

# Maple Creek Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Maple Creek Elementary School
<b>Street</b>	2025 East Teague Avenue
<b>City, State, Zip</b>	Fresno, CA 93720
<b>Phone Number</b>	(559) 327-7300
<b>Principal</b>	Gina Kismet
<b>Email Address</b>	ginakismet@cusd.com
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	10-62117-6112742

## 2022-23 District Contact Information

<b>District Name</b>	Clovis Unified School District
<b>Phone Number</b>	(559) 327-9100
<b>Superintendent</b>	Eimear O'Brien Ed. D.
<b>Email Address</b>	eimearobrien@cusd.com
<b>District Website Address</b>	www.cusd.com

## 2022-23 School Overview

Maple Creek Elementary School has a history of excellence, a commitment to high academic standards, and a thriving school community. Since our school opened in 1995, we have experienced many broad successes in the education and character development of our students. We hold immense pride in the fact that we have established this tradition of excellence coupled with a mindset of constant improvement. Our school motto is "Every day in every way, Huskies get better and better and better" which is the cornerstone to our overall school culture. Our school team is highly skilled in delivering instruction as well as strives to develop long-lasting relationships with our students. Our teachers tirelessly commit to support the learning needs of all of their students with a focus on mastery learning. Our students demonstrate confidence as learners and are motivated to reach their highest potential.

Our entire school team is especially proud of the strong academic growth our students continue to demonstrate. The community takes pride in the fact that Maple Creek has been recognized as a California Distinguished School in 1998, 2006 and 2010. In 2015-16, Maple Creek was recognized as a California Gold Ribbon School. In more recent years, our school has earned the prestigious California Civic Learning Award for the past seven consecutive years, 2018 CSU, Fresno Bonner Character Award and the California PBIS Coalition award for the past 4 consecutive years. The past two years, Maple Creek was recognized as a Platinum school through the California PBIS Coalition.

Our community enthusiastically supports a partnership committed to maintaining our vision of excellence and exemplifies it through our Triangle of Success model, which focuses on the equal partnership between the school, students and the parent community. Together we are dedicated to our school mission: to maintain an effective and efficient educational team of students, parents, educators and community members to direct and facilitate the delivery of exemplary curricular and co-curricular services.

Maple Creek holds many accomplishments with great pride. Our success is possible because of the passion and commitment from our entire school community.

Sincerely,  
Gina Kismet  
Principal

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	72
Grade 2	56
Grade 3	73
Grade 4	69
Grade 5	96
Grade 6	74
<b>Total Enrollment</b>	<b>521</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.0
Asian	15.0
Black or African American	5.6
Filipino	2.7
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.8
White	36.7
English Learners	5.2
Foster Youth	0.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	44.0
Students with Disabilities	8.8

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	90.86	1583.60	87.90	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	2.28	26.70	1.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.60	1.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	106.30	5.90	12115.80	4.41
<b>Unknown</b>	1.50	6.85	66.20	3.68	18854.30	6.86
<b>Total Teaching Positions</b>	21.80	100.00	1801.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 6161.1 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

The Department of Supplemental Services continues to support the school sites with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-12. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

**Year and month in which the data were collected**

October 9, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education Company 2017 A Legacy of Literacy, Houghton Mifflin 2003 California Collections, Houghton Mifflin 2017	Yes	0%
<b>Mathematics</b>	Ready Classroom Mathematics, Curriculum Associates 2019	Yes	0%
<b>Science</b>	Twig Science, Twig Education, Inc. 2020, 2021	Yes	0%
<b>History-Social Science</b>	Discovering Our Past: Ancient Civilizations, Glencoe/McGraw-Hill 2006 Learn and Work, Scott Foresman 2007 Time and Place, Scott Foresman 2007 Reflections, Houghton Mifflin 2007	Yes	0%
<b>Foreign Language</b>		Yes	0%

Health		Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

### School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2020-2021 Williams inspection utilizing the Facilities Inspection Tool (FIT). This will allow CUSD to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2020-2021 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report 9/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	71	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	59	N/A	49	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	315	311	98.73	1.27	70.87
<b>Female</b>	160	158	98.75	1.25	78.34
<b>Male</b>	155	153	98.71	1.29	63.16
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	52	52	100.00	0.00	84.31
<b>Black or African American</b>	14	14	100.00	0.00	57.14
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	101	99	98.02	1.98	67.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	63.16
<b>White</b>	116	116	100.00	0.00	70.43
<b>English Learners</b>	14	13	92.86	7.14	53.85
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	0.78	61.42
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	27	27	100.00	0.00	7.41

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	315	308	97.78	2.22	58.77
<b>Female</b>	160	155	96.88	3.12	57.42
<b>Male</b>	155	153	98.71	1.29	60.13
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	52	51	98.08	1.92	70.59
<b>Black or African American</b>	14	14	100.00	0.00	50.00
<b>Filipino</b>	11	11	100.00	0.00	54.55
<b>Hispanic or Latino</b>	101	99	98.02	1.98	61.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	68.42
<b>White</b>	116	113	97.41	2.59	51.33
<b>English Learners</b>	14	14	100.00	0.00	28.57
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	129	126	97.67	2.33	46.03
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	27	26	96.30	3.70	3.85

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	62.37	NT	42.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	93	93	100	0	62.37
<b>Female</b>	46	46	100	0	58.7
<b>Male</b>	47	47	100	0	65.96
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100	0	62.5
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100	0	65.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	32	100	0	62.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	36	100	0	58.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Maple Creek benefits from a very supportive school community. We strive to provide a multitude of opportunities for our parents and guardians to become involved. Parent committees such as our School Assessment Review Team (SART), School Site Council (SSC), English Learner Advisory Committee (ELAC), Intercultural Diversity Advisory Council (IDAC) and Parent Teacher Club serve a critical role in the success of the school. We encourage parents to get involved in the following forums, activities and volunteer programs:

- Lego Robotics
- Drama
- Library media volunteer
- Crosswalk guard
- Mac & Kids
- Room parent
- Fundraisers
- 

The Parent Teacher Club strives to promote active parent involvement throughout the school year. Parents stay informed of school activities via classroom newsletters, the school website, Parent Connect, Social Media, our weekly Chronicle newsletter, and or CUSD app. Maple Creek programs are enthusiastically supported by our parent community.

Please contact the president of the Parent Teacher Club, Stephanie Walzberg, at (559) 327-7300 for further details on how to offer your time at Maple Creek.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	544	172	31.6
Female	276	269	77	28.6
Male	285	275	95	34.5
American Indian or Alaska Native	0	0	0	0.0
Asian	82	78	16	20.5
Black or African American	31	29	12	41.4
Filipino	17	16	4	25.0
Hispanic or Latino	194	187	65	34.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	32	32	8	25.0
White	202	199	66	33.2
English Learners	37	36	8	22.2
Foster Youth	3	3	3	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	257	247	103	41.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	54	31	57.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.82	2.63	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.17	3.03	0.49	3.91	0.20	3.17
Expulsions	0.00	0.00	0.01	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.03	0.00
Female	0.72	0.00
Male	5.26	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	6.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.13	0.00
White	3.96	0.00
English Learners	2.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

## 2022-23 School Safety Plan

Maple Creek is committed to maintaining a safe school environment. Certificated staff provides supervision before school, after school and during recess. Maple Creek employs seven campus monitors daily—four are scheduled to supervise students during lunch. All visitors and volunteers must check in at the office and wear a visitor badge. On the 2020-21 SART survey, 94% percent of parents agreed or strongly agreed (4% noted do not know/not applicable) that Maple Creek personnel and site safety procedures are in place to maintain a safe and secure school environment for their child. Our school safety plan and Crisis Intervention Plan are reviewed and updated on an annual basis and discussed with staff and community members during the beginning of the school year. We reviewed the safety response plan during our August staff development buyback days, and regularly throughout the year. Our previously updated plan was presented and approved in December 2021. Key elements of the plan include monthly safety drills practiced with students to ensure they have an understanding of all emergency procedures. These include lockdown, school alert, evacuation, fire drill, power outage and earthquake.

Throughout each year, we review safety procedures with staff and run drills with our students. We welcome parent input during SART meetings. We work with Fresno Police Department traffic division as well as CUSD police for additional support during our drop off and pick up.

Each room on our campus has a folder with our school safety plan. Each teacher has a black emergency whistle, an emergency flip chart and a walkie-talkie for communication. This year, our district has put into place Catapult Emergency Communication system which all teachers have been trained on. Additionally, we regularly utilize Catapult during our monthly drills. We use several methods of media for communication with our staff including text messages, emails, telephones and walkie-talkies.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5		
1	35	1	2	1
2	37		3	1
3	40		4	1
4	50			3
5	33		2	1
6	35	1	1	4
Other	8	3		



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6	1	
1	15	1	2	
2	18	1	3	
3	18	2	2	
4	26	3		4
5	21	3	1	2
6	20	4		
Other	8	5		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	23		3	
2	25		2	
3	24		3	
4	27	1	1	2
5	32	1	3	2
6	24	1	4	
Other	8	5		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$4,895.24	\$26.36	\$4,868.88	\$73,649.50
<b>District</b>	N/A	N/A	\$5,734.66	\$73,614
<b>Percent Difference - School Site and District</b>	N/A	N/A	-16.3	0.0
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.1	-14.7

## 2021-22 Types of Services Funded

### “Children Are Our Most Precious Resource”

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child’s education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids!

CUSD is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

## 2021-22 Types of Services Funded

School Site Council (SSC)  
English Learner Advisory Committee (ELAC)  
Parent Advisory Committee (PAC) and School Advisory Committee (SAC)  
District English Learner Advisory Committee (DELAC)  
District Indian Education Parent Advisory Committee (IPAC)  
School and District level School Assessment Review Team (SART)  
Intercultural and Diversity Advisory Council (IDAC)  
Local Control Accountability Plan Public Forums (LCAP)

We encourage all parents and guardians to become involved with their child's education at the classroom level, the school-wide level, as well as the district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA. If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you.

Listed below are several parent committees that assist with categorical programs and funding.

**School Site Council (SSC):** All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

**Parent Advisory Committee (PAC) & School Advisory Committee (SAC):** The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

**English Learner Advisory Committee (ELAC):** All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

**District English Learner Advisory Committee (DELAC):** Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site's ELAC.

**District Indian Education Parent Advisory Committee (IPAC):** The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12.

**Local Control Accountability Plan (LCAP) Forums:** CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

## 2021-22 Types of Services Funded

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

### Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

### Philosophy

All CUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

### Categorical Program Descriptions

1. After School Safety and Education Funds (ASES): This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. Title I, Part A (Improving Academic Achievement): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
4. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs.
5. Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
6. Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send you additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school. Additional information may be found @ <http://www.cusd.com/supplementalservices>.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,984	\$51,081
<b>Mid-Range Teacher Salary</b>	\$68,050	\$77,514
<b>Highest Teacher Salary</b>	\$92,444	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$115,366	\$133,421
<b>Average Principal Salary (Middle)</b>	\$119,341	\$138,594
<b>Average Principal Salary (High)</b>	\$131,031	\$153,392
<b>Superintendent Salary</b>	\$230,000	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Annually, an effective process for staff development is planned and implemented to support staff in their professional growth. Staff development in-services are scheduled prior to the beginning of the school year as well as throughout the year based on input gathered from the staff. Maple Creek staff constantly seeks to improve its teaching practices and strategies, as well as its use of technology through release time for a variety of trainings, grade-level meetings and in-service experiences. Early student dismissal on Wednesdays provides teachers an additional 90 minutes weekly to collaborate and articulate within their grade-level professional learning teams and across grade levels.

Throughout the year, we use one of the early release Wednesdays for professional development. Our goal with professional development is to improve instructional practices to help all students reach and maintain academic proficiency. Over the past few years, professional development has concentrated on the development of a Mastery Learning model, MTSS, Positivity Project, PBIS, professional learning communities, Kagan strategies, Growth Mindset, Cultural proficiency, innovative instruction through technology, reading comprehension and writing instruction, best instructional practices, and use of technology and data to inform instruction. Our teachers at Maple Creek are role models of lifelong learning. Many of our veteran teachers have their master's degrees. All staff members are encouraged to attend professional-development seminars offered in and out of the district, particularly those aligned with our goal of all students meeting and maintaining academic proficiency. Upon attendance and completion of professional development, all teachers are strongly encouraged to share their knowledge of new practices with all staff.

In 2022-23, we will continue to work toward deeper implementation of our professional learning teams. Our professional learning teams (grade-level teams) will continue to center conversations on data. Our grade-level teams regularly review both formative and summative assessment data to identify areas of strength and weakness. After reviewing data, they develop instructional goals and adjust their instruction. We have an identified MTSS (multi-tiered support system) in place to support all students to academic success. Our intervention is targeted and progress monitored every two weeks. Our focus on Writing and Close reading continue this year.

Teachers are supported in several ways, for example: administrative participation in professional learning teams; teacher data meetings; informal walk-through with coaching; and by conversations on data, best instructional practices and research.

The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and cultural relevant understanding.

One hundred mentors and one hundred and thirty-five participating teachers received ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, Visible Learning, multi-tiered systems of support, and culturally relevant instructional practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5		