



Maple Elementary School

Dr. Amanda Sobremesana, Principal

School Mission/Vision/Demographics

Maple Elementary, nestled in the scenic foothills of Orange County, is rich in community roots, as Maple is over 100 years old! Located just a few miles from the CSU, Fullerton and the CSUF Arboretum, our school is surrounded by natural beauty and opportunities for outdoor education. As one of 20 schools in the Fullerton School District, Maple currently serves 339 students in grades PreK through 6th, including children enrolled in our State Preschool program and two Special Day Classes (grades TK through 1st.)

Our mission is to provide a curiosity-driven, impact education through project-based learning, advocacy, environmental science, and immersive experiences. In partnership with families and the community, we are committed to developing empathetic, kind, creative, problem-solving learners who demonstrate initiative and resourcefulness. Aligned with this mission is our vision: empowering students to be college or career ready with our cross-disciplinary, career-skill focused, project-based learning environments.

The student population at Maple is diverse, with 92% identifying as Hispanic/Latino, alongside representation from African American, Asian, White and multiracial students. Over 82% are socioeconomically disadvantaged, and 32% are English Learners, primarily Spanish-speaking. The school is also home to two STEAM Exploration Labs (one primary and one upper grade focused) and a Chill Area for Everyone (CAFE), providing students a place for mental health and social-emotional support. Students in grades TK–6 have access to iPads, and teachers implement high-impact instructional practices such as Orton Gillingham, Morphology, CGI Math, and project-based learning to support achievement and scenario driven, problem solving academics.

Our school benefits from support by Access Books, the Boys and Girls Club, OC United, and the YMCA and our schoolwide PBIS program has earned Platinum recognition in for the last three years. In 2026, Maple was recognized by the California Department of Education as a Green Ribbon School and also an Apple Distinguished School. At Maple Elementary, students are empowered to be advocates for themselves, their community, and the world around them.





Maple Elementary School

Dr. Amanda Sobremesana, Principal

School Data

As reported by the 2025 CAASPP results, Maple slightly increased in ELA overall performance, with 28.7% of students meeting or exceeding standards in English Language Arts (ELA), an increase of 2% from 2024 to 2025. Overall Math scores maintained from 2024 to 2025 with 23.8% of the students meeting or exceeding standards in Math. Maple saw gains among English Learners, who improved by 3.7 percentage points in both ELA (from 8.5% to 12.2%). For English Learners, Maple saw an increase as well in Math, with 9.5% of EL learners meeting standards, an increase of 3.3% from 2024-2025. Some subgroups, such as socioeconomically disadvantaged students, saw an increase of over 3% in proficiency, and students with disabilities, had little to no change in performance. These results highlight the continued need for targeted interventions to support all learners while celebrating the progress made in key student groups.

Grade 3 students demonstrated growth, raising grade-level proficiency from 28% to 33% in ELA and yet a decline from 42% to 38% in Math, Grade 4 students saw a decrease from 34% to 30% in ELA and an increase from 21% to 23% in math. Grade 5 students from 17% to 32% in ELA and from 10% to 17% in Math. and Grade 6 from 30% to 23% in ELA and 27% to 15% in math. Students with disabilities showed some growth, but overall performance remained well below standard.

However, the 2025 California School Dashboard highlights the continued need for support. Maple was rated Orange in ELA, with students performing 56 points below standard and a decline of 3.9 points. Math was rated Orange, with a DFS of 68 points and a decline of 5.3 points. English Learner Progress was also Orange, with 43.1% of students making progress. In terms of student engagement and school climate, Chronic Absenteeism decreased from Green to Red on the CA Dashboard and conversely, Suspension Rate moved from Red to Blue on the Dashboard, an increase of 3.3%. Chronic Absenteeism affected 11.6% of students, and the suspension rate declined 2.3%, with 0.6% of students suspended at least one day.

Fiscal Information

Budget Information	
LCFF Supplemental	123,681
LCFF Base	38,908
Title I	107,326

LCAP Goal	Total Expenditures
Goal 1	161,824
Goal 2	29,474
Goal 3	41,558
Goal 4	27,059



Maple Elementary School

Dr. Amanda Sobremesana, Principal

Goal 1: Student Achievement

Maple Elementary School will implement a coherent, standards-aligned instructional program grounded in the California Common Core State Standards to ensure high levels of learning for all students. Teachers will utilize approved curriculum while Professional Learning Communities (PLCs) collaboratively unpack standards, prioritize Guaranteed and Viable Standards, monitor student mastery, and ensure full curriculum coverage through ongoing cycles of inquiry.

Certificated staff will engage in PLC collaboration and release time to analyze ELA and Mathematics data, form targeted intervention groups, and design differentiated instruction that reflects vertical alignment, project-based learning with career connections, and analysis of student work. Classrooms will provide targeted support for all learners. This includes Tier 2 small group instruction, support from instructional assistants, RtI coach interventions, and extended learning opportunities such as after-school programs.

Instructional practices will reflect research-based, signature approaches to strengthen outcomes in literacy and mathematics. These include project-based learning with a career focus, NGSS-aligned environmental science instruction, Balanced Literacy, Orton-Gillingham strategies, morphology, and Math Workshop/CGI. Staff will participate in ongoing professional development focused on effective implementation of these strategies within a tiered instructional model.

All students will engage in experiential, inquiry-based learning that integrates the 4Cs and opportunities for immersive learning. This includes field-based experiences and overnight programs, to further deepen engagement and academic achievement across disciplines. Students will also participate in structured speaking and listening opportunities, including speech and debate, eSports, and robotics, to build communication and collaboration skills while strengthening English language development across reading, writing, speaking, and listening in all content areas.

Goal 2: Digital and Informational Literacy

To uphold FSD's vision for technology and digital literacy, Maple is dedicated to affording students access to high-quality digital instruments, resources, and instruction that prepare them for success in college or career pursuits. Materials, supplies, and professional development shall be strategically aligned to support 21st-century learning via blended and project-based paradigms at Maple Elementary. Students will actively utilize technology for both content consumption and creation through platforms such as i-Ready, Learning A-Z, MathShelf, Google Classroom, and Google Docs, as well as creative applications including iMovie and GarageBand. The school will maintain investment in NGSS-aligned curriculum alongside STEAM lab materials and supplies to foster hands-on, inquiry-based learning. To guarantee effective implementation, dedicated technology support will be furnished by a Media Services Technician (Level 1 or 2), who will manage device inventory for students and personnel, supervise maintenance through a technology ticketing system, and provide prompt technical assistance to certificated staff, classified staff, and students.



Maple Elementary School

Dr. Amanda Sobremesana, Principal

Goal 3: Safe and Secure Environment

Maple Elementary School fosters a positive and inclusive school culture by prioritizing student engagement, well-being, and strong relationships through the implementation of Positive Behavioral Interventions and Supports, social-emotional learning (SEL) curriculum, OC GRIP, and inclusive experiences such as assemblies, recognition programs, field trips, and school-wide celebrations, supported by targeted materials and resources. The school will promote students' physical, mental, and emotional well-being by ensuring access to counseling and community-based supports and providing targeted interventions, including individual, group sessions and/or use of supportive spaces such as the CAFE. Maple will maintain clean, safe, and thoughtfully designed learning environments that foster comfort, engagement, and a strong sense of belonging for students and staff, including the creation and redesign of classrooms and shared spaces to function as a "third teacher." The school will also prioritize safety and preparedness through regular emergency drills and the ongoing maintenance of updated emergency supplies.

Goal 4: Parent and Community Engagement

Maple Elementary School will continue to implement proactive, multilingual communication systems to build strong partnerships with families and the broader community, ensuring consistent sharing of information, celebration of student success, and support for academic achievement. Targeted outreach and resources will be provided to meet the needs of all families, including those requiring additional support, while fostering meaningful relationships that strengthen the home-school connection. Families will be actively engaged in advisory and leadership opportunities, such as PTSA, SSC, ELAC, and Coffee with the Principal, to have ongoing dialogue through events and forums that promote feedback and shared decision-making. The school will also collaborate with community partners and neighboring schools to expand engagement and participation in local events. In addition, parent education opportunities will be offered based on identified needs to support learning at home, with topics such as technology use, digital citizenship, healthy habits, and academic strategies, ensuring families are equipped to actively contribute to student success.

Title I/Community School

Maple Elementary utilizes Title I funds to secure supplementary instructional support from instructional assistants, facilitate professional development for educators, and provide immersive learning experiences for students. Operating as a Community School, Maple employs a Social Services Assistant to facilitate families' access to community resources. The Community School grant supports a mental health associate and a school counselor who deliver mental health services to Mustang students. Students benefit from access to two STEAM Exploration Labs and fundamental classroom materials are provided to ensure engaging, hands-on learning. Community partnerships, such as with Access Books, have resulted in a library refurbishment encompassing over 1500 new books. Furthermore, commencing in the 2026-2027 school year, Maple will serve as a mobile food pantry site through its partnership with Second Harvest.

