

School Plan for Student Achievement



MAPLE CREEK **H·U·S·K·I·E·S**

MAPLE CREEK ELEMENTARY

2025 E. Teague
Fresno 93720-3942

7/1/23-6/30/24

Contact:

GINA KISMET

Principal

(559) 327-7300

ginakismet@cusd.com



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 Creek Elementary School	10-62117-6112742	June 1st, 2023	June 14th, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

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.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, Math, English Language Learners, our Chronic Absenteeism rates, and suspension rates. It is our ultimate goal to implement this plan and continue to increase our academic achievement.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	9
Resource Inequities	9
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	21
Overall Performance	23
Academic Performance	24
Academic Engagement	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	41
Goal 4.....	45
Goal 5.....	48
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53

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).

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body LCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

Collectively, these surveys indicated that our community feels that Maple Creek elementary is a school centered around student growth and achievement. Recommendations for future growth included: a continued focus on school safety, examining and expanding social/emotional supports, and continued academic growth.

Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objective
- Frequency of Checking for Understanding
- Differentiated Instruction
- Frequency of Academic Conversation

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, PBIS Tier I, II, and III supports aligned to meet behavior needs in our classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's 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)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Goals within the SPSA have been written to address inequities found within our suspension and chronic absenteeism rates. Within our goals we have added resources and strategies to address these inequities.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC/Mac and Kids
- *SART
- *ELAC
- *SSC
- *Back to school night
- *Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

- Continued focus on ELA and Math performance on the CAASPP assessment
- Focusing PLC discussions on standards and direct instruction best practices with those standards

Resource Inequities

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

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our English Language Learners, Students with Disabilities, African American, and two or more race subgroups. Our analysis illustrated for us that our parents, specifically from these subgroups, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison. More information around these actions can be found in goal 4 of our site plan.

In addition, based on review of quantitative data along with parent and educational partner input and students interviewed, we found a resource inequity exists without program in the area of suspension rates within our African American and Two or More Races student subgroups. Our needs assessment and data analysis revealed that students in these subgroups are suspended more often

than other subgroups and to address this inequity, our site will focus on tier 1 positive behavior supports (Positivity Project), alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in goal 5 of our site plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.18%		0	1
African American	5.2%	5.57%	4.89%	29	29	27
Asian	17.6%	14.97%	14.31%	98	78	79
Filipino	2.5%	2.69%	2.9%	14	14	16
Hispanic/Latino	35.6%	34.93%	33.88%	198	182	187
Pacific Islander	0.2%	0.19%	0.36%	1	1	2
White	35.6%	36.66%	37.14%	198	191	205
Multiple/No Response	3.4%	4.80%	5.43%	19	25	30
Total Enrollment				557	521	552

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	81	82
Grade 1	54	72	85
Grade 2	75	56	84
Grade3	77	73	55
Grade 4	92	69	78
Grade 5	79	96	71
Grade 6	102	74	97
Total Enrollment	557	521	552

Conclusions based on this data:

1. Based on the data provided, student enrollment is on an annual student decline.
2. Maple Creek Elementary is currently made of over 64% by minority student groups.
3. Maple Creek's African American student population has seen an annual increase over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	27	36	5.4%	5.2%	6.5%
Fluent English Proficient (FEP)	35	37	31	6.3%	7.1%	5.6%
Reclassified Fluent English Proficient (RFEP)	0	18		0.0%	3.5%	

Conclusions based on this data:

1. Our EL numbers have remained stable over the last several years.
2. Our English Learner students are showing academic progress and competency above grade level and do not exhibit hindrances in English Language Development. With more of an emphasis ELD standards within each classroom we have seen a dramatic increase of English Learner students reclassified as English Proficient.
3. We saw an increase in reclassification rates last year

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	71		0	71		0	71		0.0	100.0	
Grade 4	93	67		0	65		0	65		0.0	97.0	
Grade 5	80	93		0	93		0	93		0.0	100.0	
Grade 6	103	76		0	74		0	72		0.0	97.4	
All Grades	355	307		0	303		0	301		0.0	98.7	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2480.			47.89			30.99			12.68			8.45	
Grade 4		2508.			43.08			24.62			23.08			9.23	
Grade 5		2562.			38.71			39.78			11.83			9.68	
Grade 6		2560.			30.56			31.94			20.83			16.67	
All Grades	N/A	N/A	N/A		39.87			32.56			16.61			10.96	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.80			56.34			9.86	
Grade 4		29.23			64.62			6.15	
Grade 5		32.26			61.29			6.45	
Grade 6		29.17			52.78			18.06	
All Grades		31.23			58.80			9.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.03			54.93			7.04	
Grade 4		29.23			56.92			13.85	
Grade 5		43.01			49.46			7.53	
Grade 6		22.54			60.56			16.90	
All Grades		34.00			55.00			11.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94			71.83			4.23	
Grade 4		13.85			80.00			6.15	
Grade 5		18.28			75.27			6.45	
Grade 6		25.00			68.06			6.94	
All Grades		20.27			73.75			5.98	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94			69.01			7.04	
Grade 4		27.69			63.08			9.23	
Grade 5		34.41			56.99			8.60	
Grade 6		36.11			52.78			11.11	
All Grades		30.90			60.13			8.97	

Conclusions based on this data:

- Overall, Maple Creek had Student 72.43% of students (grades 3-6) test at grade level or above grade level standard in 2021-2022 CAASP assessments. This is a decrease of approximately 8% from the 2018-2019 school year (the last year with comparable CAASPP data).
- The percentage of students performing above standard significantly decreased from the 2018-2019 school year to the 2021-2022 school year. This overall decrease was reflective in each domain. This decrease is partially due to the ongoing effects of the COVID-19 pandemic.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	71		0	70		0	70		0.0	98.6	
Grade 4	93	67		0	65		0	65		0.0	97.0	
Grade 5	80	93		0	93		0	93		0.0	100.0	
Grade 6	103	76		0	73		0	73		0.0	96.1	
All Grades	355	307		0	301		0	301		0.0	98.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2487.			42.86			27.14			24.29			5.71	
Grade 4		2518.			43.08			21.54			20.00			15.38	
Grade 5		2544.			32.26			26.88			27.96			12.90	
Grade 6		2546.			21.92			26.03			30.14			21.92	
All Grades	N/A	N/A	N/A		34.55			25.58			25.91			13.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.43			42.86			5.71	
Grade 4		55.38			27.69			16.92	
Grade 5		35.48			50.54			13.98	
Grade 6		23.29			50.68			26.03	
All Grades		40.53			43.85			15.61	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.00			48.57			11.43	
Grade 4		33.85			49.23			16.92	
Grade 5		29.03			54.84			16.13	
Grade 6		23.29			50.68			26.03	
All Grades		31.23			51.16			17.61	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.14			44.29			8.57	
Grade 4		46.15			36.92			16.92	
Grade 5		21.51			70.97			7.53	
Grade 6		17.81			71.23			10.96	
All Grades		31.89			57.48			10.63	

Conclusions based on this data:

- Overall, Maple Creek students (grade 3-6) tested at 70% showing at or above grade level standard which is a decrease from the 2018/2019 school year (the last year with comparable CAASPP data). These scores are partially due to the effects of the COVID-19 pandemic.
- Third grade was the only grade level which showed a year-over-year increase in students exceeding standard. 6th grade had the largest drop year-over-year indicating the need for focus on and reexamination of our math instruction and supports in that grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	4	7
Grade 1	*	*	*	*	*	*	5	*
Grade 2	*	*	*	*	*	*	4	4
Grade 3	*	*	*	*	*	*	6	*
Grade 4	*	*	*	*	*	*	9	4
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	*
All Grades							33	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	37.04	39.39	29.63	21.21	25.93	9.09	7.41	33	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	51.52	40.74	18.18	22.22	21.21	22.22	9.09	14.81	33	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	15.15	11.11	39.39	55.56	33.33	29.63	12.12	3.70	33	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	48.48	48.15	45.45	33.33	6.06	18.52	33	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	48.48	48.15	33.33	33.33	18.18	18.52	33	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	33.33	18.52	51.52	74.07	15.15	7.41	33	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	12.12	33.33	75.76	55.56	12.12	11.11	33	27

Conclusions based on this data:

1. Our English Learner's are well prepared for the California State English Language Proficiency test.
2. We saw an increase in the number of students in the level 4 band.
3. Our students are showing exceptional growth in overall language development, oral skills, reading and writing.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	44.0	5.2	0.6
Total Number of Students enrolled in Maple Creek Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.2
Foster Youth	3	0.6
Socioeconomically Disadvantaged	229	44.0
Students with Disabilities	46	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	5.6
American Indian		
Asian	78	15.0
Filipino	14	2.7
Hispanic	182	34.9
Two or More Races	25	4.8
Pacific Islander	1	0.2
White	191	36.7

Conclusions based on this data:

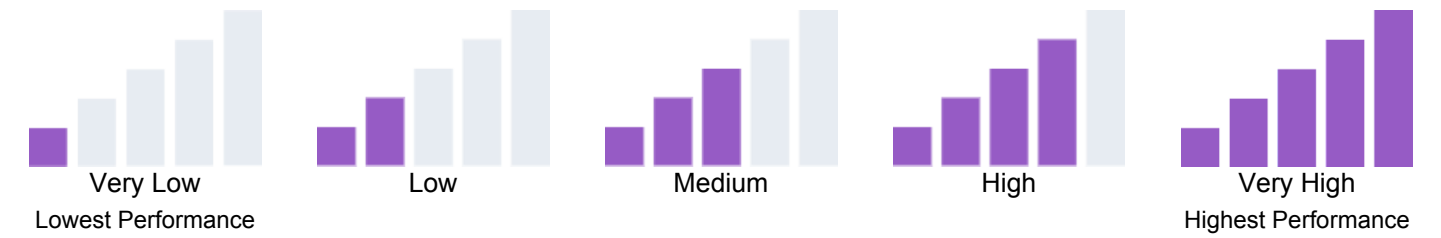
1. Maple Creek elementary is a diverse campus with our Hispanic and White populations being nearly equal to each other.
2. The diversity on the Maple Creek campus allows for unique opportunities for students to be exposed to a wide range of cultures and backgrounds, which enriches their educational experiences.
3. Our SWD subgroup is nearly 9%

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>High</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

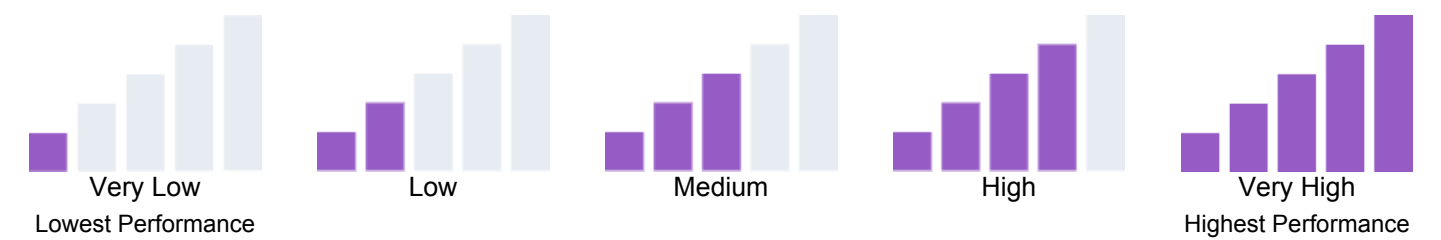
- Our overall performance in Math and English Language arts was high or very high, showing that our students are well prepared for the annual CAASPP/SBAC assessment.
- Our chronic absenteeism rate is considered very high by the state. This shows that we need to focus on attendance interventions in the next school year.
- Our overall suspension rate is at the medium level. Ideally we would like to see this in the low rating.

School and Student Performance Data

Academic Performance English Language Arts

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

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



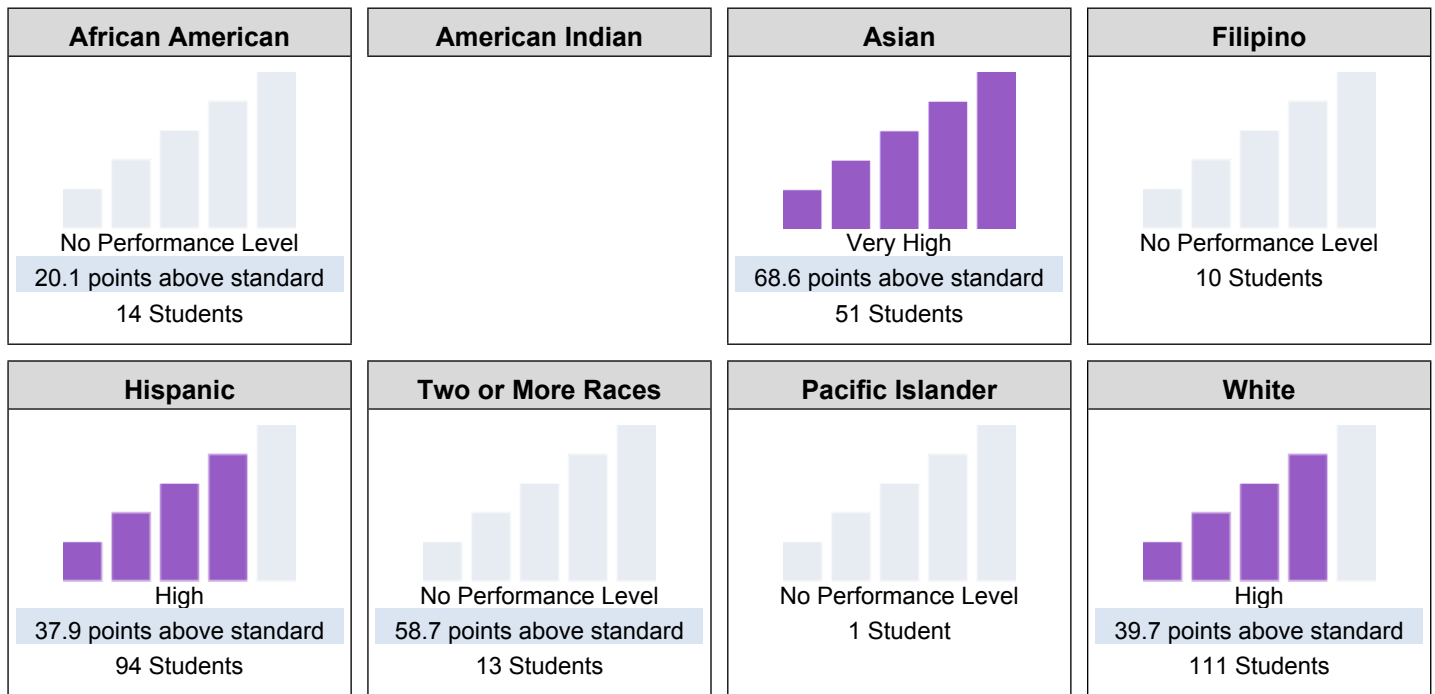
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	3	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students <p>Very High 45.5 points above standard 294 Students</p></div>	<div>English Learners <p>No Performance Level 37.7 points above standard 29 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged <p>High 22.3 points above standard 123 Students</p></div>	<div>Students with Disabilities <p>No Performance Level 66.4 points below standard 26 Students</p></div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3.5 points below standard 13 Students	71.3 points above standard 16 Students	43.5 points above standard 255 Students

Conclusions based on this data:

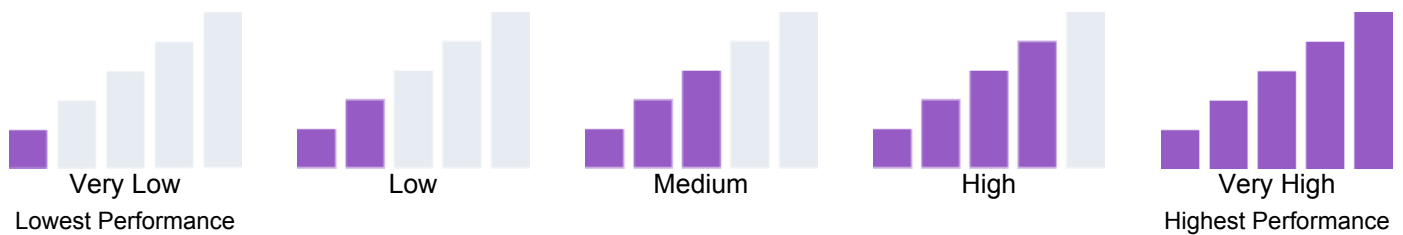
1. Our overall ELA status indicator fell in the very high range.
2. Our students with disabilities performed significantly below their general education peers, showing that there needs to be continued focus on ELA instruction with this subgroup.
3. Our equity report in English language arts shows high levels of equity across all subgroups which is a positive sign about our students overall performance.

School and Student Performance Data

Academic Performance Mathematics

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

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



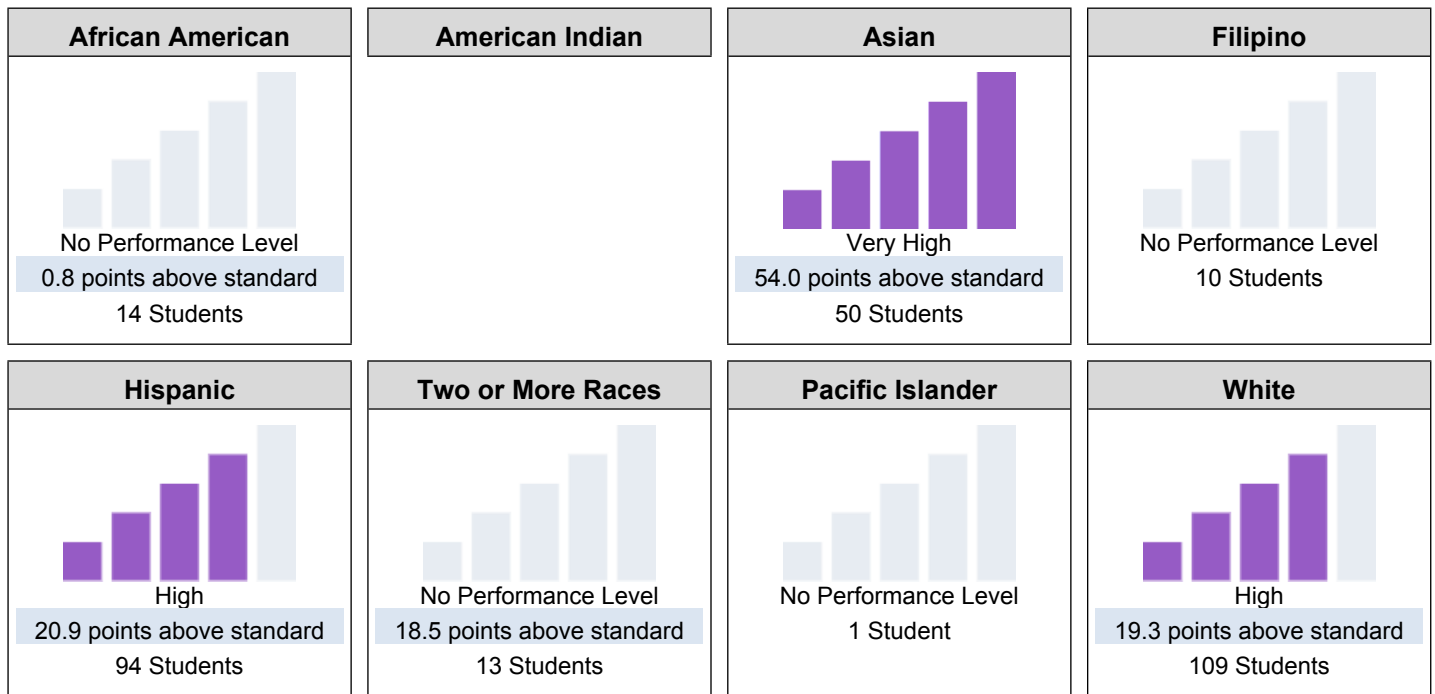
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>24.8 points above standard</p> <p>291 Students</p>	<p>No Performance Level</p> <p>12.7 points above standard</p> <p>29 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Medium</p> <p>1.3 points below standard</p> <p>121 Students</p>	<p>No Performance Level</p> <p>85.4 points below standard</p> <p>25 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
20.6 points below standard 13 Students	39.8 points above standard 16 Students	23.2 points above standard 252 Students

Conclusions based on this data:

1. Our overall math indicator fell in the high range for all students.
2. There was a wider range in student performance in math than in ELA, reinforcing the need to focus on mathematics instruction for the 2022/2023 school year.
3. Our students with disabilities and socio-economically disadvantaged students both performed well below their general education peers in math, showing a greater performance gap than in ELA.

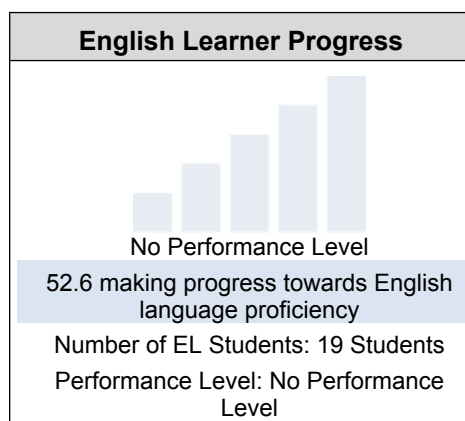
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.1%	26.3%	0.0%	52.6%

Conclusions based on this data:

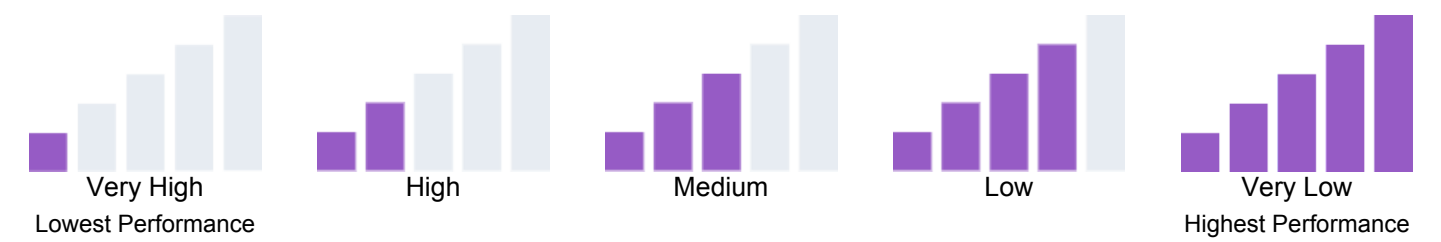
1. Due to having less than 30 EL students, there is no state status indicator for EL progress.
2. Overall, 52.6% of EL students made progress in their English language development, with the majority of students who didn't progress maintaining performance levels year over year.
3. Four students decreased by one level showing a need for more focused EL instruction across all grade levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



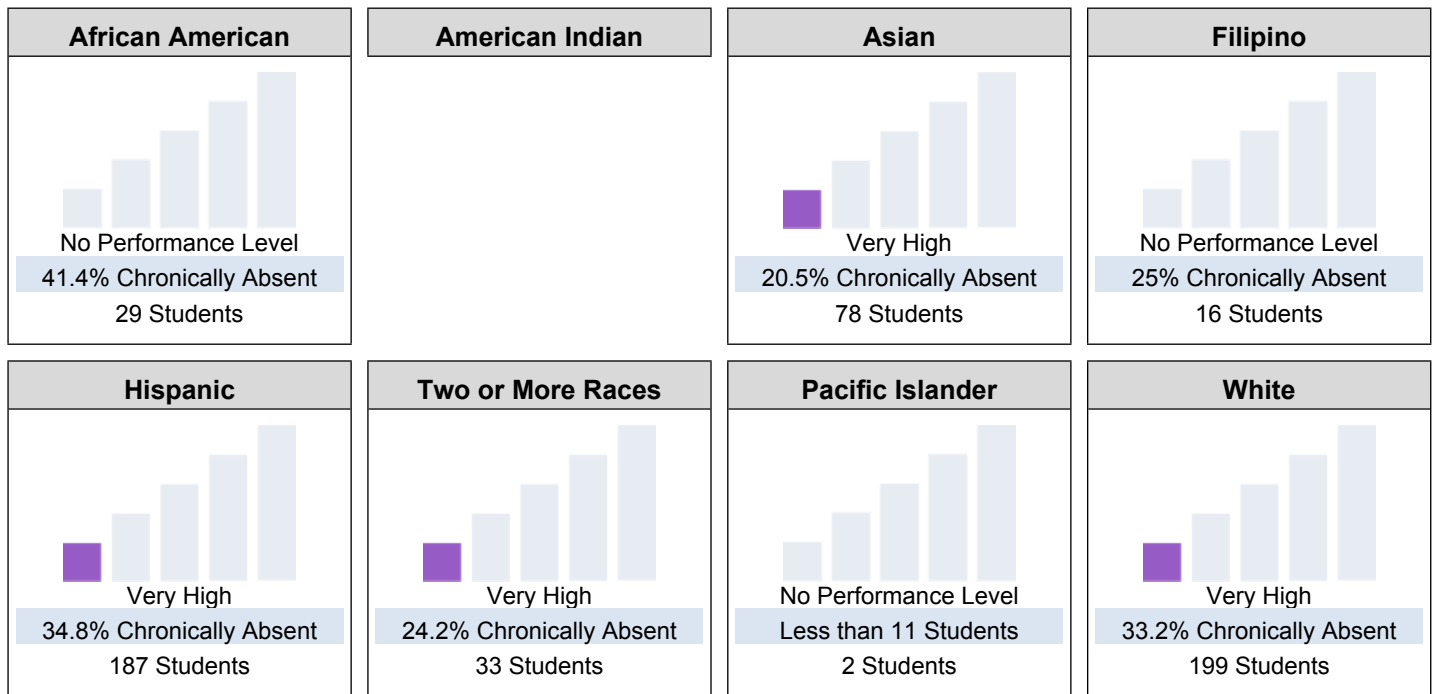
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group				
All Students	English Learners	Foster Youth		
<p>Very High</p> <p>31.6% Chronically Absent</p> <p>544 Students</p>	<p>Very High</p> <p>22.2% Chronically Absent</p> <p>36 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
	<p>Very High</p> <p>41.7% Chronically Absent</p> <p>247 Students</p>	<p>Very High</p> <p>57.4% Chronically Absent</p> <p>54 Students</p>		

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

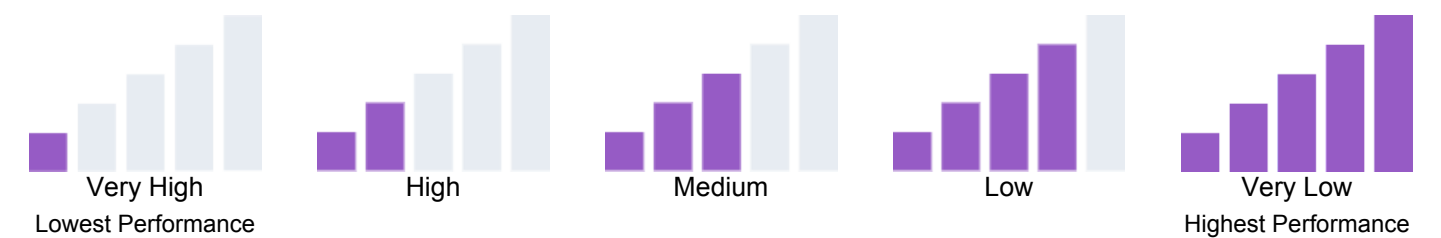
1. Our chronic absentee rate was considered very high in all measured subgroups.
2. Our highest absentee rates were in our SWD subgroup.
3. COVID-19 may have been a contributing factor to this absence rate as students were required to quarantine if showing symptoms and/or positive.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



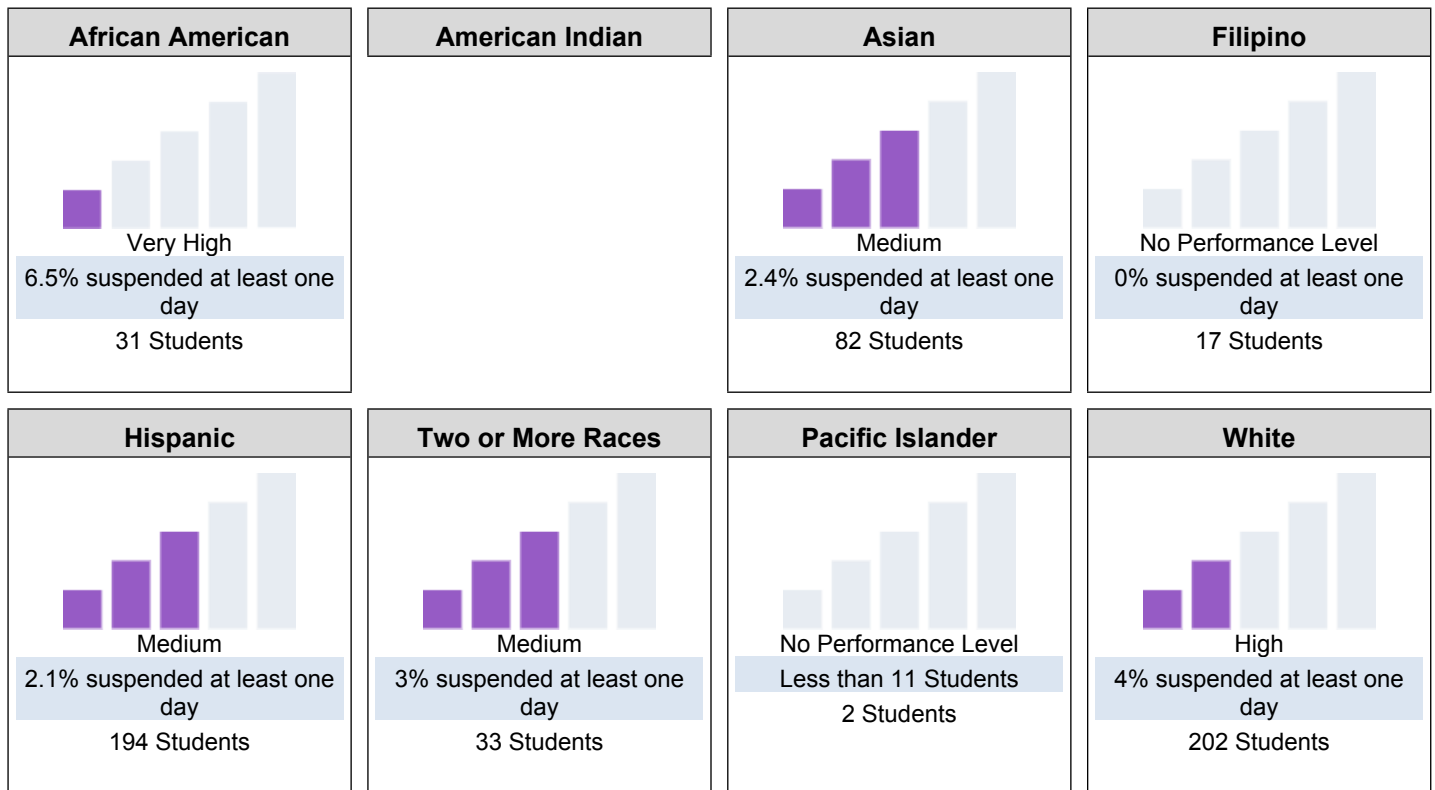
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
2	2	4	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students <p>Medium</p><p>3% suspended at least one day</p><p>561 Students</p></div>	<div>English Learners <p>Medium</p><p>2.7% suspended at least one day</p><p>37 Students</p></div>	<div>Foster Youth <p>No Performance Level</p><p>Less than 11 Students</p><p>3 Students</p></div>
<div>Homeless <p>No Performance Level</p><p>Less than 11 Students</p><p>3 Students</p></div>	<div>Socioeconomically Disadvantaged <p>High</p><p>3.9% suspended at least one day</p><p>257 Students</p></div>	<div>Students with Disabilities <p>Very High</p><p>7.1% suspended at least one day</p><p>56 Students</p></div>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our overall suspension rate was medium or higher in all subgroups, with African American students and students with disabilities having the higher suspension rates.
2. The suspension rate for students with disabilities continues to be an area of concern, suggesting that we need to take a closer look at our classroom and behavioral supports to ensure those students unique needs are being met.
3. Our lowest suspension rates occurred in our Hispanic subgroup

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

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Maple Creek Elementary will increase the number of students meeting the achievement standard by 5% or higher (76.8% or greater) in their CAASPP state assessment at the end of the 2022-2023 school year. All students performing below grade level will receive targeted instruction to help raise their proficiency to grade-level standards.

Identified Need

Continued growth in English Language Arts for all students including significant subgroups ((English Learners, Students with Disabilities and Socioeconomic Disadvantaged) as measured on the local district assessment (iReady reading diagnostic).

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments gr. 1-6 (Fall, Winter, and Spring)
2. Benchmark assessments for EL students
3. District Performance Tasks
4. Common grade-level assessments
5. District iCAL(ELA assessment)
6. Annual ELPAC scores for EL students
7. Accelerated Reader assessments
8. K-1 District made assessments
9. State English Language Arts CAASSP scores
9. CLASSI I, II, & III
10. Reclassification Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
76.8% or more of students in grades 3-6 will achieve mastery in ELA as measured by the 2023 CAASPP state assessment. Meeting (level 3) or exceeding standard (level 4) is considered mastery.	Overall Score	Increase of 5% or more from 2021/2022 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Maple Creek students in grades K-6, this emphasis on those students who are identified as below grade level on state, district, and/or classroom assessments in ELA.

Strategy/Activity

Strategies
Interventions
Maple Creek Elementary strives to have all students achieve mastery at their specific grade levels. We will monitor all groups, specifically the subgroups, to ensure all students make adequate growth. Specific ELA strategies will include collaborative curriculum in the classroom, small group differentiated instruction, after school interventions, push-in classroom interventions, summer school intervention, ELD/SDAIE designed for EL students, and the utilization of supplementary materials within the textbook adoptions all with technology integration.
Actions: Intervention
Tasks
Task 1 - Staff Development - Teachers are given substitutes to allow for collaborative planning time and review student achievement. They attend in-services, workshops or conferences, school-site meetings, and observe other classrooms. They also participate in training workshops related to the development of rigorous standards-based lessons.
Task 2- Push-In and Extended Day teachers provide instructional services to students below grade level, Title VI Indian Education students, Immigrant students, and socio-economically disadvantaged students.
Task 3- Technology Equipment - software, licenses, computers, iPads, LCD Projectors, document cameras, printers, switches, cables, access points, and monitors.
Task 4- Classroom Teachers identify students and analyze data for differentiated instruction and intervention purposes through the TGLE and PLC process.
Task 5- Purchase additional supplemental instructional materials to support CCCS and after-school intervention instruction (Benchmark)
Task 6- Professional Development and Implementation of Positive Behavioral Interventions and Supports- Teachers developed expectations for school behaviors aligned to increasing learning. These behaviors are focused on being responsible, actively learning, respecting all, and keeping safe. The staff collaboratively defined their goals, and consistently teach and reinforce the desired behaviors. The students are more available to learn when the expectations are clear and supported.

Measures

- *Students attendance at after school intervention programs
- *Intervention programs pre and post-assessments
- *iReady reading diagnostics (fall, winter, and spring)
- *ELD Assessments, unit assessments, iCAL, DRA 2, K-1 district assessments
- *Detailed lesson plans for intervention instruction
- *Budget alignment
- *Employee requisitions
- *Employee evaluations
- *Student achievement and progress
- *CLASS I, II, & III
- *ELPAC Summative Assessment
- *EL Reclassification rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
4072.29	LCAP Supplemental 1000-1999: Certificated Personnel Salaries
3377.44	LCAP Supplemental Technology, books, supplies
4,000	LCAP Supplemental Software license's, district Scanback, etc
1422.02	LCAP Intervention Teacher salaries (hourly/stipends)
559.80	LCAP Intervention Technology, books supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The following are supports that help Maple Creek Elementary to attain the goals for all students academic success in

ELA

- *K-6th Intervention programs

- *Push-in program (Across grade levels)

- *Professional Development

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

There has not been any major differences between the intended implementation and budgeted expenditures year to date.

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.

- *Grade level teachers continue to adjust their teaching style to meet the learning style of each individual student.

- *Grades 3-6th continue to give students access to the IAB's on the state assessment for practice.

- *To continue to create a curriculum that measures student achievement and expectations at various times in the school year.

- *PLC discussions centered around student expectations

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 math proficiency

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Maple Creek Elementary will increase the number of students meeting the achievement standard by 5% or higher (65.8% or greater) in their CAASPP state assessment at the end of the 2022-2023 school year. All students performing below grade level will receive targeted instruction to help raise their proficiency to grade-level standards.

Identified Need

Continued growth in Mathematics as measured on the local district assessment (iReady diagnostic).

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments gr. 1-6 (Fall, Winter and Spring)
2. District Performance Tasks
3. Common grade-level assessments
4. District iCAM
5. K-1 District made assessments
6. State math CAASSP scores
6. CLASS I, II, & III

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
65.8% or more of students in grades 3-6 will achieve mastery in Mathematics as measured by the 2023 CAASPP state assessment. Meeting (level 3) or exceeding standard (level 4) is considered mastery.	Overall Score	Increase of 5% or greater from the 2021/2022 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Maple Creek students in grades K-6, this emphasis on those students who are identified as below grade level on state, district, and/or classroom assessments in Math.

Strategy/Activity

Strategies Intervention

Maple Creek Elementary strives to have all students achieve mastery at their specific grade levels. We will monitor all groups, specifically the subgroups, to ensure all students make adequate growth. Specific strategies will include small group differentiated instruction, after-school interventions, push-in classroom teachers, summer school intervention, and the utilization of supplementary materials within the textbook adoptions all with technology integration.

Actions: Intervention

Tasks:

Task 1- Staff Development - Teachers are given substitutes to allow for collaborative planning time and review student achievement. They attend in-services, workshops or conferences, school-site meetings, and observe other classrooms. They also participate in training workshops related to the implementation and instruction of the CCSS.

Task 2- Technology Equipment - software, licenses, computers, LCD Projectors, document cameras, printers, cables, access points, and monitors.

Task 3- Classroom Teachers identify students and analyze data for differentiated instruction and intervention purposes through the TGLE and PLC process.

Task 4- Purchase additional supplemental instructional materials to support CCCS and intervention instruction.

Task 5- Utilize expert resources to develop a deeper understanding of mathematics conceptual development and best instructional practices.

Task 6- Professional Development and Implementation of Positive Behavioral Interventions and Supports- Teachers developed expectations for school behaviors aligned to increasing learning. These behaviors are focused on being responsible, actively learning, respecting all, and keeping safe. The staff collaboratively defined their goals, and consistently teach and reinforce the desired behaviors. The students are more available to learn when the expectations are clear and supported.

Measures

- *Student attendance
- *Unit assessments and iCam assessments
- *iReady diagnostic assessments
- *Teacher made assessments
- *Student achievement and progress
- *CAASSP - Mathematics

*CUSD Kindergarten, Grade 1, and 2 Math Assessments
 *Formal Teacher Observations
 *Walk-Through(s)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5,000	LCAP Supplemental salaries/timesheets
6113.17	LCAP Supplemental 4000-4999: Books And Supplies Technology, books, supplies
3108.50	LCAP Supplemental Software license's, district Scanback, supplies, etc
8927.71	LCAP Intervention 1000-1999: Certificated Personnel Salaries Salaries (hourly/stipends)
622.00	LCAP Intervention Technology, books supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The following are supports that help Maple Creek Elementary to attain the goals for students academic success in

Math

*K-6th Intervention programs

*Push-in program (Across grade levels)

*Professional Development

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

Maple Creek Elementary school implemented all budgetary items to the fullest of our ability, this includes push in teacher intervention (for combo classes). Therefore, there were not any major differences between the plans and implementation.

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.

*Grade level teachers continue to adjust their teaching style to meet the learning style of each individual student.

*Grades 3-6th continue to give students access to the IABs on the state assessment for practice.

*To continue to create a curriculum that measures student achievement and expectations at various times in the school year.

*PLC discussions centered around student expectations

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 performance of EL students

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

Maple Creek Elementary will increase the number of English Language Learners meeting the achievement standard by 5% or higher (79.3% or greater) in their CAASPP state assessment at the end of the 2022-2023 school year. All English Language Learners performing below grade level will receive targeted instruction to help raise their proficiency to grade-level standards.

Identified Need

Continued growth in English Language Arts for all students including significant subgroups ((English Learners, Students with Disabilities and Socioeconomic Disadvantaged) as measured on the local district assessment (iReady reading diagnostic).

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments gr. 1-6 (Fall, Winter, and Spring)
2. Benchmark assessments for EL students
3. District Performance Tasks
4. Common grade-level assessments
5. District iCAL(ELA assessment)
6. Annual ELPAC scores for EL students
7. Accelerated Reader assessments
8. K-1 District made assessments
9. State English Language Arts CAASSP scores
9. CLASSI I, II, & III
10. Reclassification Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
79.3% or more of English Language Learners in grades 3-6 will achieve mastery in ELA as measured by the 2023 CAASPP state assessment. Meeting (level 3) or exceeding standard (level 4) is considered mastery.	Overall score	Increase of 5% or more from the 2021/2022 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learners grades 3-6, this emphasis on those students who are identified as below grade level on state, district, and/or classroom assessments in ELA.

Strategy/Activity

Strategies
Interventions
Maple Creek Elementary strives to have all students achieve mastery at their specific grade levels. We will monitor all groups, specifically the subgroups, to ensure all students make adequate growth. Specific ELA strategies will include collaborative curriculum in the classroom, small group differentiated instruction, after school interventions, push-in classroom interventions, summer school intervention, ELD/SDAIE designed for EL students, and the utilization of supplementary materials within the textbook adoptions all with technology integration.
Actions:
Intervention
Tasks
Task 1 - Staff Development - Teachers are given substitutes to allow for collaborative planning time and review student achievement. They attend in-services, workshops or conferences, school-site meetings, and observe other classrooms. They also participate in training workshops related to the development of rigorous standards-based lessons.
Task 2- Push-In and Extended Day teachers provide instructional services to students below grade level, Title VI Indian Education students, Immigrant students, and socio-economically disadvantaged students.
Task 3- Technology Equipment - software, licenses, computers, iPads, LCD Projectors, document cameras, printers, switches, cables, access points, and monitors.
Task 4- Classroom Teachers identify students and analyze data for differentiated instruction and intervention purposes through the TGLE and PLC process.
Task 5- Purchase additional supplemental instructional materials to support CCCS and after-school intervention instruction (Benchmark)
Task 6- Professional Development and Implementation of Positive Behavioral Interventions and Supports- Teachers developed expectations for school behaviors aligned to increasing learning. These behaviors are focused on being responsible, actively learning, respecting all, and keeping safe. The staff collaboratively defined their goals, and consistently teach and reinforce the desired behaviors. The students are more available to learn when the expectations are clear and supported.

Measures

- *Students attendance at after school intervention programs
- *Intervention programs pre and post-assessments
- *iReady reading diagnostics (fall, winter, and spring)
- *ELD Assessments, unit assessments, iCAL, DRA 2, K-1 district assessments
- *Detailed lesson plans for intervention instruction
- *Budget alignment
- *Employee requisitions
- *Employee evaluations
- *Student achievement and progress
- *CLASS I, II, & III
- *ELPAC Summative Assessment
- *EL Reclassification rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
300.00	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Teacher salaries (hourly and stipends)
1789.75	LCAP Supplemental 4000-4999: Books And Supplies Technology, books, and supplies
310.85	LCAP Supplemental 5000-5999: Services And Other Operating Expenditures Software licenses, district scanback, etc
62.20	LCAP Intervention Technology, books, and supplies
4068.18	Title III English Learner Interventions (english learner support)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The following are supports that help Maple Creek Elementary to attain the goals for our English Language Learners in the area of ELA

- *K-6th Intervention programs
- *Push-in program (Across grade levels)
- *Professional Development

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

There has not been any major differences between the intended implementation and budgeted expenditures year to date.

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.

- *Grade level teachers continue to adjust their teaching style to meet the learning style of each individual student.
- *Grades 3-6th continue to give students access to the IAB's on the state assessment for practice.
- *To continue to create a curriculum that measures student achievement and expectations at various times in the school year.
- *PLC discussions centered around student expectations

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

Chronic Absenteeism

LEA/LCAP Goal

Maximize achievement for all students

Goal 4

Maple Creek Elementary will decrease the number of students who are chronically absent across our campus, including our English Language Learners, Students with Disabilities, African American students, and students with two or more races subgroups, by 5% or more (26.6%).

Identified Need

Due to COVID 19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our English Language Learners, Students with Disabilities, African American students, and students with two or more races subgroups had high percentages of students who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 31.6% of our students were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 22.2% of our English Language Learners were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of English Language Learners who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 57.4% of our students with disabilities were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of Students with Disabilities who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 41.4% of our African American students were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of our African American students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 24.2% of our students with two or more races were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of our students with two or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		more races who are chronically absent by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including our English Language Learners, Students with Disabilities, African American students, and students with two or more races subgroups.

Strategy/Activity

*Appropriate staff will be trained on pulling and analyzing absentee data.

*Data will then be utilized to provide appropriate tiered interventions to improve attendance rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase communication and awareness to families

Strategy/Activity

We will send out proactive communication to families that provide information, including translation of attendance concerns to home languages, including the importance of attendance, the repercussions of lack of attendance, and supports available to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal will be implemented in the 23-24 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.

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.

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

Suspensions

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 5

Maple Creek Elementary will decrease the number of students who are suspended across our campus, including in our African American and Two or More Races student subgroups, by 2% or more (4.5% or less).

Identified Need

In looking at our overall student suspension data versus our subgroup data, it is evident that our African American (AA) and two or more races student subgroups represent a higher percentage of suspensions than other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension Rates	In 21-22, 6.5% of our African American student subgroup were suspended for at least one day.	In 22-23, we expect there to be a decline of students in our AA subgroup who are suspended for one or more days by 2%.
California Data Dashboard Suspension Rates	In 21-22, 3% of our two or more race student subgroups were suspended for at least one day.	In 22-23, we expect there to be a decline of students in our two or more races subgroup who are suspended for one or more days by 1%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including our African American (AA) and two or more races subgroups.

Strategy/Activity

The district will continue to provide PD around SEL (Positivity Project, Second Step, etc.) supports which staff members will attend to increase supports for students on our campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Maintain/Increase student engagement opportunities

Strategy/Activity

We will maintain student engagement opportunities including co-curricular activities, clubs, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for the 23-24 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.

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.

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	\$4,068.18
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,733.91

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$28,072.00
Title III English Learner	\$4,068.18

Subtotal of state or local funds included for this school: \$43,733.91

Total of federal, state, and/or local funds for this school: \$43,733.91

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
LCAP Supplemental	\$28,072.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title III English Learner	\$4,068.18	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	28,072.00
Title III English Learner	4,068.18

Expenditures by Budget Reference

Budget Reference	Amount
	22,220.14
1000-1999: Certificated Personnel Salaries	13,300.00
4000-4999: Books And Supplies	7,902.92
5000-5999: Services And Other Operating Expenditures	310.85

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	2,666.02
1000-1999: Certificated Personnel Salaries	LCAP Intervention	8,927.71
	LCAP Supplemental	15,485.94

1000-1999: Certificated Personnel Salaries	LCAP Supplemental	4,372.29
4000-4999: Books And Supplies	LCAP Supplemental	7,902.92
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	310.85
	Title III English Learner	4,068.18

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,431.55
Goal 2	23,771.38
Goal 3	6,530.98
Goal 4	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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gina Kismet	Principal
Gia Jager	Classroom Teacher
Holly Cline	Classroom Teacher
Ross Rice	Classroom Teacher
Linda Gabriel	Parent or Community Member
Elizabeth Martinez	Parent or Community Member
Tommy Lu	Parent or Community Member
Inder Boparai	Parent or Community Member
Manuk Vardanyan	Parent or Community Member
James DiSanto	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

English Learner Advisory Committee

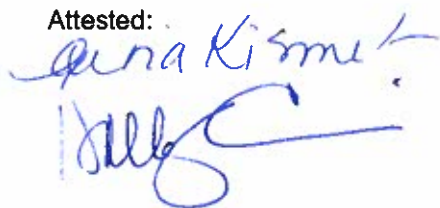
Other: School Site Counsel

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 06/01/2023.

Attested:



Principal, Gina Kismet on 06/01/2023

SSC Chairperson, Holly Cline on 06/01/2023