



Maple Elementary School

640 West Cross • Tulare, CA 93274 • (559) 685-7270 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Tulare City School District

600 North Cherry Street
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District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

Willard Epps

District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

School Description

Principal's Message

Maple Elementary School is privileged to serve over 650 Kindergarten through fifth grade students. Our theme is "Be an A.C.E!" (Academics + Character = Excellence). Our staff is dedicated to the pursuit of academic excellence and positive character development for ALL students. We stress the "value of work" and the "value respect" in order to guide students toward success. We provide an enriching instructional program and a supportive learning environment to form the basis for lifelong personal growth.

Staff members at Maple School encourage parents to be involved in their child's education. We encourage parents to participate in Parent/Teacher Conferences and average over 95% participation. Parents may help make decisions at school by participating in the Parent/Teacher Organization (PTO), School Site Council (SSC), English Learners Advisory Council (ELAC) and/or our annual survey.

Maple School also has several Family Nights planned that offer parents and families opportunities to interact with one another and have fun. Examples of the Family Nights are the Fall Harvest Festival, making Gingerbread Houses in December, a Valentine Social, and a spring skate night. Maple School also sponsors a beginning of the year Meet and Greet, Back-to-School Night and an Open House. Parent Coffee Clubs are also offered to parents throughout the year and cover various topics.

Maple School follows a Comprehensive School Safety Plan to ensure the safety of all students, staff members and visitors on the Maple campus. The safety drills are reviewed with staff and students and practiced monthly. After the opening of school, all school gates are locked and visitors must enter the school through the office. At that time, a visitors pass must be obtained before any guests are allowed into a classroom or onto the campus. The school safety plan is reviewed regularly and input for improvement is given from members of the SSC/ELAC.

Professional development is given to all teachers, where improving instruction is the focus. Teachers also have the opportunity to improve their instruction by meeting as a grade-level or crossgrade to discuss best instructional practices. Grade levels also meet regularly to analyze student data and discuss instructional strategies that are successful. When needed, demonstration lessons by fellow teachers, district resource teachers, or Maple School's principal are also utilized. We believe that the staff development offered to staff has been an integral component of our growth and success of moving all students toward proficiency.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	105
Grade 2	119
Grade 3	106
Grade 4	109
Grade 5	116
Total Enrollment	674

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
Asian	1.6
Hispanic or Latino	90.4
White	4.7
Two or More Races	0.4
Socioeconomically Disadvantaged	96.7
English Learners	45.8
Students with Disabilities	5.5
Foster Youth	1.3
Homeless	3.1

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 for Maple Elementary	17-18	18-19	19-20
With Full Credential	30	29	28
Without Full Credential	2	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Maple Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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)

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities. Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Maple School is a safe place for students to learn and grow. Our school has a Safe School Plan that is in place and updated yearly by the School Safety Committee. Evacuation drills are scheduled on a regular basis to ensure that staff and students know what to do in an emergency. A Cal-OSHA representative attends monthly meetings and provides updates to staff on safety and health issues. In addition to these programs, adequate supervision is provided before school, during break/recess, at lunch, and after school, and is noted on the school's duty schedule. All school district facilities are supportive of teaching and learning. Classrooms are clean and orderly and provide a safe learning environment reflective of student work and current curriculum. We have a school cafeteria that provides students with a breakfast and lunch program and is used as a multipurpose facility for large-scale programs and meetings. Our library provides students with supplemental reading materials and provides additional educational resources. We take pride in our well-maintained buildings and landscaping. The Tulare City School District employs skilled professionals to ensure a safe and clean environment throughout the school year. Students, staff, and parents are committed to keeping our campus clean and litter-free. The Tulare City School District provides ongoing maintenance, and routine and major repairs for all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for pupils are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above. The school grounds, buildings, and restrooms (100% working) are kept clean, safe, and regularly maintained. Maple has a morning custodian and two evening custodians. The morning custodian's work hours are from 6:30 A.M. to 3:30 P.M., and the evening custodian's hours are from 12:30 P.M. to 9:00 P.M. Custodians are regularly monitored and evaluated by the building principal and director of custodians to ensure that Maple is safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of the more technical repairs (plumbing, heating, cooling, gas, electrical, carpeting, painting, major repairs, and so on). At times, the district will hire an independent contractor to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis. The district has a work order repair procedure that begins with the school principal referring needed repairs that cannot be taken care of by the site custodians to the district superintendent. The superintendent assigns the repairs to the maintenance director who, in turn, assigns the work out to the different maintenance specialists. Work orders are completed on a timely basis.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/15/19

System Inspected	Repair Status	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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	31	33	36	50	50
Math	11	18	22	22	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.0	11.9	12.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	332	99.40	31.33
Male	168	168	100.00	27.98
Female	166	164	98.80	34.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	302	300	99.34	29.67
White	16	16	100.00	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	326	324	99.39	30.56
English Learners	180	179	99.44	26.82
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	331	99.40	17.52
Male	168	168	100.00	17.86
Female	165	163	98.79	17.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	302	300	99.34	17.33
White	16	16	100.00	37.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	323	99.38	16.41
English Learners	180	179	99.44	14.53
Students with Disabilities	31	31	100.00	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	100.00	0.00

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.

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)

Parent participation is vital to the education of our students. We encourage parents to be active in determining school goals, identifying supportive programs, and enhancing student activities. Here's how parents can get involved at Maple School: • Join our Parent Teacher Organization (PTO) • Attend School Site Council or English Learner Advisory Council • Attend and support our Family Night activities • Volunteer in the classroom • Attend Migrant Parent Advisory Committee meetings • Attend Parent Coffee Clubs • Attend Parent/Teacher Conferences. For more information on how to become involved, contact Adriana Garza at (559) 685-7270.

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.

School Safety Plan

Maple Elementary School uses a Comprehensive Safe School Plan and a Crisis Management Plan that cover all possible disaster scenarios. These plans are reviewed and updated each April to prepare for the next school year by school personnel, parents, and community members for effectiveness. Our plan is discussed with staff in August, and follow-up reviews are done each trimester. Students and staff also participate in monthly fire drills, biannual earthquake and lockdown drills, and an annual bus evacuation drill.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.7	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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.

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	25		5		22		5		24		5	
1	23		5		24		5		21	2	3	
2	22		5		21	1	4		24		5	
3	22		6		22	1	4		21		5	
4	25		4		30		4		27		4	
5	32		4		28		4		29		4	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
 2014-15: 22
 2015-16: 27
 2016-17: 28
 2017-18: 34
 2018-19: 34
 2019-20: 35

District Professional Development Day(s):

2013-14: 1
 2014-15: 2
 2015-16: 0
 2016-17: 1
 2017-18: 1
 2018-19: 1
 2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,840	\$2,173	\$8,667	\$79,044
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.7	-3.3
School Site/ State	15.3	-1.1

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

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
Title II (Improving Teacher Quality)
Title III (for Limited English Proficient Students)
IDEA-Special Education
Lottery Proposition 20: Instructional Materials
Local Control Funding Formula (LCFF)
Base Grant Funding
Supplemental Grant Funding
Concentration Grant Funding
LCFF Funds support:
Gifted and Talented Education (GATE)
New Teacher Support Systems (NTSS)
Class Size Reduction (CSR)
Hourly Programs (extended day/year education)/Summer School
Community-Based English Tutoring (CBET)
School Safety and Violence Prevention
Instructional Materials
Educational Technology
Professional Development
Advancement Via Individual Determination (AVID)
Community Day School
Visual and Performing Arts (VAPA)
Counselors
Preschool
Enrichment Activities
Intervention (MTSS)
Response to Intervention Teachers
Tulare Support School
School Libraries
Athletic Program
English Language Learners
Foster Youth
Alternative Education
Health and Welfare
Home to school transportation

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.