student data, in order to improve inner rater reliability in scoring and designing differentiated	August 2021-June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	Hire Math Academic Specialist-Targeted MTSS Support for Math Intervention Hire Certificated Academic Specialist-Afterschool Homework Club/Enrichment Opporuniities ESR2 Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies. (After school Homework and Enrichment) ESR2 Bus Transportation for Afterschool Homework and Enrichment Club (ESR2)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I District Funded District Funded	21052.12 0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction.			Teacher release for professional collaboration and data analysis	0001-0999: Unrestricted: Locally Defined	Title I	5100
<p>Math Software The following math software and websites are accessible to ALL STUDENTS, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), to provide targeted math practice at home and/or at school: Moby Max, Prodigy, and IXL Math. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters See Saw, Remind, emails, and classroom websites.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational math learning, proven-effective differentiated math instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential. Moby Max, and IXL Math software also support foundational math skills.</p> <p>EASY CBM Assessment data was administered to every at risk math student identified by teachers, based on beginning of year baseline math data, and students,(including GATE), who are identified as high risk and medium risk, are placed in math</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies.</p> <p>Software-Achieve 3000, Moby Max, and IXL Math</p> <p>Rocket Math- Grade kK1</p> <p>Happy Math</p>	<p>None Specified</p> <p>None Specified</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>None Specified</p>	<p>None Specified</p> <p>District Funded</p> <p>OTRM</p> <p>None Specified</p>	<p>0</p> <p>0</p> <p>357</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention.</p> <p>Our math Intervention Teacher uses the GO Math resources to support targeted math instruction.</p>						
<p>Students on IEP's and 504's</p> <p>Students who have I.E.P. Goals and 504 Accommodations receive math supports through the use of communication devices such as Proloquo, ipads, and voice to text, visual models, and visual/ token charts, touch math.</p> <p>Students on IEP's and 504's may receive services in math. Services are delivered in the general education setting, in the Learning Center, or specialized academic instruction setting, as indicated on the IEP. All services are delivered by a certificated teacher.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential. Moby Max, and IXL Math software also support foundational math skills. Students in K-2 will access Rocket Math to reinforce math facts.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)</p> <p>Software-Achieve 3000, Moby Max, and IXL Math</p>	<p>None Specified</p> <p>None Specified</p>	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Inclusion Increase inclusion minutes in general education classrooms by fostering student/peer relationships across the campus for ALL STUDENTS, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth, so that students feel comfortable in participating in academic and social experiences with their peers.</p> <p>Every student, (including GATE, ELD, SED, students on IEP's 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 participates at recess with peers. This year, school is reopening as normal(almost), every student,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), will participate in all classroom parties, field trips, assemblies, music, dance, PE, library, lunch and special activities. During recess, each classroom has a designated zone to plan in, to ensure classrooms do not intermingle.</p> <p>Both the SAI and GE teacher work to provide smooth transitions into the GE classroom, such as allowing the student to visit the classroom when no student is there, to see their desk, get</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books, supplies, and sensory items.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, to need the needs of the individual student.</p> <p>Alternative seating, sensory items, and supplies that support eliminating barriers for student learning is purchased to support the success of inclusion for all students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth).</p>						
<p>District Math Curriculum is being used to support student achievement in math (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth). Teachers are beginning to plan with barriers in mind (UDL),and teach using a variety of strategies and groupings, hands on materials, visuals, accommodations, alternative seating, a variety of assessments, Math workshop, math stations/bins/ Math Art/Journal, so students can demonstrate their understandings.</p>	August 2021-June 2022	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		0
<p>English Language Students In order to promote success in math achievement: English Language Students,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), receive targeted language instruction that includes listening, speaking, reading and writing,</p>	August 2021-June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>using curriculum focused on supporting newcomers, and Carousel Level's one and two.</p> <p>EL students in the math classroom receive integrated instruction, using visual supports and strategies that promote success for students who are learning English.</p> <p>Our Bilingual Paras provides extra support to our EL students during academics in the classroom.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential. Moby Max, and IXL Math software also support foundational math skills.</p> <p>Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and lanugage objectives as it relates to equity and designated and integrated</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies. The EL Advisor shares what is learned with staff during staff meetings.						
<p>Gifted and Talented Students,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), who have been identified as Gifted and Talented practice math skills at their specific reading level, using Achieve 3000. Achieve 3000 provides challenging text to read in their zone of approximal development, and provides opportunities for students to challenge themselves, through optional challenging questions.</p> <p>All students in 4th and 5th grade, including identified GATE and non GATE students, can participate in GATE activities during lunch each month.</p> <p>Achieve 3000, an online software, promotes accelerate learning with flexible solutions that create equity and depth in the classroom and deliver proven results. With game-based foundational literacy learning, proven-effective differentiated literacy instruction, it has a curriculum platform designed to deepen thinking, and can result in unlocking every student's potential. Moby Max, and IXL Math software also support foundational math skills.</p>	August 2021-June 2022	School Site Council, Parents, Teachers , Staff, School LCAP Leadership Team, and Principal	<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)</p> <p>Software-Achieve 3000, Moby Max, and Freckle</p>	None Specified		0
				None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Parent Communication Parent Communication is a priority at Maple. Parents receive information through the following formats: Blackboard/Smore Sunday night newsletter, school website, Twitter, Facebook, CANVAS, SEE SAW classroom website, classroom newsletters, Monday packet, parent committee communication(School Site Council, ELAC, SEDAC, GATE, PFA), phone class, emails, and meetings in person. Our Office Assistant III, Outreach Assistant, and Bilingual Facilitator serve as Parent Engagement Liaison to our students who speak Spanish, via translating all documents that go home, translating at meetings, and phone calls home to invite parents to events or meetings.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Parent Communication-SMORE Newsletter/Blackbaord	None Specified	District Funded	0
<p>Professional Development Professional development for teachers is focused on SEL, Diversity Equity, and Inclusion, use of new Wonders Curriculum, continued use of Go math, and IXL Math.</p> <p>Teachers analyze student data/progress dis-aggregated by student group, and plan for targeted instruction one half day each trimester, individually or collaborating with colleagues, as we plan for barriers to learning.</p> <p>Our SAI teachers participate in release days to observe their students in the general Education Setting, in order to monitor the</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Professional Development, Collaboration and Implementation	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>success of students in the GE setting(per IEP GOALS), collaborate and provide feedback to/with the GE teacher</p> <p>Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester.</p> <p>Teachers use baseline data to identify students who will participate in Intervention during Learning Enrichment and Academic Development, Math intervention classes during the day, and continuously monitor student progress in math throughout the year, in order to provide Math intervention services,as needed.</p> <p>Classroom and Intervention Teachers collaborate together to analyze,and plan for targeted math instruction for students. Intervention teachers actively participate in the MTSS SST#3 meetings of their students, in order to share specific examples of student progress</p> <p>5th grade math teacher participates in Middle School Math Collaboration with other 5th grade teachers and Middle school math teachers, to support the transition of students from Maple to middle school.</p> <p>Teachers have opportunities to learn about Universal Design for</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.						
Homeless/Foster Youth Provide students,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), at Maple with the resources and supports they need to attend school each day,and monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.	August 2021-June 2022	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		0
			Communicate individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified		0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	District Funded	0
			Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Attendance Monitor the attendance of all groups at risk, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth). Continue to monitor the attendance of all students who are at risk of chronic absenteeism. Students who feel loved and cared for at school will be more successful academically, and will want to come to school each day.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, students on IEP's 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, and Homeless/Foster Youth).</p>	August 2021-June 2022	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		0
			Communicate individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified		0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	District Funded	0
			Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.	None Specified		0

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to CO-VID 19, our plan for implementation was limited in person instructional for students. Teachers focused attention on removing barriers for all students when in person and when supporting reinforcement work at home. Based on the Trimester 3 benchmarks for grade 3-5, students demonstrated that the percentage of students who exceeded or met the Math benchmark in 2021 was the greater than the percentage of students who exceeded or met the Math CAASPP Proficiency in 2018. This was the result of the determination of teachers to meet the social emotional needs of students, in all settings, while prioritizing differentiated instruction for students. Based on the Proficiency data for each subgroup, all subgroups in third grade met or exceeded proficiency between 66.6 % to 90%, while the overall proficiency was 91.5%. English Learners and English Only students in fourth grade came close to or exceeded the overall proficiency of 69.3% in Math, compared to SED, who scored 50%, and SPED, who scored 0% proficiency. English Only and RFEP exceeded the 72.2% overall proficiency, compared to students who were SED or SPED, who scored between 40-46%, compared to the 72.2% overall proficiency.

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

During 2020-2021, Maple continued to offer math intervention for all students remotely, through small group instruction and Go Math practice at home, as well as providing EL support using Imagine Learning Math software via Zoom.

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.

As we return to in person to full day instruction, our focus on math goals this year will continue to be on the progress of each subgroup, especially EL /Hispanic/ SED/ SPED, and Homeless, which will be monitored each trimester using benchmark and report card data, IXL Math data, and formative assessments, such as Go Math. This data will be tracked on a shared google form, and adjustments will be made regarding intervention support, level of support provided in the classroom, and determining who needs an SST meeting, in order to improve math achievement of students overall and individually. Our 3rd-5th students continue to have access to Achieve 3000, and students work on at least one lesson per week during reinforcement time, which will support the math achievement of each student, since it is differentiated to work at each student's individual math level. CVUSD purchased IXL Math this year for all students in 2nd-5th grade, which is a school/home software to support students in math skills. Students in Grade K-1 will use Rocket Math to reinforce addition and subtraction skills. Our math intervention teacher will continue to join the SST #2 and SST #3 team, so she can personally speak to parents and the team about the student's reading progress, and provide data to support this. We will providing release time for the classroom teachers and math intervention teacher/EL Bilingual Facilitator to meet

to discuss student progress in math and review CBM results, as needed, although teachers do not want to get subs with limited time with students. Collaboration time may take place during planning time, instead of securing a sub. We will hosting Parent Engagement Night focused on Rocket Math, IXL Math, Happy Math, and Go Math, to share the benefits of these programs in developing Math skills. Our math intervention teacher will continue to support small group targeted support in math, using Easy CBM assessment data, and the Go Math Curriculum. We will use of IXL Math software at school and home to support mastery and maintenance of math skills in grades 2-5. Our data meetings this year will include an analyze of data based on sub groups each trimester, as indicated on report card data, Achieve 3000 data (3rd-5th), and benchmark data. Adjustments to support will be made. These indicators are shown in SPSA Goal #2. The second grade team determined that monitoring for addition and subtraction facts was a priority, based on baseline data collected in August, 2021. Baseline data for Addition Subtraction skills on the Trimester 3 Benchmark was 69% proficient. The change in this goal for second grade is noted above in the math goal for the 2021-2022 year for Grade 2. During the 2021-2022 school year, we have increased designated funding to support additional staffing for English Learners, which we were not able to do during the 2020-2021 school year, when we only had support during the AM cohort in person. This year, we will hire two EL classroom paras to support our English Learners, in addition to the increased staffing our bilingual para, who will also support students in classrooms.

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 percentage of students in Least Restricted Environment to promote Inclusion

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

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SIRAS data

28% LRE

32% LRE

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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, students on IEP's 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.</p> <p>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 Mustang Mentors, a structured time throughout the week, as well as in every classroom. We will also form smaller cross grade level communities by implementing the HOUSE SYSTEM. All staff and students (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), will belong to the House of Friendship, the House of Courage, or the House of Integrity.</p> <p>Teachers use the Stanford Harmony Curriculum and other</p>	August 2021-June 2022	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	4000-4999: Books And Supplies	Instruction	4240
			Building repairs and maintenance	None Specified		0
			Sensory items	None Specified		0
			Collaborative planning between GE and SPED teachers	None Specified		0
			Mustang Mentors	None Specified		0
			Alternative Seating	None Specified		0
			MTSS Inclusion Lead Teacher	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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 student from interacting.</p> <p>In order to support the success of all, alternative seating is used in classrooms, to allow for increased student engagement. In order to support inclusion for all students, building repairs and maintenance are planned for, throughout the year.</p> <p>In order to support inclusion for all students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth),building repairs and maintenance are planned for throughout the year.</p> <p>In order to support inclusion for all students, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), building repairs and maintenance are planned for throughout the year.</p> <p>In order to support inclusion for all students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), an MTSS Inclusion Lead Teacher is on staff.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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).</p> <p>Both the SAI and GE teacher work to provide smooth transitions into the GE classroom. Examples include allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, which supports the needs of the individual student.</p> <p>Students (including GATE, ELD, SED, students on IEP’s and 504’s, Homeless/Foster Youth), in both Special Ed and General Education Teachers may join together for morning meetings, brain breaks, and read aloud, and during academic instruction, as determined by the IEP.</p> <p>Maple has two Inclusive playgrounds for students. One is for Kindergarten students, and the</p>	August 2021-June 2022	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		0
			Clock Display in front of school	None Specified		0
			New Backpacks and School Supply Drive	None Specified		0
			Back to School Teacher Retreat	0001-0999: Unrestricted: Locally Defined	Title I	3240
			Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and suppliesto support SEL, Diversity, Equity, Inclusion, and strengthening our school community.	0001-0999: Unrestricted: Locally Defined	Title I	2798.6
			Dancing with our Future Stars	None Specified		0
			Maple Mariposa Parent Center- Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies	0001-0999: Unrestricted: Locally Defined	Title I	3500
			Donation of Art Work- Diversity and Inclusion Focus	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>other is for students in 1st-5th grade. This meets the needs of all abilities (ADA Accessible), and promotes student collaboration during play. During the 2021-2022 school year, our K-5th grade recess and lunchtimes and recess times are divided into zones, with specific areas identified for each classroom to play in on a weekly rotation. During K-5th grade recess, students from each classroom are assigned one zone to play in each week, students have the option to wear masks while playing. Handwashing stations and handsanitizing stations are located at the lunch tables, playground, and around campus for easy access, in addition to using the student restrooms.</p> <p>Maple's playground also includes a Buddy Bench in our 1st-5th playground, created by an Eagle Scout in 2017. The Buddy Bench is one way that students can show they are including other students, by inviting them to play, when they see someone sitting on the buddy bench.</p> <p>Our Maple Native Garden, promotes a collaborative outdoor learning space for all students to interact, learn, or study, Use of outdoor space for student learning has become part of our daily instruction, in order to allow students opportunities for fresh air and the ability to take off their</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>masks.</p> <p>Maple SEDAC and PFA met in Spring, 2021, to brainstorm family activities for the 2021-2022 school year. In August, the PFA and SEDAC Team, involving many from School Site Council, revisited the list of monthly Family activities and calendared these events with the principal. The common focus was to promote full participation, access and support, of all family and student engagement/activities.</p> <p>Our Maple Team met during a teacher retreat prior to the first day of school to focus on Social Emotional learning for ourselves and for our students during this school year. We participated in a community circle and had many opportunities to reconnect with each other throughout the day, since it was our first time together since COVID began. During our teacher retreat, we learned about about the HOUSE SYSTEM and discussed how to implement the House System during the 2021-2022 school year, as a way to promote social emotion connections and a sense of belonging for all students. Our Maple Leadership Team met this summer to design and plan for the implementation of the HOUSE SYSTEM, as a way to build community. In collaboration with Maple teachers at our Maple teacher retreat on August 13, 2021, and collaboration with our</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>counselor, our Team determined that our HOUSES should NOT compete against each other or focus on extrinsic rewards for making good choices, but, rather, focus on helping students reflect on how choices impact others, and supporting the intrinsic rewards of making good choices.</p> <p>The House System creates smaller communities within the larger community of Maple. To continue with our mentorship between grades, our Kindergarten and 5th graders are in the HOUSE OF FRIENDSHIP, and will be invited to wear RED at our HOUSE activities and Pep Rallies. Students in 1st and 3rd grade are in the HOUSE OF COURAGE, and are invited to wear GREEN at our HOUSE activities and Pep Rallies. Students in 2nd and 4th grade are in the HOUSE OF INTEGRITY and are invited to wear PURPLE at our HOUSE activities and Pep Rallies. Each classroom, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), displays a poster with their HOUSE name and color, as well as a poster of all the Houses and the character traits we will be focusing on in each HOUSE.</p> <p>In rolling out the HOUSE SYSTEM, we rebranded our LOGO(with the feedback from our staff and parent leaders), with the support our our District Graphic designer and</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Communication Department Director. We looked internally for support in making two large banners tht are displayed in the front of our school, with the support of our Copy Center.</p> <p>Our school counselor is working with the principal to design and faciliate monthly HOUSE MEETINGS, where each HOUSE can wear their HOUSE colors,learns more about the character traits that have been identified, sing songs and engage in HOUSE activities. In collaboration with SAY HELLO week, the HOUSE MEETINGS will promote collaboration among HOUSE members, either at in-person assemblies or virtual assemblies. Our school counselor will paint 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. When the Public Health Mandates allow, assemblies will all be in person, and group pictures of HOUSE Members will be taken, both staff and students, and displayed.</p> <p>Our PFA Team created and posted a banner in front of school celebrating and welcoming students back to school for the 2021-2022 school year. This was the backdrop of many students and staff to take pictures during the first week of school.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Our PFA hosted our second annual School Supply Drive to kick off the school year, in order to provide all students access to having new school supplies. These supplies are housed in an accessible location for all teachers to access for students in their classrooms who need them.</p> <p>The Eta Psi Chapter of Delta Kappa Gamma Philanthropy Organization provided Maple with ten new backpacks of school supplies, which are located with the new school supplies and accessible to all teachers to take for students in need.</p> <p>This is the second year we are promoting our Maple Community Tree, as a way to promote unity for all Maple Mustangs, by inviting all students to decorate our tree displayed in the front of our school, based on monthly themes. All students are provided the designs as part of classroom activities and homework, and teachers place classroom designs in the Community Tree box left in the staff lounge, so that our parent volunteers can display the art on the tree. This invites families to take pictures in front of the tree! All Maple students are encouraged and provided materials to participate, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), as we promote unity and belonging.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Additionally, SEDAC and PFA parent groups sponsored the UNITY Art installation for National Unity Day.</p> <p>Maple SEDAC promotes inclusion by displaying a large clock in the front of our school, with the Inclusive Schools Week theme, The Time is NOW for Inclusion. This clock was designed by a Maple family in 2020-2021, and continues to remain in the front of our school as a reminder of our committment to INCLUSION.</p> <p>Maple is able to provide 1:1 devices to all students in K-5 during the 2021-2022 school year(due to a district committement 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.</p> <p>All communications, projects, etc., are presented in English and Spanish with equitable tone and layout.</p> <p>Additional Inclusive activities that we will participate in this year are: Say Hello Abilities Awareness Week Autism Acceptance Day Inclusive Schools Week Great Kindness Challenge Unity Day Assembly</p> <p>Maple established the Maple</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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 is our commitment to promoting parent and family engagement. This was named by our Maple SEDAC in Spring, 2021, in anticipation of the Parent Center opening in August, 2021. Each parent committee has a dedicated space(table and white board) in the Parent Center to meet and collaborate. In addition, our Outreach Assistant is housed in this space, provided parent education classes, small group, and one-on-one support to families. In the Mariposa Center, parents have access to technology, to enhance their learning of skills, such as accessing Parent Connect, our weekly newsletter, and other learning opportunities, in partnership with our District Outreach Team. Providing our parents with access, support, and fair treatment will result in FULL PARTICIPATION of our families in their own learning and their child's educational experience at Maple.</p> <p>A local artist created a beautiful sign (featuring seven students) to greet our families and students at the entrance of our school in February, 2021. To continue with the celebration of Diversity and Inclusion, the artist created seven paintings, one of each student in the mural in front of school, so that these can be displayed all</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>over campus, and to encourage students to see themselves inside the walls of Maple, and not just outside of the gates of Maple. The art work was placed outside the science lab, the cafeteria, the library, the playground, the Mariposa Parent Center, and two were placed near the classrooms.</p> <p>Dancing with our Future Stars, a non-profit Dance Company, is providing in-person dance classes to our school during the 2021-2022 year. (During 2020-2021, DWOFs was held weekly and virtually). This year, half the school will receive weekly classes for 30 minutes during semester 1, and the other half will receive weekly classes during semester 2.</p>						
<p>Staffing and Enrichment Provide a stipend to one of our SAI Teachers as our Inclusion/MTSS Lead Teacher. This person serves on our Leadership Team, and works closely to support inclusion of all students, through close collaboration with our teachers and principal, in monitoring the success of each student receiving SAI services. This includes the revision of schedules of paras on an ongoing basis, participating in the monthly Sped meeting with principal, being a model classroom of the implementation of new ideas of partnerships between Special Education and GE teachers.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	<p>Inclusion/MTSS Lead Teacher</p> <p>School Counselor hosts evening parent meetings focused on SEL</p> <p>SpEd and GE Teacher Collaboration</p> <p>Purchase Library Books to support Diversity, Equity, and Inclusion</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p> <p>None Specified</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I</p> <p>Instruction</p>	<p>1843</p> <p>0</p> <p>0</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Maple SEDAC and PFA co-planned a monthly Maple Community Tree, that promotes the inclusion of all students, by providing an opportunity to create art and writing crafts to decorate on our tree displayed in the front of our school. All students are provided the designs in the classroom and are given time to complete the activities in class or at home, and place completed art in the Community Tree Box. Each month, members of our SEDAC and PFA decorate our Maple Community Tree</p> <p>Our Maple School Counselor hosts evening parent meetings to discuss social emotional learning, and invite all parents of all students to have a safe space to share and collaborate.</p> <p>The Maple Staff lead age-appropriate, theme-centric readings to facilitate dialogue, group awareness / learnings during SEL lessons, connections circles, Mustang Mentors, HOUSE Meetings Inclusive Schools and Abilities Awareness Weeks, and Autism Acceptance Month, SAY Hello Week, and Unity Day.</p> <p>SAI/ GE Teacher Teams attend IEP meetings together and share the inclusive opportunities that students participate in with peers.</p> <p>Teachers plan and collaborate around inclusion opportunities for all students during professional</p>			<p>Special Education Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I</p>	<p>3000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>development/staff meetings.</p> <p>Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Inclusion, by attending trainings provided by our District and Ventura County Office of Education.</p> <p>Maple has developed an Outdoor Classroom for students in primary 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.</p> <p>Our Maple Library has been increasing the number of books that represent our student population, so that students can see themselves in the literature in our Library. During the 2021-2022 year, additional books will be purchased for this purpose.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Attendance Monitor the attendance of all groups at risk, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), Continue to monitor the attendance of Students with Disabilities, as well as all students who are at risk of chronic absences. Students who feel loved and cared for at school will be more successful academically, and will want to come to school each day.</p> <p>The monitoring of all students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth) is a priority, in order to determine the barriers that are keeping student away from school. Common barriers we are monitoring for are transportation, access to internet or device, illness, social emotional needs, and lack of resources.</p> <p>Our Outreach Assistant and Office Staff continue to call absent students on a daily basis,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), to understand why they are not at school, so that we can address any barriers that exist.</p> <p>Home visits are conducted to connect with families,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), and provide students with school</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Outreach Assistant	None Specified		0
			Collect donation for food items and nonperishable items, that can support families in need	None Specified		0
			Network with District School Service Coordinator and Social Worker, to support attendance	None Specified		0
			Home visits	None Specified		0
			Teacher/Parent/Student Partnership	None Specified		0
			District Social Worker	None Specified		0
			District Coordinator of Student Support Services	None Specified		0
			After school homework and enrichment activities	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Classroom Field trips	0001-0999: Unrestricted: Locally Defined	Instruction	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>materials that they need.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, students on IEP's 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, and Homeless/Foster. Maple hosts homework and enrichment after school acitivites to promote attendance and student engagement.</p> <p>Maple students will be able to particiate in one field trip by bus and unlimited walking fiejld trips,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth).</p> <p>Our School Counselor supports Maple teachers in providing SEL lessons to students a minimum of one to five days per week, aligned with CVUSD's goal of focusing on SEL instruction for all students (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth).</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Parent and Family Engagement Parents at Maple are invited to participate in the creation of our School Plan for Student Success this year through School Site Council.. Due to COVID -19 restrictions, one zoom meeting was scheduled, and one in-person/zoom meeting took place, in addition to School Site Council Meetings, as we planned for the SPSA and Title One Parent Engagement Contract and Policy.</p> <p>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.</p> <p>The Maple SEDAC has developed a working, living Playbook with site specific, prioritized, SMART goals and action items. Included, and are not limited to, are identifying, mobilizing, and communicating to primary stakeholders, clearly defined shared vernacular, and leveraging natural student group nexus for organic inclusion.</p> <p>Our ELAC Leaders collaborated with our Outreach Assistant, to</p>	August 2021-June 2022	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	4000-4999: Books And Supplies	Title I	521
			Nicky Folders	0001-0999: Unrestricted: Locally Defined	Instruction	2670.11
			Network with community resources to provide backpacks, clothes, and other resources to families in need.	None Specified		0
			SEDAC Meetings- Guest speakers	None Specified		0
			ELAC Meetings- Guest speakers,	None Specified		0
			GATE Meetings- Lunch Bunch/Parent Meeting	None Specified		0
			PFA Meetings/ Restaurant Nights	None Specified		0
			Translation	0000: Unrestricted	0860	2000
			EL Parent Education Materials	0001-0999: Unrestricted: Locally Defined	0860	1040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>advertise our monthly ELAC meetings. Members of ELAC participated in reviewing the EL data during ELAC meeting. Communication with families includes personal phone calls, texts, What's App, flyers, our Weekly Mustang Chronicle, to invite and encourage our parents of EL students to participate in our meeting and activities. ALL ELAC meetings are held Zoom-style during COVID-19.</p> <p>Our Parents in GATE are provided information about our GATE program at Maple via our Mustang Chronicle and students in 3-5 are encouraged to participate in the monthly GATE Lunch Bunch activities hosted by our GATE DAC Rep and our GATE Teacher Facilitator. This GATE "Lunch Bunch" fosters intersectionality by inviting all 3rd – 5th grade students across all Maple demographics to participate in monthly projects to heighten shared experiences.</p> <p>Our Parent Faculty Association encourages all parents to participate in holding board positions, attending monthly general meetings, and volunteering to support all the activities that are hosted by our PFA. Information on PFA events/meetings are included in our weekly school newsletter. Events include Restaurant Nights, Supply Drives, Community Tree Decorations, and the Craft Fair.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.						
Homeless/Foster Youth Provide parents of students who are homeless with the personal connections, resources, and relationships with our Outreach Assistance, so that we can meet the needs of the parents, family, and students, as needs arrive. Common supports are the need for devices or access to the internet. Provide students at Maple who are homeless with the resources and supports they need to attend school each day, such as school supplies and food snacks for all students at Maple, through the PFA and SEDAC School Supply Drive, and supplies provided to all students who returned to school in person in November 2020. 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. An example of this is our School counselor called each of our students to check on them prior to school starting. Students who feel	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Network with community resources to provide backpacks, clothes, and other resources to families in need.	None Specified		0
			Collect donation for food items and nonperishable items, that can support families in need.	None Specified		0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>The Attendance of our Homeless is closely monitored, and our Office Staff and Outreach Assistant is in contact with families to support accessibility to resources and help them feel connected to our school community.</p>						

Annual Review

SPSA Year Reviewed: 2020-21

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.

In 2020-2021, teachers collaborated with each other throughout the week, staff and students were not able to participate in the close collaboration and inclusion opportunities on a daily basis, that we were used to, pre-CO-VID. Due to Public Health Orders, our primary goal was to keep our students safe, and that meant staying with their classroom cohort, and not intermingling socially. This meant that we were not able to work toward our goal of inclusion.

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

Due to Public Health Department guidelines, we were not able to participate in the many activities we wanted students to do together, such as Unity Day, our February Kindness Lunch, and Autism Awareness and Abilities Awareness Assemblies.

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

Our goal for the 2021- 2022 year is to implement our Inclusion goal as written, as we have done in the past. However, currently, we are not able to intermingle classes for Mustang Mentors, or inclusion opportunities socially. Once the Public Health Guidelines are lifted, our school structure is set up for implementation of Inclusion, House Meetings, Mustang Mentors, opportunities for peer interactions, as well as Unity Day, our February Kindness Lunch, and Autism Awareness and Abilities Awareness Assemblies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student, Parent, and Family Engagement

LEA/LCAP Goal

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

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

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

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

Goal 4

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

Identified Need

During the 2020-2021 school year, our Maple Community was experiencing limited access to campus and increased homebound opportunities, due to CO-VID 19, which resulted in Strict Public Health Guidelines for school involvement. Under our current Public Health Orders, students at Maple were engaged in either remote learning, blended/remote learning, or in the Shine Homeschooling program. Although we encouraged participation in Family Restaurant Nights, we had limited opportunities to bring our school community together safely. As we return to in person, full day instruction, we want our families to feel a strong connection to Maple and to the continued focus on academic achievement and social emotional development, as we encounter changes and navigate our daily environment.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

1. Participation and engagement in our Maple Mariposa Family Center- parent

The Maple Mariposa Parent Center was established in August 2021.

Our goal is for 100% participation in our Parent opportunities. Our short term goal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
classes, committees, and social opportunities		is for attendance of 8-10 parents at each parent education class that we host.
2. Track the number of families who read the weekly Mustang Chronicle Newsletter	4. Number of SMORE contacts made with parents averaged about 400-600 per week.	2. Our goal to have Smore Mustang Chronicle reach at least 300-500 shares per message sent out.
3. Track the number of families who participate in our school events, as a way to measure family engagement	3. Number of parents who attended events last year- 20-100, per event.	3. Our goals is to maintain family participation at between 20-100 parents, students, and families per event.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create opportunities for students and families, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), to decorate our Maple Family Tree in the front of our school, as a way to symbolize that we are a strong community. This tree was created, and installed by a Maple parent.</p> <p>Maple Students, Parentss and Families have opportunites to participate in family events led by our Parent Commiittees, as we strive for Full participation of all of our families in our school experience.</p>	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	<p>Maple Community Tree activity each month, sponsored by PFA</p> <p>Parent Family Engagement Activites</p> <p>Maple Mariposa Parent Center</p>	<p>None Specified</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>None Specified</p>	Title I	<p>0</p> <p>3500</p> <p>0</p>
We are partnering with Dancing wiith our Future Stars and NFL Play 60, to promote student, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), and	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and	<p>NFL Play 60 Supplies</p> <p>Dancing with our Future Stars</p>	<p>None Specified</p> <p>None Specified</p>		<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
fitness.		Principal				
The goal of all family activities are focused on Full Participation in events for all, including GATE, ELD, SED, students on IEP's 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 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, and Principal	Instructional Materials and Supplies	None Specified		0
Every Friday continues to be Maple School Spirit Day, including students who are GATE, EL, SED, Students on IEP's and 504's, and Homeless/Foster). Students are encouraged to wear blue and white. Communication is consistently in the Weekly Mustang Chronicle to advertise school spirit days. Students are encouraged to wear HOUSE Shirt colors on the Back to school Postings and Ices, and Playground Fun, the first day of school, HOUSE Meetings, and Pep Rallies.	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	School Spirit Days HOUSE Spirit Days	None Specified None Specified		0 0
All students, (including GATE, EL, SED, Students on IEP's and 504's, Homeless/Foster), are invited to participate in Picture Day at Maple. Yearbooks will display all students in one grade on the same page, with all students and teachers in each grade levels displayed on the same page, so that we promote unity of every students in that grade at Maple. This will promote	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Restaurant Nights	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>unity among our students.</p> <p>Restaurant Nights, promoted by PFA, take place once or twice per month, to promote school spirit at the restaurants.</p>						
<p>All students will participate in Art Lecture throughout the year, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster), with opportunities to create ART in the style of the artist. Mystery Science lessons are also accessible to all students at Maple, as an enrichment opportunity, to enhance the sciences, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster).</p> <p>All students, (including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster), will have the opportunity to participate in performing arts experiences, such as music, throughout the school year.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>Mystery Science</p> <p>ART Masters</p> <p>Enrichment Music Experiences</p>	<p>None Specified</p> <p>None Specified</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>District Funded</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Title I</p>	<p>0</p> <p>0</p> <p>9625.81</p>
<p>Parent Nights with Katie Berry, focused on social emotional curriculum, and topics on how to support students in understanding the skills taught at school.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Parent SEL Nights	None Specified		0
<p>Special Dress Days continue at Maple during COVID-19. Students, (including GATE, ELD, SED, students on IEP's and</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School	Special Dress Days	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504's, and Homeless/Foster), are invited to wear costumes and take pictures in front of our October Community Tree. Students wear pajamas to school the last day before winter break. Other special dress days will take place each month during second semester, to promote unity among all students. Other Dress Days are identified and promoted by our Student Council.		LCAP Leadership Team, Counselor, and Principal				
<p>Parent communication is communicated in a variety of ways as new guidelines become clear, such as in our weekly newsletter, videos, parent meetings, and committee meetings.</p> <p>Weekly newsletter is created by all committees, including PFA, ELAC, SEDAC, and GATE, 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 parent 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.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Smore Newsletter	None Specified	District Funded	0
Our Title One Parent and Engagement Policy and our Parent-Teacher-Student Compact is developed by our School Site Council, which is representative of	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership	Title One Parent Engagement Policy	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
our School, as well as from feedback from our staff. During the month of October, 2022, 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.		Team, Counselor, and Principal	Title One Student/Parent/Staff Compact	None Specified		0
Our Outreach Assistant serves in a very important role to support our link between school and home. Our Outreach Assistant communicates with families,(including GATE, ELD, SED, students on IEP's 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 with 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 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	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, Counselor, and Principal	Academic Specialist-Outreach Assistant	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
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. There is also translation available during Parent Faculty Meetings and Special Education Advisory Meetings. Communication with parents takes the form of in-person conversations, as well as remote conversations.	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, Counselor, and Principal	Bilingual Facilitator	None Specified	District Funded	0
			Bilingual Paraprofessional	None Specified	District Funded	0
District Technology Specialists are available to support families, (including GATE, ELD, SED, students on IEP's 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	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	District Technology Specialist and Technology TOSA	None Specified	District Funded	0
			Technology Devices	None Specified	District Funded	0
			Hotspots	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and Technology Specialist supports each site with all technology questions.						
<p>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.</p> <p>Our School-based counselor provides weekly social emotional curriculum for our staff to implement, conducts one-one counseling meetings in person and via zoom, as well as small group counseling. Our school counselor also oversees and teaches the Stand Proud Curriculum for our 5th graders. Teachers are provided videos from the counselor, supporting weekly lessons on district-wide SEL topics. Teachers also host community circles and classroom discussions to allow students to share their feelings, learn communication skills, and problem-solve a variety of topics together.</p>	August 2021 - June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>Social worker</p> <p>Stand Proud</p> <p>School-Based Counselor</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Attendance Provide students at Maple, (including GATE.EL,SED, Students on IEP's and 504's,and Homeless/Foster), the support they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.</p> <p>Home visits take place to drop off food, school curriculum and supplies, and resources to families, as well as checking in on the welfare of the students.The principal, office assistant, social worker, and school counselor do home visits.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, ELD, SED, students on IEP's 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, and Homeless/Foster</p>	August 2020-June 2021	School Site Council, Parents, Teachers , Staff School LCAP Leadership Team, Counselor, and Principal	Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families.	None Specified		0
			Collect donation for food items and nonperishable items, which can support families in need.	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		0
			Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Youth.						
School Site Council will develop a parent survey focused on Student, Parent, and Family Engagement (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), that will be sent out by the end of Trimester 2, in order to guide our Student, Parent, and Family Engagement work for the last Trimester of 2022 school year. This will be sent out electronically through our Weekly SMORE newsletter, hard copies will be provided to our families, and samples will be kept in the office.	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Student, Parent, and Family Engagement Survey	None Specified		0
Our Maple Community is partnering with Maple to provide our students,(including GATE, ELD, SED, students on IEP's and 504, and Homeless/Foster Youth), with resources, and enrichment experiences that will enhance their academic and social emotional experiences. The Assistance League of Conejo Valley provides our students with Burlington Coat Factory vouchers to purchase clothing and shoes for school each Fall. Maple Parent Faculty Association (School Community) donated school supplies for students in need, to ensure that all students launched the 2021-2022 school year with new school supplies. Dancing with our Future Stars (DWOFS) partnered with Maple	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Burlington Coat Factory Vouchers	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>this year to provide live weekly dance classes for our students every Friday. Student in three grades are participating in this weekly activity each semester.</p> <ul style="list-style-type: none"> Delta Kappa Gamma partnered with Maple students to provide students with backpacks and supplies in the Fall, 2021. 						
<p>Examples of Student, Parent, and Family Engagement activities during the 2021-2022 will include the following:</p> <ul style="list-style-type: none"> Virtual Back to School Night Free breakfast and lunch for all students Zoned recesses and lunches for each classroom Supplies and backpacks provided to those in need for school reopening in person, full day. Health Clerk hours were extended by three hours, to support student health during the pandemic Monthly outdoor family events 	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>Free breakfast and Lunch for all students</p> <p>Extended hours for the health clerk</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0</p>
<p>Parent Workshops are offered throughout the 2021-2022 school year, to support Student, Parent, and Family Engagement. Classes</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School	Parent professional development	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>are offered from Maple, from Outreach Assistants, and in our community.</p> <ul style="list-style-type: none"> • ELA/ELD WONDERS Parent Night • Lexia Parent Night • IXL Parent Night • Smarty Ants and Imagine Reading and Math Night • SEL Parent Nights with our Counselor • Go Math Night • Reading Night • Understanding Inclusion Night • How to create and answer an Email • How to access the Weekly Mustang Chronicle Newsletter • Understanding the IEP process • How to use Parent Connect • Understanding Canvas • On the Road to the University (attended by our ELAC, sponsored by Adelante) • Maple Mariposa Parent Center Socials 		LCAP Leadership Team, Counselor, and Principal	<p>Translation for meetings</p> <p>Supplies for professional development meetings</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>None Specified</p>	<p>0</p> <p>0</p>
<p>Maple has an active parent group that meets each month, and plays a critical role in develop, implementing and monitoring goals and actions for our school.</p> <p>Parent Faculty Association meets for one Board Meeting and One</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	<p>PFA Meetings</p> <p>ELAC Meetings</p> <p>SEDAC Meetings</p> <p>GATE Student Meetings</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>General Meeting each month.</p> <p>English Language Advisory Committee meets at minimum of five times per year.</p> <p>Site Special Education Advisory Committee meets a minimum of five times per year.</p> <p>Gifted and Talented Education hosts monthly GATE Lunch Bunches for all 3rd -5th graders (including students in Shine, Remote, and Blended).</p>						
<p>Teacher Communication with Students, Parents, and Families includes frequent communication with families regarding student attendance, engagement, and progress. Teachers communicate via email, phone, support of Outreach Assistant, Bilingual Facilitator, and Office Personnel, in addition to using avenues such as SeeSaw and Canvas.</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	Teacher communication	None Specified		0
<p>CVUSD's Title 1 Outreach Program will be hosting a series of psycho-education workshops for families offered by Longrado Bienstar. Logrando Bienestar is a program of Ventura County Behavioral Health that provides linkage to mental health services, while providing psycho-education workshops to reduce discrimination and stigma associated with mental illness. Logrando Bienestar's primary goal is to increase the number of Latinx and Mexican Indigenous</p>	August 2021-June 2022	School Site Council, Parents, Teachers, Staff School LCAP Leadership Team, Counselor, and Principal	CVUSD's Title 1 Outreach Program-workshop series	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
community members' access to mental health services.						

Annual Review

SPSA Year Reviewed: 2020-21

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 wanted our families to engage with our students in school events throughout the school year, as we focused on fostering a strong school community where everyone was included, accepted and welcomed. During half the school year, we were not able to implement the plan to the extent possible due to remote conditions during the Fall, 2020, and cohort conditions during the remainder of the school year, where we were not able to have group gatherings, or student and family social events.

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

Our implementation was strong from fall 2019 - March 2020. Our school events were well-attended and focused on accessibility for all students and families. We hired one of our teachers to design and oversee the Distance Learning Site, including uploading weekly videos sent to her from all academic specialists and principal. We were limited in being able to have group gatherings, so our family engagement was not accessible. We were only able to communicate via electronic communication or video messaging. This increased communication was our way to connect to families and make them still feel part of our school. The result was an increase in communication via our SMORE newsletter, from 48,384 contacts in 2019-2020, to 83,724 contacts in 2020-2021.

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

We were thrilled to return to our goals of prioritizing parent and family engagement, through monthly activities that encouraged family participation, as well as our continued weekly communication of our electronic newsletter. Our establishment of a Parent Center on Campus is another action we are taking during the 2021-2022 school year to increase parent participation, volunteers, and parent

education. We expect to exceed our goal this year, if the Public Health Department Guidelines allow for gatherings both indoors and outdoors. We will be encouraging parent volunteers and hosting parent educational opportunities in our Maple Mariposa Parent Center.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss Goal

LEA/LCAP Goal

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

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

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

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

Goal 5

By June 2021, all general education students, students with disabilities (SWD), English Learners(EL), socio-economically disadvantaged(SED) and gifted and talented education students(GATE) in grades TK-5, will receive academic and SEL supports to address learning loss, as measured by Lexia in K-3 and 4-5 in Reading Alive.

Identified Need

Students returning to on-campus, full time learning in August, 2021, have missed about fourteen school months of instruction, since March, 2019. Even though students participated in a combination of remote learning and/ or cohort learning, we recognize that students are fragile both emotionally, socially, and academically. As educators, we recognize the gaps that are present and know the importance of addressing learning loss for each of our students.

Annual Measurable Outcomes

Metric/Indicator

Implementation of Lexia for all K-3 students during the 2021-2022 school year. Use of 3-4 times per week, for a total of 30-40 minutes.

Baseline/Actual Outcome

We will be collecting baseline data in K-3 for all students, in the area of LEXIA. We were not able to get consistent usage in the remote setting.

Expected Outcome

Lexia
Grade K: Increase in 2 levels
Grade 1: Increase in 2 levels
Grade 2: Increase in 2 levels
Grade 3: Increase in 2 levels

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
Lexia is a reading software program that focuses on specific reading skills, that has the capability to adjust support on each skills to provide more visual support for the student, as well as reteach the skills, if the student misses too many incorrect problems on that skill. The program tracks the number of attempts a student has attempted at each type of instruction provided, which is useful for the teacher to use. Lexia provides extra paper pencil activities to practice skills that are difficult for the student. Lexia also creates certificates for students who have completed each level. There are about 20 levels to master between first grade and third grade, with the goal being that students achieve at least 2- 3 levels at minimum. Lexia will be used in grades K-3, 3 times per week, as part of the instructional program.	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	Lexia software	None Specified	District Funded	0
			Reading Intervention	None Specified		0
			Classroom teachers support impletmentation of Lexia for students not in intervention	None Specified		0
Smarty Ants is an EL software for students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth, in 1st-2nd grade, which supports English language development and vocabulary, The	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>goal of this software to work to completion</p> <p>Imagine Reading and Imagine Math is an EL software for students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth), in 3rd-5th grade, which supports English language development and vocabulary in the areas of reading and math. The goal of this software to work to completion .</p>						
<p>Attendance</p> <p>Maple promotes positive behavior with our Maple students (including GATE, ELD, SED, students on IEP's 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).</p> <p>Maple receives support from our Student School Support Service Coordinator and District Social worker, in the area of attendance and supporting all students,(including GATE, ELD,</p>	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	District Student Support Services Coordinator supporting Attendance	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
SED, students on IEP's and 504's, Homeless/Foster Youth).						
Achieve 3000, Moby Max, and IXL Math are software for students,(including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), in 3rd-5th grade, which supports academic achievement and vocabulary development in the areas of reading and math. The goal of this software to work to completion	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Software-Achieve 3000, Moby Max, and IXL Math	None Specified	District Funded	0
Reading Intervention Teacher provides Reading intervention support for all students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth, in K-5th, as determined on students who previously had intervention, and new students to Maple who teachers recommend, based on observations and assessments in Early Fall.	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Reading Intervention Teacher	None Specified		0
Math Intervention Teacher provides Math intervention support for all students,(including GATE, ELD, SED, students on IEP's and 504's, and Homeless/Foster Youth, in 1st-5th, as determined on students who previously had intervention, and new students to Maple who teachers recommend, based on observations and assessments in Early Fall.	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School LCAP Leadership Team, and Principal	Math Intervention Teacher	None Specified		0
Social emotional support is provided to our students, (including GATE, ELD, SED, students on IEP's and 504's,	August 2021-June 2022	School Site Council, Parents, Teachers ,Staff, School	School Counselor	None Specified	District Funded	0
			District Social Worker	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
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.		LCAP Leadership Team, and Principal				
Our School-based counselor provides weekly social emotional curriculum for our staff to implement, conducts one-one counseling meetings in person and via zoom, as well as small group counseling. Our school counselor also oversees and teaches the Stand Proud Curriculum for our 5th graders. Teachers are provided videos from the counselor, supporting weekly lessons on district-wide SEL topics. Teachers also host community circles and classroom discussions to allow students to share their feelings, learn communication skills, and problem-solve a variety of topics together. Our school counselor hosts monthly assemblies for students, to reinforce our HOUSE values, character traits, and inclusion focus.	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	School Counselor	None Specified	District Funded	0
Professional Development Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students and this informs supports that students will	August 2021-June 2022	School Site Council, Parents, Teachers, Staff, School LCAP Leadership Team, and Principal	EL Advisor	None Specified	District Funded	0

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

Annual Review

SPSA Year Reviewed: 2020-21

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 learning loss from 2019-2020 was only four months deep, and now that we are finally back to in person, full time learning, the learning gap we are walking into, as of August,2021, is fourteen school months deep. We lost ground last year, as much as we tried to help students through the academic, social, and emotional challenges of the 2020-2021 school year.

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 lost ground during the 2020-2021 school year, due to the extended time students were in remote or cohort learning.

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

We are back to offering as much normalcy for students as possible, with increased focus on social emotional skills and awareness of our students and their needs, and the importance of building a classroom and school community. We are hosting after school homework club and enrichment activities this year, as well as implementing the HOUSE SYSTEM, that will support a sense of community for all staff and students. The more students feel connected, the more they will achieve, with our support. Goal 3 includes our HOUSE SYSTEM and SEL focus. GOAL 4 and Goal 5 includes our HOMEWORK CLUB and ENRICHMENT.

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	\$138,906.00

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 (\$)
Title I	\$83,157.00

Subtotal of additional federal funds included for this school: **\$83,157.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
0860	\$5,040.00
OTRM	\$16,137.00
District Funded	\$0.00
Instruction	\$34,572.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: **\$55,749.00**

Total of federal, state, and/or local funds for this school: **\$138,906.00**

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	83157	0.00
OTRM	16137	0.00
0860	5040	0.00
Instruction	34572	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	5,040.00
OTRM	16,137.00
District Funded	0.00
Instruction	34,572.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	83,157.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,000.00
0001-0999: Unrestricted: Locally Defined	47,173.52
1000-1999: Certificated Personnel Salaries	48,712.25
2000-2999: Classified Personnel Salaries	17,780.00
4000-4999: Books And Supplies	23,240.23
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
		0.00
2000-2999: Classified Personnel Salaries		0.00
None Specified		0.00
0000: Unrestricted	0860	2,000.00
0001-0999: Unrestricted: Locally Defined	0860	1,040.00
2000-2999: Classified Personnel Salaries	0860	2,000.00
0001-0999: Unrestricted: Locally Defined	OTRM	357.00
2000-2999: Classified Personnel Salaries	OTRM	15,780.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	Instruction	15,012.11
4000-4999: Books And Supplies	Instruction	19,559.89
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
0001-0999: Unrestricted: Locally Defined	Title I	30,764.41
1000-1999: Certificated Personnel Salaries	Title I	48,712.25
4000-4999: Books And Supplies	Title I	3,680.34

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,918.36
Goal 2	26,509.12
Goal 3	28,352.71
Goal 4	13,125.81
Goal 5	0.00

School Site Council Membership

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 current make-up of the SSC is as follows:

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

Name of Members	Role
Mrs. Lewis-Principal	Principal
Mr. Kretz-President	Parent or Community Member
Mrs. Shamszadeh-Vice President	Parent or Community Member
Jessica Weihe-DAC	Parent or Community Member
Stacey Palmer-PFA	Parent or Community Member
Amy Barker-SEDAC	Parent or Community Member
Mrs. Duarte -DELAC	Parent or Community Member
Mr. Gaynor- Teacher	Classroom Teacher
Mrs.Cavanah-Teacher	Classroom Teacher
Mrs. Rinaman-Classified	Other School Staff

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

Recommendations and Assurances

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:

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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	Other: Parent Faculty Association

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

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

This SPSA was adopted by the SSC at a public meeting on September 9, 2021.

Attested:



Principal, Patty Lewis on September 9, 2021

SSC Chairperson, Mr. Jonathan Kretz on September 9, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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:

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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative - Jess Weihe
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee 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 January 6, 2021.

Attested:



Principal: Patty Lewis on January 6, 2021

SSC Chairperson: Ms. Donatha Kretzler

Signature: Jess Weihe
Jess Weihe (Sep 21, 2021 10:30 PDT)
 Email: mrs.weihe@gmail.com

Signature: Lucelly Duarte
Lucelly Duarte (Sep 21, 2021 11:01 PDT)
 Email: lucellyduarte79@gmail.com

Signature: Cindy Rinaman
 Email: crinaman@conejousd.org

Signature:
 Email: amyturnhambarker@gmail.com

Signature: Stacey Palmer
 Email: staceyfigg@gmail.com

Signature: Patty Lewis
 Email: plewis@conejousd.org

Recommendations and Assurances

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:

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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative Amy Barker
	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 January 6, 2021.

Attested:



Principal Patty Lewis on January 6, 2021

SSC Chairperson: Mr. Jonathan Kratzler

Signature: 
Amy Barker (Sep 23, 2021 14:49 PDT)

Email: amyturnhambarker@gmail.com