

Maple Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

| | | | |
|-----------------|---|------------------------------|---------------|
| Address: | 244 East Valencia Drive Fullerton, CA , 92832- 2440 | Principal: | Anthony Abney |
| Phone: | (714) 447-7590 | Grade Span: | K-6 |

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 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.

About This School

Anthony Abney

📍 Principal, Maple Elementary

About Our School



Having rich traditions dating back to 1924, Maple School is the oldest schoolhouse in the Fullerton School District, located in the southeast corner of the city of Fullerton in the County of Orange. The enrollment for the 2022-2023 school year is 355. Maple School serves students in Grades PK-6, and is one of 21 schools in the Fullerton School District. Ninety-two percent (89%) of our students are Hispanic/Latino, 4% are White, 2% are Black/African-American, 2% are Asian, and 3% are Two or More Races. Eighty-six percent (86%) of Maple students qualify for Free-or-Reduced Lunch. The education program at Maple includes 11 regular classroom teachers, a Music Teacher, a Resource Specialist, a Speech and Language teacher, 3 RTI Intervention Teachers, and a Physical Education Teacher. We also staff a part-time School Psychologist and 1.5 counselors. All certificated staff are NCLB qualified, the majority have master's degrees or higher, with supplemental credentials in mathematics, reading, and/or educational technology. State Preschool and Transitional Kindergarten are also offered at Maple.

In the 1960's, Maple School closed for more than 2 decades as a result of mandatory integration, and students were bused to neighboring schools away from their neighbors and friends. After long debates and intense community pressure, Maple School was modernized and reopened in stages, beginning in 2000, to once again represent the hardworking and proud community surrounding the school. This very special community, which fosters intergenerational and community partnerships, was named a Title 1 Academic Achieving School in 2011.

As an environmental science and experiential learning school, Maple prioritizes hands-on, inquiry-based activities through project-based learning. Maple Elementary prepares students to meet the rigor of the Common Core and Next Generation Science State Standards (NGSS) by actively engaging

our students through project-based learning and 24-hour access to their iPads through our VIP Plus Program. . Currently, all students at Maple have their own iPad issued to them at the beginning of the school year, and all students Grades TK-6 take them home each night. Students at Maple receive personalized instruction, designed to meet their specific needs, in all areas through our Balanced Literacy Program (Reading and Writing Workshop), Cognitively Guided Instruction (CGI), and our implementation of the Next Generation Science Standards.

In addition to the complex intervention scaffolds we personalize for student success, Maple School hosts the only chapter of the National Elementary Honor Society in the Fullerton School District.

Contact

Maple Elementary
244 East Valencia Drive
Fullerton, CA 92832-2440

Phone: [\(714\) 447-7590](tel:7144477590)

Email: anthony_abney@myfsd.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

| | |
|-----------------------|--|
| District Name | Fullerton Elementary |
| Phone Number | 714-447-7400 |
| Superintendent | Pletka, Bob |
| Email Address | bob_pletka@myfsd.org |
| Website | www.fullertonsd.org/maple |

School Contact Information (School Year 2022–23)

| | |
|--|--|
| School Name | Maple Elementary |
| Street | 244 East Valencia Drive |
| City, State, Zip | Fullerton, CA , 92832-2440 |
| Phone Number | (714) 447-7590 |
| Principal | Anthony Abney |
| Email Address | anthony_abney@myfsd.org |
| Website | www.fullertonsd.org/maple |
| County-District-School (CDS) Code | 30665066113617 |

Last updated: 1/21/23

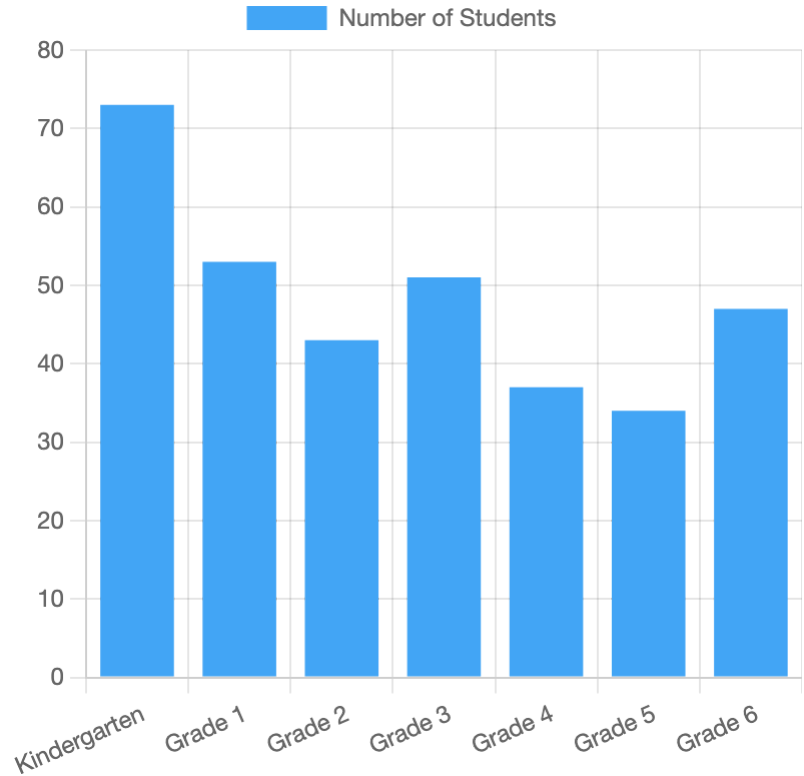
School Description and Mission Statement (School Year 2022–23)

Maple's vision is to provide a curiosity-driven, impactful education to our students through project-based learning, advocacy, environmental science, and immersive experiences. #theMapleExperience

Last updated: 1/27/23

Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 53 |
| Grade 2 | 43 |
| Grade 3 | 51 |
| Grade 4 | 37 |
| Grade 5 | 34 |
| Grade 6 | 47 |
| Total Enrollment | 338 |



Last updated: 1/21/23

Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Female | 48.20% |
| Male | 51.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 1.20% |
| Black or African American | 1.80% |
| Filipino | 0.60% |
| Hispanic or Latino | 89.30% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 3.30% |
| White | 3.80% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|------------------------------------|
| English Learners | 35.50% |
| Foster Youth | 0.00% |
| Homeless | 5.90% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 92.30% |
| Students with Disabilities | 10.70% |

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

Teacher Preparation and Placement (School Year 2019–20)

| 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) | 13.70 | 100.00% | 464.40 | 92.23% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 1.00 | 0.20% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 2.10 | 0.42% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 2.40 | 0.49% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 33.40 | 6.65% | 18854.30 | 6.86% |
| Total Teaching Positions | 13.70 | 100.00% | 503.60 | 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.

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2020–21)

| 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) | 13.60 | 93.17% | 444.20 | 89.46% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 2.10 | 0.43% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 0.80 | 0.16% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 1.00 | 6.83% | 49.30 | 9.94% | 15831.90 | 5.67% |
| Total Teaching Positions | 14.60 | 100.00% | 496.60 | 100.00% | 279044.80 | 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.

Last updated: 1/26/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

| Authorization/Assignment | 2019– 20 Number | 2020– 21 Number |
|---|--------------------------------|--------------------------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

| Indicator | 2019– 20 Number | 2020– 21 Number |
|--|--------------------------------|--------------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

Last updated: 1/11/23

Class Assignments

| Indicator | 2019– 20 Percent | 2020– 21 Percent |
|--|---------------------------------|---------------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00% | 0% |

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | <ul style="list-style-type: none"> McGraw-Hill K-8 | Yes | 0 |
| Mathematics | <ul style="list-style-type: none"> Houghton Mifflin Go Math K-8 | Yes | 0 |
| Science | <ul style="list-style-type: none"> Discovery Education K-6 | Yes | 0 |
| History-Social Science | <ul style="list-style-type: none"> Houghton Mifflin K-6 | No | 0 |
| Foreign Language | | | 0 |
| Health | <ul style="list-style-type: none"> Dairy Council of California (grade appropriate materials) Too Good for Drugs (grades 4-6) | Yes | 0 |
| Visual and Performing Arts | <ul style="list-style-type: none"> "All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (grades 5-6) | Yes | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2021-22, the District spent \$0 on Deferred Maintenance. For the 2022-23 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

Last updated: 1/27/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Girls restroom flushing issue near room 2 |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | Repair roof leak over rooms 15, 26 & MPR |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | Seal window in room 13 |

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/26/23

B. Pupil Outcomes

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2020– 21 | School 2021– 22 | District 2020– 21 | District 2021– 22 | State 2020– 21 | State 2021– 22 |
|---|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | 31% | N/A | 57% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | 28% | N/A | 48% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/21/23

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 169 | 165 | 97.63% | 2.37% | 30.91% |
| Female | 83 | 79 | 95.18% | 4.82% | 32.91% |
| Male | 86 | 86 | 100.00% | 0.00% | 29.07% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 158 | 154 | 97.47% | 2.53% | 29.87% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 57 | 53 | 92.98% | 7.02% | 16.98% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | 0.00% | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 156 | 154 | 98.72% | 1.28% | 29.87% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 27 | 27 | 100.00% | 0.00% | 7.41% |

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

Last updated: 1/21/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 169 | 169 | 100.00% | 0.00% | 27.81% |
| Female | 83 | 83 | 100.00% | 0.00% | 24.10% |
| Male | 86 | 86 | 100.00% | 0.00% | 31.40% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 158 | 158 | 100.00% | 0.00% | 26.58% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| English Learners | 57 | 57 | 100.00% | 0.00% | 14.04% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 156 | 156 | 100.00% | 0.00% | 28.21% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 27 | 27 | 100.00% | 0.00% | 7.41% |

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

Last updated: 1/21/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2020– 21 | School 2021– 22 | District 2020– 21 | District 2021– 22 | State 2020– 21 | State 2021– 22 |
|---|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | NT% | 8.11% | NT% | 40.13% | 28.5% | 29.47% |

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: 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.

Last updated: 1/21/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 37 | 37 | 100.00% | 0.00% | 8.11% |
| Female | 19 | 19 | 100.00% | 0.00% | 5.26% |
| Male | 18 | 18 | 100.00% | 0.00% | 11.11% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 34 | 34 | 100.00% | 0.00% | 8.82% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | -- | -- | -- | -- | -- |
| English Learners | 16 | 16 | 100.00% | 0.00% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 32 | 32 | 100.00% | 0.00% | 9.38% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Disabilities | | | | | |

Note: 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.

Last updated: 7/26/23

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

California Physical Fitness Test Results (School Year 2021–22) Percentage of Students Participating in each of the five Fitness Components

| Grade | 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 |
|-------|----------------------------------|--|---|---|-----------------------------|
| 5 | 100% | 97% | 94% | 91% | 100% |
| 7 | | | | | |
| 9 | | | | | |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/21/23

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

Opportunities for Parental Involvement (School Year 2022–23)

Maple School engages Title 1 parents in meaningful interactions with the school in order to support a partnership among staff, parents, and the community to improve

student academic achievement. To help reach these goals, the school does the following:

- Maple communicates with parents and the community through its website and weekly Blackboard Connect messages. All teachers, administrators, and office staff at Maple communicate openly and often with parents through Class Dojo.
- Quarterly English Language Advisory Committee (ELAC) parent meetings are held to keep parents informed and discuss ways in which parents can help students improve English language development and academic achievement.
- Back to School Night is held annually in August to inform parents about the year's academic program and student expectations.
- Parent Conferences are scheduled two times per school year in the Fall and in the Spring.
- Each trimester, Maple recognizes students and parents for academic achievement, outstanding attendance, and character development.
- Service Learning Projects are required for students in National Elementary Honor Society, Mustang Ladies, and Student Council.
- Maple celebrates our community's culture with three schoolwide community events each year: Dia de los Muertos Cultural Celebration on November 1, Lunar New Year in January/February, and Cinco de Mayo Cultural celebration on May 5. Teachers are trained on culturally relevant and responsive education and implement culturally-relevant classroom lessons throughout the year. Maple celebrates Black History Month, Asian-Pacific American Heritage month, and Hispanic Heritage Month as well.
- Concerts, musicals, plays, and recitals celebrate our students' accomplishments in the performing arts! Families and community members are always invited to attend these celebrations!
- Intergenerational Community Partnerships flourish at Maple through the Leon Owens Foundation, YMCA, Boys and Girls Club, Maple Alumni Committee, PTA, Soroptimists, Fullerton Rotary, Fullerton Police and Fire Department, Fullerton Parks and Recreation, PROJECT CONNECT, OC GRIP, Orange County District Attorney's Office, Impulse Events, Giving Children Hope, SOLIDARITY, St. Jude Hospital, OC United, Marshall B. Ketchum University/Southern California College of Optometry, LOVE Fullerton, Fullerton College, and Cal State University Fullerton.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2021–22)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 376 | 360 | 47 | 13.1% |
| Female | 186 | 174 | 20 | 11.5% |
| Male | 190 | 186 | 27 | 14.5% |
| Non-Binary | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0% |
| Asian | 4 | 4 | 1 | 25.0% |
| Black or African American | 7 | 7 | 1 | 14.3% |
| Filipino | 2 | 2 | 0 | 0.0% |
| Hispanic or Latino | 334 | 322 | 42 | 13.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 11 | 11 | 3 | 27.3% |
| White | 18 | 14 | 0 | 0.0% |
| English Learners | 137 | 132 | 18 | 13.6% |
| Foster Youth | 4 | 4 | 1 | 25.0% |
| Homeless | 31 | 21 | 4 | 19.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| Socioeconomically Disadvantaged | 344 | 329 | 44 | 13.4% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |
| Students with Disabilities | 54 | 52 | 10 | 19.2% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/23

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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.08% | 1.17% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.05% |

Note: 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.

Suspensions and Expulsions

| Rate | School 2019– 20 | School 2020– 21 | School 2021– 22 | District 2019– 20 | District 2020– 21 | District 2021– 22 | State 2019– 20 | State 2020– 21 | State 2021– 22 |
|-------------|--------------------------------|--------------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Suspensions | 1.08% | 0.00% | 1.06% | 1.17% | 0.07% | 1.35% | 2.45% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.00% | 0.07% |

Note: 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.

Last updated: 1/21/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 1.06% | 0.00% |
| Female | 0.54% | 0.00% |
| Male | 1.58% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 1.20% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.00% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 3.23% | 0.00% |
| Socioeconomically Disadvantaged | 1.16% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 0.00% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/21/23

School Safety Plan (School Year 2022–23)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved and Reviewed by staff: January 28, 2022

Last updated: 1/26/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 23.00 | 1 | 2 | |
| 1 | 32.00 | | 1 | |
| 2 | | | | |
| 3 | 32.00 | | 1 | |
| 4 | 34.00 | | | 1 |
| 5 | 33.00 | | | |
| 6 | 30.00 | | 2 | |
| Other** | 29.00 | | 3 | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 30.00 | | 2 | |
| 1 | 32.00 | | 1 | |
| 2 | 32.00 | | 1 | |
| 3 | 32.00 | | 1 | |
| 4 | 34.00 | | | 1 |
| 5 | 34.00 | | | 1 |
| 6 | 35.00 | | | 1 |
| Other** | 32.00 | | 2 | 1 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|--------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| K | 24.00 | 1 | 2 | |
| 1 | 18.00 | 1 | 2 | |
| 2 | 17.00 | 1 | 1 | |
| 3 | 31.00 | | 1 | |
| 4 | 29.00 | | 1 | |
| 5 | | | | |
| 6 | 27.00 | | 1 | |
| Other** | 31.00 | | 3 | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0 |

* 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.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.40 |
| Social Worker | 0.00 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 3.50 |
| Other | 0.00 |

* 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.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$6579.00 | \$710.00 | \$5869.00 | \$93045.07 |
| District | N/A | N/A | \$5765.90 | \$93395.00 |
| Percent Difference – School Site and District | N/A | N/A | 1.80% | 0.50% |
| State | N/A | N/A | \$6593.62 | \$87271.00 |
| Percent Difference – School Site and State | N/A | N/A | -11.00% | 7.60% |

Note: Cells with N/A values do not require data.

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

Other Related Professional Development Activities

- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer’s Workshop
- Reader’s Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

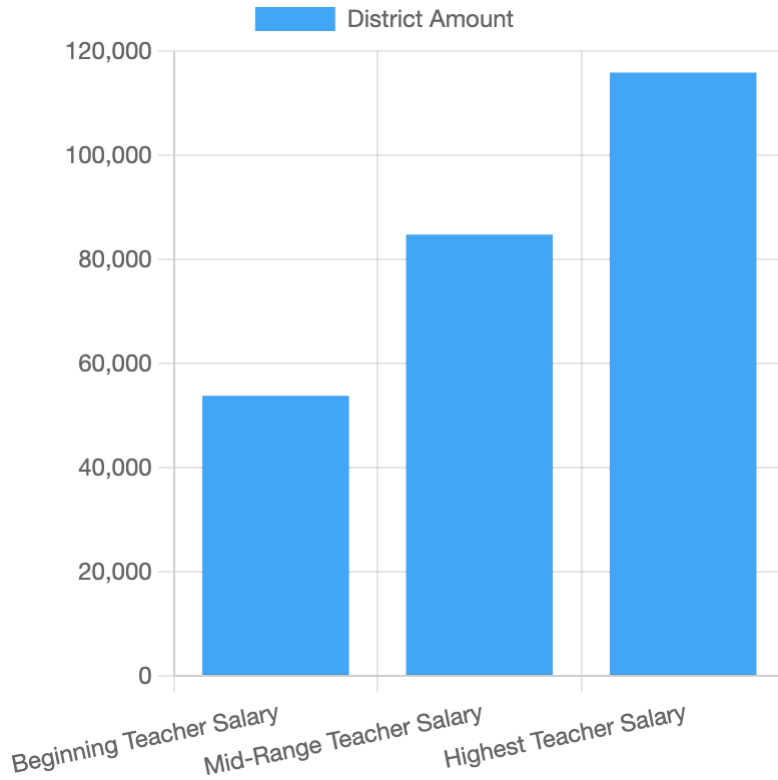
Last updated: 1/31/23

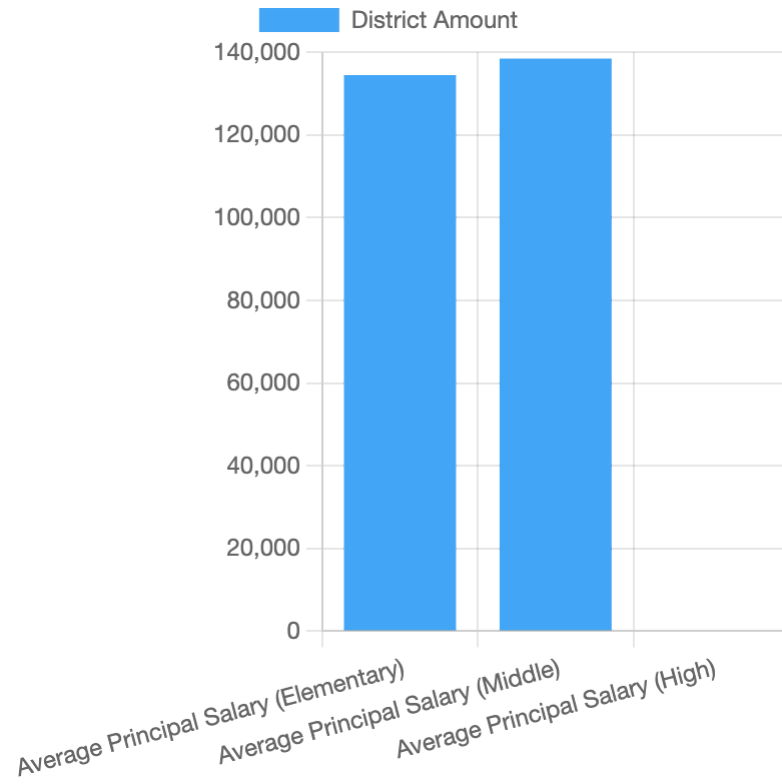
Teacher and Administrative Salaries (Fiscal Year 2020–21)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$53803.00 | \$52640.75 |
| Mid-Range Teacher Salary | \$84751.00 | \$83981.39 |
| Highest Teacher Salary | \$115867.00 | \$107521.97 |
| Average Principal Salary (Elementary) | \$134410.00 | \$136246.56 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$138444.00 | \$142247.57 |
| Average Principal Salary (High) | \$0.00 | \$139199.00 |
| Superintendent Salary | \$282881.00 | \$242165.89 |
| Percent of Budget for Teacher Salaries | 33.80% | 34.07% |
| Percent of Budget for Administrative Salaries | 5.98% | 5.47% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 1/21/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses %

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

* Where there are student course enrollments of at least one student.

Last updated: 1/26/23

Professional Development

| Measure | 2020– 21 | 2021– 22 | 2022– 23 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |

Last updated: 1/27/23