

Maple Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Maple Elementary School
Street	29161 Fresno Ave.
City, State, Zip	Shafter, CA 93263
Phone Number	(661) 746-4439
Principal	Christy Herstad
Email Address	cherstad@mapleschool.org
School Website	www.mapleschool.org
Grade Span	K-8
County-District-School (CDS) Code	15-636100000000

2025-26 District Contact Information

District Name	Maple Elementary School District
Phone Number	(661) 746-4439
Superintendent	Bryan Easter
Email Address	bryaneaster@mapleschool.org
District Website	www.mapleschool.org

2025-26 School Description and Mission Statement

Maple School District is a single school, school district. The district has approximately 283 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.

Maple's Unduplicated Population continues to increase. The district poverty rate based on free and reduced lunch eligibility

2025-26 School Description and Mission Statement

rose to 56%. Our latest Dashboard data also indicates that our English Language Learner population has decreased to 4%. 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. For the past six years, we have successfully implemented a full inclusion model (with individual pull-out time if needed) for serving our special education students. We have seen significant growth in the student's 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.

The staff at Maple create an environment that encourages growth on every level, for every student, every day.

Vision

Maple will promote our vision with:

Moral Conviction

Appreciating our diversity

Preserving the Community

Love of Learning modeled and supported

Equipping our students to Thrive

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	28
Grade 2	29
Grade 3	30
Grade 4	31
Grade 5	30
Grade 6	30
Grade 7	32
Grade 8	29
Total Enrollment	287

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	1
Hispanic or Latino	78.7
White	20.2
English Learners	5.6
Homeless	0.7
Socioeconomically Disadvantaged	60.3
Students with Disabilities	8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	100	13	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	13	100	13	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.2	100	13.2	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	13.2	100	13.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.4	43.44	5.4	43.44	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	23.2	2.9	23.2	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	4.1	33.28	4.1	33.28	13705.8	4.91
Total Teaching Positions	12.5	100	12.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	2.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 TK-8. Our Kindergartners and Transitional Kindergartners also have tablets that they use in small group instruction and centers. Each classroom has a ViewSonic Touchscreen which enables the teacher to utilize technology and different APPS with students. These screens are large and can be seen by students across the room.

Year and month in which the data were collected August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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)	0%
Mathematics	Houghton Mifflin, Mathematics –Math Expressions Common Core 2014 (K-5) McGraw Hill California Math CCSS Edition 2014 (6-8)	0%
Science	STEMTaught (K-5) Accelerate Learning Inc., CA NGSS STEMScopes 2015 (5-8)	0%
History-Social Science	Pearson California History-Social Science - 2019 (6) Ancient World History California Pearson California History-Social Science - 2019 (7) Medieval Early Modern Times Pearson California History-Social Science - 2019 (8) American History	0%

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

School Facility Conditions and Planned Improvements

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 Facility Conditions and Planned Improvements

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 10/28/2024.

Year and month of the most recent FIT report

10/28/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

The CAASPP System encompasses the following assessments and student participation requirements:

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	56	45	56	47	48
Mathematics (grades 3-8 and 11)	44	49	44	49	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	181	100.00	0.00	56.35
Female	92	92	100.00	0.00	56.52
Male	89	89	100.00	0.00	56.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	138	138	100.00	0.00	55.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	41	41	100.00	0.00	58.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	113	100.00	0.00	52.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	50.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	181	181	100.00	0.00	49.17
Female	92	92	100.00	0.00	46.74
Male	89	89	100.00	0.00	51.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	138	138	100.00	0.00	51.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	41	41	100.00	0.00	41.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	113	100.00	0.00	45.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.82	44.07	41.82	44.07	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	44.07
Female	36	36	100.00	0.00	50.00
Male	23	23	100.00	0.00	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	38.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	15	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	39.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

We are committed to connecting community resources to our school and invite all of our community members 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, Coffee with the Principal, 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 School 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 enrichment programs. Parent input has resulted in increased library access, the launch of an after-school program, additional tutoring opportunities, the installation of AED devices, and numerous other changes in recent years. We have also incorporated four parent engagement nights per year. This year, the nights include topics such as social media awareness, sleep habits, digital dangers, vaping and drug prevention. We have also included a family fun engagement night that includes a cookie decorating class, family movie night, and family game night. Any person interested in becoming involved is welcome to contact the school office at 661-746-4439.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	287	20	7.0
Female	141	140	6	4.3
Male	148	147	14	9.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	225	20	8.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	59	59	0	0.0
English Learners	15	15	3	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	178	177	15	8.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	27	1	3.7

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

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.35	2.03	2.77	2.35	2.03	2.77	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.77	0.00
Female	0.71	0.00
Male	4.73	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.81	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.70	0.00

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

2025-26 School Safety Plan

Maple School has developed a comprehensive school safety plan that meets state requirements. We have incorporated The Standard Response Protocol at Maple within our safety plan. The safety plan includes protocols for holding in areas, securing the perimeter, lockdown, shelter in place, and evacuating. This plan incorporates procedures for safe entry and exit of students. We also have 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 Blackboard, Facebook postings, Instagram 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 8:00 a.m. to 3:00 p.m. each school day. Additional supervision is provided for students participating in the Before/After School Program from 7:30 a.m. to 5:30 p.m. 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 Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	36	0	1	1
1	32	0	1	0
2	29	0	1	0
3	31	0	1	0
4	30	0	1	0
5	27	0	1	0
6	25	2	1	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	1	0
1	29	0	6	0
2	32	0	6	0
3	30	0	6	0
4	29	0	6	0
5	29	0	6	0
6	15	8	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		1	
1	28		6	
2	29		6	
3	30		6	
4	31		6	
5	30		6	
6	14	8	5	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,750	\$3,491	\$9,259	\$76,397
District	N/A	N/A	\$3,524	\$77,236
Percent Difference - School Site and District	N/A	N/A	89.7	
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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 the number of electronic devices available for student use in the classroom. We currently have one device for every student in grades K-8 with ten tablets, Chromebooks, ViewSonic Touch Screens in each classroom, and iPads for use during small group instruction

Fiscal Year 2024-25 Types of Services Funded

or center time in Kindergarten and Transitional Kindergarten. There is also 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 and employ a school Psychologist on contract to support our students' social and emotional needs.

Expanded Learning opportunities for all students are also provided using funds for expanded learning for after school programs. This year we are offering Lego Robotics and Project Lead the Way. We are providing a community garden and outdoor eating. This year we are expanding our garden with a greenhouse. We are also offering our students an expanded sports program. Math Intervention, reading intervention, Culinary Arts, Fine Arts, and Expanded Science with environmental awareness activities. We also offer a Before/After School Program, as well as we contract with Sylvan Learning Center for after school tutoring.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,927	\$55,248
Mid-Range Teacher Salary	\$75,598	\$80,746
Highest Teacher Salary	\$103,780	\$109,655
Average Principal Salary (Elementary)	\$132,148	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$178,000	\$155,954
Percent of Budget for Teacher Salaries	20.56%	25.26%
Percent of Budget for Administrative Salaries	5.16%	6.12%

Professional Development

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 begin the school year with two Professional Development days prior to student arrival. We have 38 Late Starts during the school year in which teachers attend grade level or all school Professional Development. We are also collaborating 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. In 2024/2025 school year Maple sent four teachers and one admin to a three day training regarding PLCs. In the 2025/2026 school year, Maple sent eight more staff members to receive training in how to become a PLC.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	38	39	38