School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple Elementary School	30-66506-6113617		December 12, 2023

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Maple Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Maple Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Educational Partner Involvement

How, when, and with whom did Maple Elementary 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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Maple Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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%			0
African American	2.3%	%	1.9%	8		6
Asian	0.6%	%	1.59%	2		5
Filipino	0.9%	%	1.59%	3		5
Hispanic/Latino	89.2%	%	88.89%	315		280
Pacific Islander	0.3%	%	0%	1		0
White	5.1%	%	3.81%	18		12
Multiple/No Response	1.7%	%	2.22%	6		7
			Total Enrollment	353		315

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77		68
Grade 1	44		41
Grade 2	55		51
Grade3	40		36
Grade 4	34		49
Grade 5	50		35
Grade 6	53		35
Total Enrollment	353		315

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	113	120	112	32.00%	35.5%	35.6%
Fluent English Proficient (FEP)	25	24	25	7.10%	7.1%	7.9%
Reclassified Fluent English Proficient (RFEP)	3			2.7%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	40	52	38	0	51	36	0	51	36	0.0	98.1	94.7
Grade 4	34	35	47	0	34	46	0	34	46	0.0	97.1	97.9
Grade 5	49	37	38	0	35	36	0	35	36	0.0	94.6	94.7
Grade 6	50	45	37	0	45	37	0	45	37	0.0	100.0	100.0
All Grades	173	169	160	0	165	155	0	165	155	0.0	97.6	96.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2350.	2378.		5.88	0.00		13.73	19.44		21.57	38.89		58.82	41.67
Grade 4		2423.	2383.		8.82	4.35		26.47	6.52		14.71	17.39		50.00	71.74
Grade 5		2451.	2472.		5.71	11.11		25.71	19.44		22.86	30.56		45.71	38.89
Grade 6		2497.	2459.		6.67	0.00		33.33	27.03		28.89	29.73		31.11	43.24
All Grades	N/A	N/A	N/A		6.67	3.87		24.24	17.42		22.42	28.39		46.67	50.32

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		0.00	0.00		64.71	72.22		35.29	27.78
Grade 4		2.94	4.35		64.71	56.52		32.35	39.13
Grade 5		5.71	13.89		60.00	69.44		34.29	16.67
Grade 6		17.78	2.70		51.11	64.86		31.11	32.43
All Grades		6.67	5.16		60.00	65.16		33.33	29.68

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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		1.96	5.56		37.25	58.33		60.78	36.11
Grade 4		5.88	2.17		61.76	28.26		32.35	69.57
Grade 5		5.71	16.67		60.00	55.56		34.29	27.78
Grade 6		4.44	2.70		64.44	45.95		31.11	51.35
All Grades		4.24	6.45		54.55	45.81		41.21	47.74

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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		1.96	5.56		74.51	69.44		23.53	25.00
Grade 4		8.82	2.17		76.47	80.43		14.71	17.39
Grade 5		2.86	5.56		80.00	72.22		17.14	22.22
Grade 6		8.89	5.41		71.11	75.68		20.00	18.92
All Grades		5.45	4.52		75.15	74.84		19.39	20.65

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	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		3.92	5.56		50.98	63.89		45.10	30.56
Grade 4		8.82	4.35		64.71	65.22		26.47	30.43
Grade 5		5.71	8.33		65.71	75.00		28.57	16.67
Grade 6		15.56	2.70		68.89	75.68		15.56	21.62
All Grades		8.48	5.16		61.82	69.68		29.70	25.16

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Conclusions based on this data:

1. Maple students struggle the most with Reading Comprehension, especially in Nonfiction Texts, indicating a strong need for quality, needs-based Tier 1 and Tier 2 instruction in ELA. Reading Workshop, as a Year 1 initiative, has shown success but stronger implementation is needed.

2. Maple has a strong need for increased RTI Intervention to reduce the large percentage of students scoring "below standard."

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	40	52	38	0	52	37	0	52	37	0.0	100.0	97.4
Grade 4	34	35	47	0	35	46	0	35	46	0.0	100.0	97.9
Grade 5	49	37	38	0	37	37	0	37	37	0.0	100.0	97.4
Grade 6	50	45	37	0	45	37	0	45	37	0.0	100.0	100.0
All Grades	173	169	160	0	169	157	0	169	157	0.0	100.0	98.1

Overall Participation for All Students

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2361.	2401.		5.77	5.41		17.31	32.43		15.38	29.73		61.54	32.43
Grade 4		2465.	2396.		11.43	2.17		22.86	6.52		48.57	39.13		17.14	52.17
Grade 5		2433.	2479.		2.70	8.11		10.81	21.62		24.32	24.32		62.16	45.95
Grade 6		2490.	2451.		8.89	5.41		31.11	16.22		20.00	24.32		40.00	54.05
All Grades	N/A	N/A	N/A		7.10	5.10		20.71	18.47		25.44	29.94		46.75	46.50

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| 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		7.69	8.11		32.69	62.16		59.62	29.73
Grade 4		22.86	6.52		62.86	36.96		14.29	56.52
Grade 5		0.00	8.11		32.43	56.76		67.57	35.14
Grade 6		17.78	2.70		35.56	43.24		46.67	54.05
All Grades		11.83	6.37		39.64	49.04		48.52	44.59

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| 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		3.85	2.70		32.69	59.46		63.46	37.84
Grade 4		8.57	2.17		60.00	32.61		31.43	65.22
Grade 5		5.41	8.11		43.24	51.35		51.35	40.54
Grade 6		6.67	2.70		62.22	48.65		31.11	48.65
All Grades		5.92	3.82		48.52	47.13		45.56	49.04

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| 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		7.69	13.51		67.31	59.46		25.00	27.03
Grade 4		17.14	2.17		54.29	45.65		28.57	52.17
Grade 5		2.70	8.11		48.65	62.16		48.65	29.73
Grade 6		2.22	5.41		75.56	59.46		22.22	35.14
All Grades		7.10	7.01		62.72	56.05		30.18	36.94

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Conclusions based on this data:

1. Maple students struggle the most with mathematical concepts and problem solving. Teachers will work together to assess student progress toward mastery of the standard and provide quality interventions for students not meeting the standard. Teachers will also implement CGI strategies to increase students' ability to communicate in the language of mathematics and to use the CCSS Math Practices effectively.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1416.6	1422.7	1425.6	1433.9	1429.1	1430.5	1376.2	1407.7	1413.7	29	31	31
1	1433.9	1455.8	1451.8	1453.6	1470.9	1459.9	1413.6	1440.0	1443.2	16	20	13
2	1434.0	1465.6	1463.4	1460.4	1465.7	1477.6	1407.1	1465.1	1448.9	18	14	18
3	1486.3	1459.0	1470.7	1491.7	1467.3	1469.9	1480.2	1450.3	1470.9	15	16	12
4	1508.2	1508.7	1490.8	1506.8	1509.6	1492.1	1509.3	1507.1	1488.9	13	12	16
5	1529.1	1510.4	1518.9	1535.4	1511.6	1521.7	1522.2	1508.8	1515.5	17	16	13
6	1538.5	1558.0	1523.1	1542.0	1559.8	1524.7	1534.6	1555.6	1521.0	20	13	11
All Grades										128	122	114

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of 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	20-21	21-22	22-23
K	13.79	6.45	16.13	34.48	35.48	41.94	24.14	48.39	22.58	27.59	9.68	19.35	29	31	31
1	0.00	10.00	0.00	25.00	60.00	46.15	50.00	10.00	53.85	25.00	20.00	0.00	16	20	13
2	5.56	7.14	0.00	22.22	50.00	44.44	38.89	21.43	33.33	33.33	21.43	22.22	18	14	18
3	6.67	0.00	8.33	46.67	25.00	41.67	33.33	43.75	33.33	13.33	31.25	16.67	15	16	12
4	7.69	25.00	6.25	46.15	41.67	37.50	46.15	16.67	25.00	0.00	16.67	31.25	13	12	16
5	29.41	25.00	38.46	41.18	50.00	15.38	23.53	12.50	23.08	5.88	12.50	23.08	17	16	13
6	15.00	46.15	9.09	65.00	46.15	54.55	20.00	7.69	18.18	0.00	0.00	18.18	20	13	11
All Grades	11.72	14.75	11.40	39.84	43.44	40.35	32.03	26.23	28.95	16.41	15.57	19.30	128	122	114

Overall Language
Percentage of Students at Each Performance Level for All Students

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	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**	**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**
K	13.79	12.90	38.71	48.28	35.48	19.35	13.79	41.94	16.13	24.14	9.68	25.81	29	31	31
1	18.75	45.00	7.69	37.50	30.00	53.85	31.25	10.00	30.77	12.50	15.00	7.69	16	20	13
2	16.67	28.57	16.67	33.33	21.43	44.44	33.33	35.71	33.33	16.67	14.29	5.56	18	14	18
3	33.33	25.00	33.33	40.00	25.00	33.33	20.00	31.25	8.33	6.67	18.75	25.00	15	16	12
4	38.46	41.67	31.25	53.85	33.33	31.25	7.69	8.33	25.00	0.00	16.67	12.50	13	12	16
5	64.71	50.00	38.46	29.41	37.50	38.46	0.00	0.00	0.00	5.88	12.50	23.08	17	16	13
6	45.00	69.23	45.45	45.00	30.77	36.36	10.00	0.00	18.18	0.00	0.00	0.00	20	13	11
All Grades	31.25	35.25	30.70	41.41	31.15	34.21	16.41	21.31	19.30	10.94	12.30	15.79	128	122	114

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	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**	**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**
K	6.90	6.45	12.90	31.03	29.03	25.81	24.14	51.61	38.71	37.93	12.90	22.58	29	31	31
1	0.00	10.00	0.00	12.50	30.00	46.15	31.25	25.00	23.08	56.25	35.00	30.77	16	20	13
2	0.00	0.00	0.00	5.56	50.00	16.67	27.78	28.57	55.56	66.67	21.43	27.78	18	14	18
3	0.00	0.00	0.00	13.33	0.00	25.00	73.33	37.50	50.00	13.33	62.50	25.00	15	16	12
4	15.38	8.33	0.00	15.38	33.33	12.50	30.77	41.67	37.50	38.46	16.67	50.00	13	12	16
5	5.88	12.50	0.00	29.41	18.75	46.15	41.18	50.00	23.08	23.53	18.75	30.77	17	16	13
6	5.00	7.69	0.00	20.00	53.85	36.36	65.00	38.46	18.18	10.00	0.00	45.45	20	13	11
All Grades	4.69	6.56	3.51	19.53	29.51	28.07	40.63	40.16	36.84	35.16	23.77	31.58	128	122	114

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	16.13	32.26	82.76	67.74	48.39	10.34	16.13	19.35	29	31	31
1	25.00	45.00	30.77	50.00	45.00	69.23	25.00	10.00	0.00	16	20	13
2	16.67	21.43	27.78	66.67	50.00	66.67	16.67	28.57	5.56	18	14	18
3	20.00	25.00	16.67	60.00	56.25	41.67	20.00	18.75	41.67	15	16	12
4	15.38	50.00	25.00	69.23	33.33	56.25	15.38	16.67	18.75	13	12	16
5	17.65	18.75	23.08	70.59	68.75	53.85	11.76	12.50	23.08	17	16	13
6	10.00	15.38	0.00	80.00	84.62	100.00	10.00	0.00	0.00	20	13	11
All Grades	14.84	26.23	24.56	70.31	59.02	59.65	14.84	14.75	15.79	128	122	114

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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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	16.13	32.26	55.17	77.42	38.71	27.59	6.45	29.03	29	31	31
1	25.00	35.00	7.69	62.50	50.00	76.92	12.50	15.00	15.38	16	20	13
2	27.78	21.43	33.33	61.11	64.29	61.11	11.11	14.29	5.56	18	14	18
3	53.33	25.00	50.00	40.00	56.25	33.33	6.67	18.75	16.67	15	16	12
4	61.54	50.00	43.75	38.46	33.33	43.75	0.00	16.67	12.50	13	12	16
5	94.12	81.25	69.23	0.00	6.25	7.69	5.88	12.50	23.08	17	16	13
6	85.00	100.00	54.55	15.00	0.00	45.45	0.00	0.00	0.00	20	13	11
All Grades	49.22	41.80	39.47	39.84	46.72	43.86	10.94	11.48	16.67	128	122	114

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Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	3.45	9.68	19.35	68.97	80.65	58.06	27.59	9.68	22.58	29	31	31
1	12.50	20.00	30.77	31.25	45.00	30.77	56.25	35.00	38.46	16	20	13
2	0.00	7.14	5.56	38.89	64.29	44.44	61.11	28.57	50.00	18	14	18
3	0.00	0.00	0.00	73.33	12.50	50.00	26.67	87.50	50.00	15	16	12
4	15.38	8.33	0.00	46.15	58.33	50.00	38.46	33.33	50.00	13	12	16
5	17.65	12.50	15.38	52.94	62.50	61.54	29.41	25.00	23.08	17	16	13
6	5.00	15.38	0.00	50.00	61.54	36.36	45.00	23.08	63.64	20	13	11
All Grades	7.03	10.66	11.40	53.13	57.38	49.12	39.84	31.97	39.47	128	122	114

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	31.03	22.58	35.48	20.69	58.06	41.94	48.28	19.35	22.58	29	31	31
1	0.00	10.00	0.00	43.75	60.00	92.31	56.25	30.00	7.69	16	20	13
2	0.00	0.00	11.11	22.22	78.57	66.67	77.78	21.43	22.22	18	14	18
3	0.00	0.00	25.00	86.67	68.75	58.33	13.33	31.25	16.67	15	16	12
4	0.00	16.67	6.25	100.00	75.00	62.50	0.00	8.33	31.25	13	12	16
5	0.00	18.75	23.08	70.59	68.75	46.15	29.41	12.50	30.77	17	16	13
6	25.00	46.15	18.18	75.00	53.85	72.73	0.00	0.00	9.09	20	13	11
All Grades	10.94	16.39	19.30	54.69	64.75	59.65	34.38	18.85	21.05	128	122	114

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
315	**90.2**	**35.6**	**0.3**
Total Number of Students enrolled in Maple 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	35.6
Foster Youth	1	0.3
Homeless	10	3.2
Socioeconomically Disadvantaged	284	90.2
Students with Disabilities	33	10.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.9
Asian	5	1.6
Filipino	5	1.6
Hispanic	280	88.9
Two or More Races	7	2.2
White	12	3.8

Conclusions based on this data:

1.

School and Student Performance Data
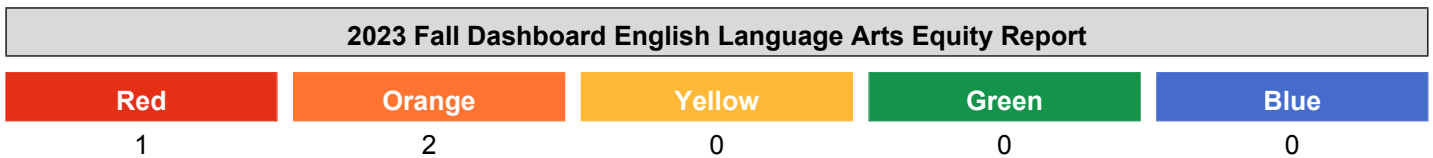
Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Orange	Orange	Orange
Mathematics		
Orange		
English Learner Progress		
Orange		

Conclusions based on this data:

1. Maple has a high-need for highly structured academic interventions in ELA and Math to overcome pandemic learning loss.

2. Maple students need in-class supports to access grade-level curriculum and to make up academic ground lost during the pandemic.

3. Though Maple English Language Learners (ELLs) are making progress, more focus on designated and integrated ELD (as well as newcomer supports) will help our ELLs grow more quickly and lesson the number of Long-term ELLs.

School and Student Performance Data

Academic Performance
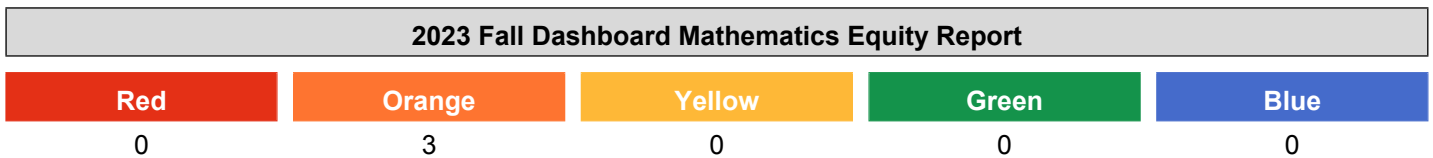### English Language Arts

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
59.8 points below standard	79.8 points below standard	
Decreased -3.8 points	Maintained +1 points	3 Students
148 Students	61 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	127.5 points below standard
	63.9 points below standard	Increased Significantly +16.1 points
6 Students	Decreased -5.3 points	28 Students
	136 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 65.8 points below standard Decreased -6.8 points 132 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 7 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.6 points below standard	12.9 points below standard	52.3 points below standard
Decreased Significantly -17.1 points	15 Students	Decreased -6.1 points
46 Students		79 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
65.1 points below standard	85.9 points below standard	
Decreased -3.6 points	Decreased -8.2 points	3 Students
147 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	151.9 points below standard
	68.7 points below standard	Decreased -8.8 points
6 Students	Decreased -6.1 points	28 Students
	135 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 70.4 points below standard Decreased -5.3 points 131 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.3 points below standard	19.4 points below standard	55.9 points below standard
Decreased Significantly -29.1 points	15 Students	Maintained -0.5 points
46 Students		79 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
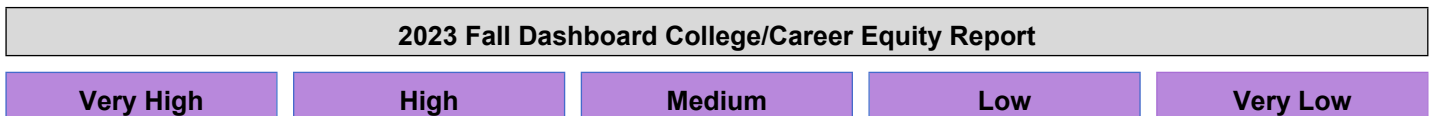
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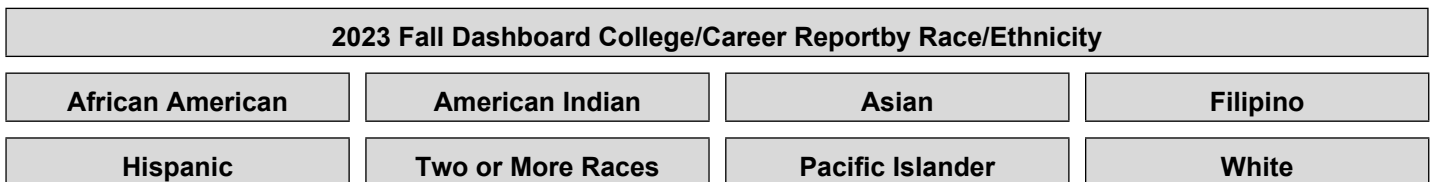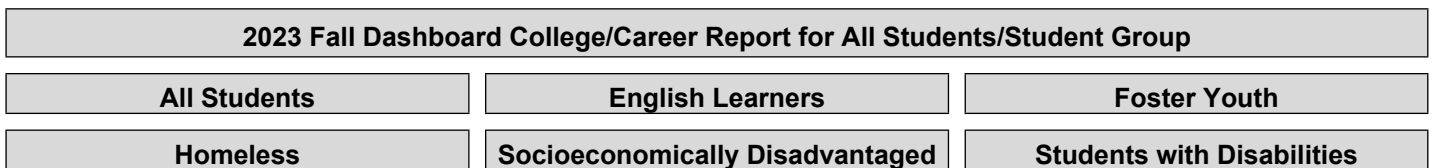
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
36.4 points above standard making progress towards English language proficiency
Number of EL Students: 77 Students
Performance Level: 2
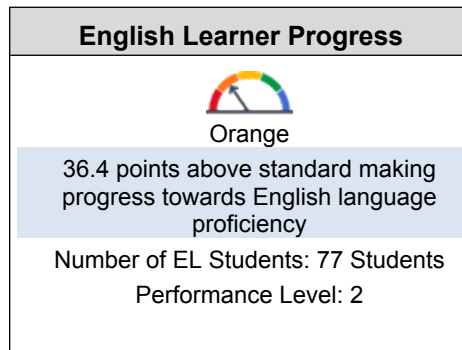
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	31	0	28

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

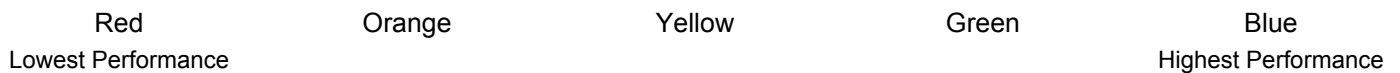**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
13.4% Chronically Absent	13.1% Chronically Absent	
Maintained 0.3	Declined -0.6	3 Students
344 Students	130 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
45.5% Chronically Absent	Orange	Yellow
Increased 26.4	13.2% Chronically Absent	18.2% Chronically Absent
11 Students	Maintained -0.2	Declined -1
	303 Students	55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 13.2% Chronically Absent Maintained 0.2 302 Students	Less than 11 Students 8 Students	No Performance Color 0 Students	7.7% Chronically Absent Increased 7.7 13 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
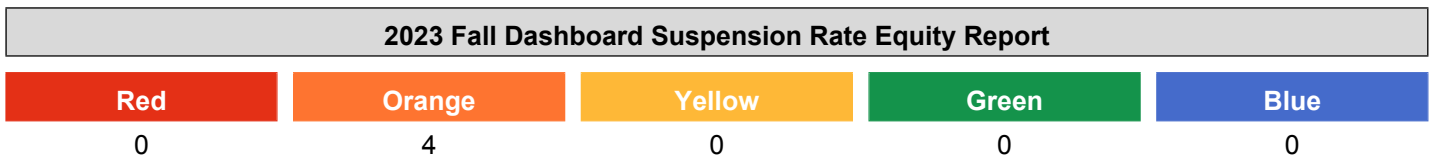### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.
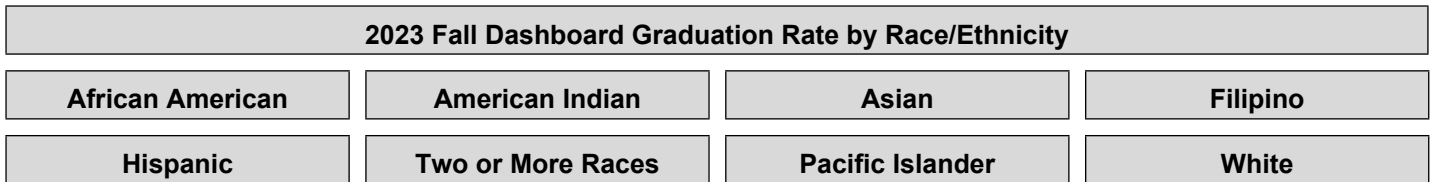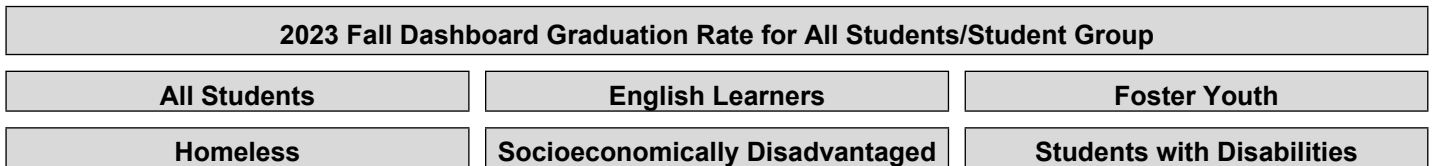
School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.9% suspended at least one day	1.5% suspended at least one day	4 Students
Increased 0.8	Increased 1.5	
366 Students	136 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
13.3% suspended at least one day	Orange	Orange
Increased 10.1	2.2% suspended at least one day	4.8% suspended at least one day
15 Students	Increased 1.1	Increased 4.8
	316 Students	62 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day 12 Students	No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.2% suspended at least one day Increased 1 322 Students	Less than 11 Students 8 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 13 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement By the end of the 2023-24 school year, the SBAC ELA and Math Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supporting California Common Core Standards Curriculum: Teachers will implement Common Core Curriculum Standards. Each grade-level PLC Team will collaborate to review standards and curriculum, clarify when needed, and make sure all content within the curriculum is being taught, and that 100% of students demonstrate mastery on identified Guaranteed and Viable Standards. In order to provide strong Tier 1 and Tier 2 ELA instruction, all grade levels will be fully trained in the principles and practice of Balanced Literacy, including Reading and Writing Workshop. Each classroom will have a full, robust, culturally responsive classroom library, so that students will have ample practice in reading books at their independent reading level. In addition to the classroom library, each teacher will have full		2639 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech and Debate Teacher Fee 825 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures All the Arts Program Fee 10000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes, Release Time, Extra Hours

access to our Scholastic Guided Reading Book Room for guided reading activities and RTI. Each classroom teacher will be assigned a minimum 3-hour instructional assistant (IA) to assist with daily 1-on-1 and small group instruction in ELA and Math. Each IA will be co-supervised by the principal, RTI Coaches, and classroom teachers to ensure they are adequately trained and implementing research-based intervention programs. Every trimester, PLCs and the RTI Teachers analyze ELA and Math data to create targeted intervention groups using structured literacy and math intervention programs. These groups will meet with the RTI Teacher(s) and Instructional Assistant multiple times per week and will be progress monitored toward meeting their instructional targets. Teachers will utilize their PLC time to design tiered instruction based on their students' needs and reteach material as needed. A 50% PE Teacher will provide instruction for classes at the same (or close) grade level, so they can meet for PLCs. Maple will utilize substitutes to strategically release teachers to plan, deliver, and reflect upon their Project-Based Learning integrated units as well as the CCSS-aligned ELA and Math curriculum (including Reading and Writing Workshop), as well as discuss/share effective instructional strategies and analyze student work. Teachers will also be released to observe and give feedback to their peers. Teachers will be paid their hourly rate in order to provide necessary interventions for students. All students in grades 4, 5, and 6 will experience hands-on, immersive science and environmental science at Astrocamp and Catalina Island Marine Institute. Maple will offer a comprehensive Speech and Debate program for our 4th, 5th, and 6th graders to help with English language acquisition, listening, speaking, and writing skills. Principal, RTI Coaches, and consultants will be leading formal and informal professional development on Project-Based Learning, Environmental Science, Reading, Writing, and Phonics Workshop (TCRWP) as well as Math Workshop/CGI to improve instructional practices and outcomes in ELA and Math. Teachers will also utilize a spiraling Math program to ensure multiple exposures to grade-level concepts.		10716 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Assistant (Classroom; 1 position) 38460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Physical Education Teacher 81485 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants (Classroom; 6 positions) 15848 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials 22604 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Environmental Science Immersive Experiences 17244 LCFF - Base 5000-5999: Services And Other Operating Expenditures Environmental Science Immersive Experiences 3664 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Conference Attendance

1.3			
1.4			
1.5			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Technology and Digital Literacy
All Maple students and staff will implement blended learning models and utilize technology strategically to individualize learning for our students and prepare them for success in the 21st Century. In our 1-to-1 iPad environment, students will extend learning beyond the school day due to our VIP Plus Program, in which all students (TK-6th grade) take home their technology devices daily.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will utilize a blended-learning ELA and Math model, in which students will use their devices to access individualized curriculum, tailored to their specific needs and skills. These programs will include iReady Math/ELA, Learning A-Z, and MathShelf. Maple's VIP Plus program will extend to all grade levels, including Transitional Kindergarten, so that significant individualized learning can take place beyond school hours. All students will take home their technology devices each night. Maple's technology initiative will be supported by our Media Services Tech 1 and 2 positions to keep inventory of and maintain technology devices and		26399 Title I 2000-2999: Classified Personnel Salaries Media Services Tech 1 and 2 10755 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures iReady Math 4870 LCFF - Base 4000-4999: Books And Supplies Instructional Materials 878

	to provide tech assistance when necessary. This position will ensure devices are ready to help students meet their achievement goals at school and at home. Maple has invested and will continue to invest in NGSS curriculum, materials, and supplies to fill our new STEAM lab, so that students will have access to NGSS-aligned investigations and activities. Maple will have an after-school engineering and robotics program to increase students 21st Century and problem solving skills and to promote computer science pathways. Maple will seek to identify students' passions through the online platform, Thrively. Students will then complete passion-aligned work to determine a clear course to meet their goals in their specific passion area. Teachers and staff will provide guidance to students and align their curriculum to better meet the interests of their students.		LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Learning A-Z
2.4			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Secure Environment
Maple School will provide a welcoming, safe, and secure environment for all members of our school community. Maple will strengthen school climate through increased focus on community events, positive behavior support principles, parental involvement, attendance rates, and suspension rates.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Mental Health Therapist/Counselor will work with the School Psychologist to provide mental health interventions and counseling to all students who need them. Promote positive relationships among adults, between adults and students, and among students. Fund our Platinum-level PBIS Program, including positive behavior incentives and recognition materials. Support school-wide activities such as assemblies, concerts, classroom competitions, field trips, partnerships and celebrations. Create/modify school environments to ensure students and staff are likely to feel safe and comfortable at school.		10692 LCFF - Base 2000-2999: Classified Personnel Salaries Mental Health Therapist 0 4000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Incentives 1000 LCFF - Supplemental 4000-4999: Books And Supplies

		Attendance Support Programs 5752 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Noon Supervisors 0 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Campus Improvements
Continue redesigning learning spaces to act as a third teacher to our students, community members, and visitors. Support school-wide participation as an OC GRIP Program School through the OC District Attorney's office to support attendance, tardies, behavior, gang suppression, and drop-out prevention. Run regular fire, earthquake, and lockdown drills will be held to support emergency preparedness. Emergency supplies will be cataloged and updated on an as-needed basis.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Parent Engagement**
> Maple School will provide and promote excellent communication and customer service among all members of our school community as measured by our annual BrightBytes (or similar) Survey. Maple believes the schoolhouse should be the center of the community and all efforts to increase the knowledge base of our community will show dividends in the classroom. Maple pledges to provide a robust culturally responsive education to our students and community.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

| |
| |

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Support parent education classes in Technology, Digital Citizenship, and Balanced Literacy. Maple's SSA will actively develop strong, trusting relationships with our parent group and proactively provide access to needed community services. Maple will provide Parent University workshops (PEBSAF Parenting Classes), as well as monthly morning workshops based on the parent needs assessment survey. School Administration and Classroom Teachers will establish positive communication prior to the start of the school year.		8000 LCFF - Supplemental 4000-4999: Books And Supplies Copier/Printer Lease and Copies 200 LCFF - Supplemental 5900: Communications Communication and Postage 4116 LCFF - Base 2000-2999: Classified Personnel Salaries Childcare, Translations, Office, and Custodial Overtime

	Information will be disseminated to families describing school programs, policies, and procedures in the language they understand. The school will communicate via phone, e-mail, website, and newsletters to inform all families of current events, to celebrate successes, and to support academic excellence in the language they understand. Personal phone calls and face-to-face meetings will ensure that important information is conveyed to parents directly in the language they understand. Maple will actively recruit parents to serve on its Leadership and Action Teams, in addition to ELAC, SSC, and PTA. Monthly "Coffee with the Principal Events" will engage parents in important dialogue and act as a forum for questions, concerns, and feedback. Maple School will utilize social media to promote school programs, practices, events, and to celebrate success. Maple School will practice positive communication with community partners that include non-profits, businesses, college and universities, and faith-based organizations.		305 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Education Courses 6577 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Social Services Assistant 500 LCFF - Base 4000-4999: Books And Supplies Reproduction Charges 3695 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Parent Education Courses 1392 Title I 4000-4999: Books And Supplies Parent Education
4.2			
4.4			
4.5			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$292,616.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$109,581.00

Subtotal of additional federal funds included for this school: $109,581.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF - Base	$41,942.00
LCFF - Supplemental	$141,093.00

Subtotal of state or local funds included for this school: $183,035.00

Total of federal, state, and/or local funds for this school: $292,616.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	41,942.00
LCFF - Supplemental	141,093.00
Title I	109,581.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	61,815.00
2000-2999: Classified Personnel Salaries	135,021.00
4000-4999: Books And Supplies	35,610.00
5000-5999: Services And Other Operating Expenditures	51,481.00
5800: Professional/Consulting Services And Operating Expenditures	8,489.00
5900: Communications	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Base	14,808.00
4000-4999: Books And Supplies	LCFF - Base	5,370.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	17,244.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,520.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	61,815.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,329.00
4000-4999: Books And Supplies	LCFF - Supplemental	28,848.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	34,237.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,664.00
5900: Communications	LCFF - Supplemental	200.00
2000-2999: Classified Personnel Salaries	Title I	107,884.00
4000-4999: Books And Supplies	Title I	1,392.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	305.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,485.00
Goal 2	42,902.00
Goal 3	21,444.00
Goal 4	24,785.00

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

0 Secondary Students

Name of Members	Role
Anthony Abney	Principal
Dalila Tirado	Classroom Teacher
Katie Bezayiff	Classroom Teacher
Josh Render	Classroom Teacher
Sandra Seibert	Classroom Teacher
Julia Rodriguez	Parent or Community Member
Francisca Marchan	Parent or Community Member
Brandy Fort	Parent or Community Member
Cecilia Garcia	Parent or Community Member
Juliana Cuevas	Parent or Community Member
Angelica Rios, Alternate	Parent or Community Member

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

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 11/13/2023.

Attested:

Principal, Anthony Abney on	
SSC Chairperson, Katherine Perry on	

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II.   The SPSA shall include the following:
   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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