

Maple Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Maple Elementary School
Street	29161 Fresno Ave.
City, State, Zip	Shafter, CA 93263
Phone Number	(661) 746-4439
Principal	Julie Boesch, Ed.D.
Email Address	jboesch@mapleschool.org
Website	https://sites.google.com/mapleschool.org/home/home
County-District-School (CDS) Code	15-63610-6009732

Entity	Contact Information
District Name	Maple Elementary School District
Phone Number	(661) 746-4439
Superintendent	Julie Boesch, Ed.D.
Email Address	jboesch@mapleschool.org
Website	https://sites.google.com/mapleschool.org/home/home

School Description and Mission Statement (School Year 2019-20)

Maple School District is a single school, school district. The district has approximately 295 students in grades Transitional Kindergarten through Eighth. It is located in a rural, agricultural setting in Shafter, California. It has over a hundred year history of high academic achievement, highly qualified certificated and classified staff, active parent participation, a beautiful safe campus setting, and a reputation for high expectations of student behavior. In 1999 Maple School became a District of Choice. Approximately two-thirds of our student population is here through the District of Choice program. We have an extensive waiting list of families that would like to send their children to Maple as space becomes available.

The district poverty rate based upon free and reduced lunch eligibility is 55.1%. Based upon current year enrollment, 33 students at Maple are English Language Learners or 11.3% of our student population. According to the criteria established by the California Department of Education, the three significant subgroups found in our district are: White (not of Hispanic origin), Hispanic or Latino, and socioeconomically disadvantaged. Our staff is dedicated to meeting the needs of all Maple Students, including those identified as high achieving, English Language Learners and students in Special Education.

We make every effort to provide a high quality education for our students daily and use multiple local measures and data points to measure progress as well as provide support for any identified need. Providing an inclusive, well-rounded education and addressing the needs of each of our students is our goal. Our actions are all focused on working to achieve growth for each student based on their individual needs. We have successfully transitioned to a full inclusion model (with individual pull out time if needed) for serving our special education students over the past three years and have seen significant growth in the students engagement with other students, student progress toward individual goals and strengthened relationships with the entire school community. With a multi-tiered system of support and increased use of data to drive instruction we are exceptionally proud of the work that we have been doing to foster a growth mindset, knowing that we can all continue to learn and grow, for all students and staff.

Mission Statement:

Maple School is committed to providing high quality instruction as well as a safe and encouraging child-centered environment. We believe that through the partnership of students, staff, and community, all students will develop self discipline and experience success.

The school motto is "Maple School: Where Excellence is a Tradition!"

Maple has three broad goals based on our Local Control Accountability Plan which are closely related to our mission statement:

- 1.) Maple School will provide high quality instruction in a safe, secure, child-centered environment.
- 2.) Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.
- 3.) Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	27
Grade 2	30
Grade 3	31
Grade 4	28
Grade 5	32
Grade 6	32
Grade 7	31
Grade 8	37
Total Enrollment	292

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Hispanic or Latino	66.1
White	33.6
Socioeconomically Disadvantaged	55.1
English Learners	11.3
Students with Disabilities	8.2
Homeless	0.3

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

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	11		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Maple School District has access to textbooks for 100% of enrolled students. We also have access to wireless internet connection and as of November of 2017 have a 1:1 Student:Chromebook ratio for all students in grades 1-8. Our teachers are working hard to increase the use of technology into their classrooms and have increased to daily use of Chromebooks at each grade level 1-8. Our Kindergartners and Transitional Kindergartners have tablets that they use in small group instruction and centers.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance- California Edition 2016-17 (K-5) Houghton Mifflin Harcourt Collections-2017 (6-8)	Yes	0%
Mathematics	Houghton Mifflin, Mathematics –Math Expressions Common Core 2014 (K-5) McGraw Hill California Math CCSS Edition 2014 (6-8)	Yes	0%
Science	Delta Education, FOSS – 2007 (K-5) Prentice Hall, Earth Science – 2008 (6) Prentice Hall, Life Science – 2008 (7) Prentice Hall, Physical Science – 2008 (8)	Yes	0%
History-Social Science	Harcourt Brace Social Studies– 2007 (K-5) McDougal Little, World History: Ancient Civilizations – 2006 (6) McDougal Little, World History: Medieval and Early Modern Times – 2006 (7) McDougal Little, Creating America: A History of the United States – 2006 (8)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Maple School students and staff enjoy the benefit of a well-maintained campus that is clean and provides a safe learning environment. Classrooms and bathrooms are cleaned daily. Grounds are well groomed; and playground equipment is monitored for safety. The plant and its surrounding areas are continually checked to ensure a clean and safe environment. Staff members are encouraged to notify the M.O.T. of any needed repairs in the classroom or on the playgrounds. M.O.T. personnel inspects all of the facilities on a regular basis to ensure ongoing compliance.

School facilities provide adequate space for students and staff. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are maintained to a high degree.

The most recent facilities inspection was completed on 10/24/2019.

Since receiving funding last year Maple has been undergoing a complete rebuild. At this point all of our classrooms, Administration, library and playgrounds have been replaced. We are currently watching the rebuild of our multi-purpose building which includes a STEM lab and Student cook stations with a teacher demonstration kitchen to continue our tradition of teaching Home Ec (cooking and sewing) to all of our 8th graders. Our campus will be fully rebuilt by the end of March of 2020. .

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 10/24/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	34	30	34	50	50
Mathematics (grades 3-8 and 11)	28	29	28	29	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	193	99.48	0.52	33.68
Male	99	99	100.00	0.00	23.23
Female	95	94	98.95	1.05	44.68
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	133	132	99.25	0.75	31.82
Native Hawaiian or Pacific Islander					
White	61	61	100.00	0.00	37.70

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	117	116	99.15	0.85	24.14
English Learners	37	37	100.00	0.00	21.62
Students with Disabilities	20	20	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	193	99.48	0.52	29.02
Male	99	99	100.00	0.00	30.30
Female	95	94	98.95	1.05	27.66
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	133	132	99.25	0.75	24.24
Native Hawaiian or Pacific Islander					
White	61	61	100.00	0.00	39.34
Two or More Races					
Socioeconomically Disadvantaged	117	116	99.15	0.85	18.10
English Learners	37	37	100.00	0.00	13.51
Students with Disabilities	20	20	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6	31.2	37.5
7	3.2	12.9	41.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We are committed to connecting community resources to our school and invite all constituencies within our community to assist us in supporting the education of our students. Parents and community members are encouraged to become actively involved at Maple by volunteering in classrooms, attending school events, joining various committees such as the School Site Council, Maple Community Club, sponsoring field trips, and helping with fund-raisers. Parents are present in our classrooms on a daily basis providing support for our students and our staff. During community events we have many agencies willing to offer support including our local law enforcement and local high school athletic groups. We have strong parent representation on both our site council as well as our Maple Community Club. Parents are actively engaged in identifying goals for our school, providing input and feedback regarding our expenditure plan as well as providing feedback and input related to additional of enrichment programs. Parent input has resulted in increased library access, the launch of an after school program, additional tutoring opportunities, installation of AED devices, and numerous other changes in recent years. Any person interested in becoming involved is welcome to contact Dr. Julie Boesch at jboesch@mapleschool.org or by calling the school office at 661-746-4439.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.3	0.0	0.0	0.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Maple School has developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Our staff follows a procedure to review and inspect any health and safety hazards on the grounds, facilities, equipment, and student travel routes to and from school. The district uses walkie-talkies, One-way messaging via Remind, Facebook postings, Newsletters, written communication and cell phones to enhance communication in the district. There is exterior lighting throughout the school. The classrooms, restrooms, and cafeteria facilities are cleaned and disinfected daily. All restrooms are equipped and stocked in accordance with the Williams Act.

Every effort is made to provide a safe and orderly environment for students and staff. Supervision of students on campus is provided from 7:45 a.m. to 3:00 p.m. each school day. A crossing guard is provided after school each day. Students involved in extra-curricular activities before, after, or during the above times are provided by the activity sponsor.

The school site has a state-mandated Safe School Plan located in the school office. This plan includes information regarding all safety issues on and around the campus, board policies on school safety, our emergency plan, and our student/parent handbook. Emergency drills are conducted routinely. Staff members are instructed in their responsibilities for emergency and daily supervision practices. Accident reports are submitted and kept on file in the office. Teen health, safety, and substance abuse education are provided as part of each student's regular curriculum.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	1		21	1	1		22	1	1	
1	30		1		28		1		27		1	
2	32		1		29		1		30		1	
3	27		1		27		1		31		1	
4	31		1		30		1		28		1	
5	29		1		31		1		32		1	
6	34			1	29		1		32		1	
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site		---	\$7,945	\$63,460
District	N/A	N/A	\$7,945	\$63,460
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	5.7	-2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The district's general fund includes monies for:

1. General operations - services, materials, and support to the general education
2. Special education - programs offering appropriate, individualized education to students with special needs
3. Special projects - monies from agencies (e.g. federal, state) earmarked for specific services
4. Transportation
5. Maintenance and operations
6. District administration

Supplemental funding under LCFF is being used to specifically target and address the needs of our students by supporting additional personnel to provide structured support for our EL students as well as systematic reading intervention services and practice with progress monitoring. In addition there is a plan in place to provide additional professional development to our credentialed and classified staff. We have successfully implemented our plan to increase internet access and number of electronic devices available for student use. we currently have one device for every student in grades 1-8 with ten tablets, Chromebooks and iPads for use during small group instruction or center time in Kindergarten and Transitional Kindergarten. There is also be increased library support with increased library time available to students and their families. We have also increased our focus and targeted professional development to support our students growth in Math and Language Arts. We have also had the opportunity to bring on a School Social Worker, An Americorp worker and employ a school Psychologist on contract to support our students social emotional needs.

Expanded Learning opportunities for all students are also provided using funds donated by local community partnerships. This year we are offering Lego Robotics and Project Lead the Way with support by Chevron. We are working to provide a community garden and outdoor eating area with support from Rural Farmers Grow Education grant funds. We are also offering our students an expanded sports program. Math Intervention, Culinary Arts, Fine Arts and Expanded Science with environmental awareness activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		Late Start Every Tuesday	Late Start Every Tuesday

All classroom teachers at Maple School are provided on-site staff development prior to the beginning of school and at various times throughout the year. The district supports and encourages the staff to seek professional development, emphasizing curriculum development instruction, introduction to new programs, and innovative strategies based on current research through the Kern County Superintendent of Schools Office, local colleges and universities for their professional growth, as well as for the benefit of the school. Teachers are given release time during the school day to attend professional development opportunities and work in Professional Learning Communities (PLC's) to promote more effective instruction. We have a team participating in multi-tiered systems of support, increasing differentiation in their instruction and the use of project based learning opportunities. Part of this work is increasing our use of data to drive instruction, a continuous cycle of improvement, reaching out to learn from others and working to serve ALL students. We are also collaboration with the Westside Small Schools Collaborative, a group of small school district Superintendents who work together to share resources in order to provide superior learning opportunities for our teachers.

Many of our teachers have received extensive training in specialized areas such as Common Core State Standards, technology, language arts, mathematics, as well as the needs of the English language learners and challenged students. Maple School District offers in-service instruction, concentrating on specific subject areas each year, including training focused on language arts, reading, math, science, and technology.

Classified staff are receiving training in EL strategies and supporting English Learners. Classified and Certificated staff are working together to provide reading intervention through the use of Read Live and Early Literacy. Ongoing technology support and training is being provided by school site personnel (Technology Specialist and Academic Coach). Additionally teachers and aides are attending training at the Kern County Superintendent of Schools to increase their knowledge and use of G-Suite (All components provided by Google).

Two years ago we began to facilitate late start every Tuesday so that teachers could work together to review and work towards our goals of continuous improvement.

A Beginning Teacher Support and Assessment (BTSA) Support Provider works with our first and second year teachers over a period of two years. The state-funded BTSA Program is based on the California Standards for the Teaching Profession. BTSA is a highly-structured and effective program.