



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tom Matsumoto Elementary School	43-69435-6115851	5/22/24	5/11/2023

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Each of the goals that Tom Matsumoto Elementary School identified in the plan aligns with Evergreen School District's LCAP goals.

Educational Partner Involvement

How, when, and with whom did Tom Matsumoto Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

The School Site Council, ELAC, DAC, and faculty members reviewed and provided feedback on the proposed goals on February 6, 2024. The approval for the School Site Plan occurred on May 22, 2024

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In 2023, Tom Matsumoto Elementary was in the Orange category for Chronic Absenteeism and English Learner Progress.

Our school chronic absenteeism increased from 3% to 5% for all students. Hispanic students had the highest rates of chronic absenteeism at 23.5% an increase of 12.3%. Asian students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities were in the orange range. Activities to support attendance including enrichment opportunities throughout the school day and afterschool, PBIS supports, Attendance Workshops, and the Attendance Re-engagement plan.

Matsumoto English Learner progress declined by 9.4% moving the school into the orange on the dashboard. 54.4% of our English Learners are making progress toward English Language proficiency. Activities to support learning include implementation of phonics in general education Kindergarten to 2nd grade classrooms. Students in 1st to 6th grade that scored two or more grades below on iReady diagnostics participated in Reading intervention.

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

In ELA, all students scored Green on the Dashboard. Socioeconomically Disadvantaged students were in Orange and students with disabilities were in Red. Activities to support learning include implementation of phonics in general education Kindergarten to 2nd grade classrooms. Students in 1st to 6th grade that scored two or more grades below on iReady diagnostics participated in Reading intervention.

In Math, all students scored Blue on the Dashboard. Students with disabilities scored orange and socioeconomically disadvantaged students scored yellow. Activities to support learning include use of Reflex for math fact fluency, Frax for fraction concepts, Tier 2 math intervention for students that were two or more grade levels below in iReady.

In conditions and climate, all students scored in Blue on the Dashboard. Socioeconomically disadvantaged students scored in Yellow and students of Two or More Races scored orange. Matsumoto continued to implement Tier 1 and Tier 2 PBIS supports. Behavior lessons were reviewed monthly at All School Rallies. The PBIS team met monthly to review behavior data and determine needed expectations review. Lunchtime recess coaches were contracted to provide Social Emotional lessons and organize outdoor activities during unstructured time.

Other Needs

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

iReady diagnostic assessment is administered 3 times per year.

English Learners were 34% proficient on the T3 diagnostic. In T1, they scored 6% proficient, showing a growth of 28%. Non-English Learners were 84% proficient on the T3 diagnostic, meaning there was a proficiency gap for ELs of 50%.

Students with Disabilities were 33% proficient on the T3 diagnostic, showing growth of 18% from the T1 diagnostic. Students without Disabilities were 86% proficient on the T3 diagnostic, meaning there was a proficiency gap of 53%.

Hispanic and Latino students were 55% proficient on the T3 diagnostic, showing growth of 27% from the T1 diagnostic. Non-hispanic/Latino students were 83% proficient on the T3 diagnostic, meaning there was a proficiency gap of 28%.

Socioeconomically Disadvantaged students were 52% proficient on the T3 diagnostic. Students not in this category were 84% proficient showing a gap of 32%.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.4%	0.40%		3	3
African American	1.81%	1.45%	2.39%	14	11	18
Asian	68.13%	70.15%	69.06%	526	531	520
Filipino	5.05%	5.42%	4.52%	39	41	34
Hispanic/Latino	13.73%	12.68%	14.08%	106	96	106
Pacific Islander	0.26%	0.13%	0.13%	2	1	1
White	4.15%	3.96%	5.05%	32	30	38
Multiple/No Response	5.31%	4.89%	3.98%	41	37	30
Total Enrollment				772	757	753

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	118	83
Grade 1	96	89	94
Grade 2	93	100	95
Grade3	111	102	102
Grade 4	115	107	104
Grade 5	118	122	112
Grade 6	137	119	128
Total Enrollment	772	757	753

Conclusions based on this data:

1. Our enrollment is declining.
2. Our primary grade classes are smaller than our upper grade classes.
3. Our class sizes stay consistent year to year, indicating that we have many students that stay with us.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	127	140	107	13.90%	16.5%	14.2%
Fluent English Proficient (FEP)	251	228	249	33.00%	32.5%	33.1%
Reclassified Fluent English Proficient (RFEP)	15	48	20	3.6%	11.8%	

Conclusions based on this data:

1. Our percentage of ELs is increasing.
2. There was a significant increase in the number of students reclassified from 21-22 to 22-23.
3. Our number of FEP students remains within 1%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	120	111	102	0	108	102	0	108	102	0.0	97.3	100.0
Grade 4	122	115	108	0	114	106	0	114	106	0.0	99.1	98.1
Grade 5	132	126	121	0	125	121	0	125	121	0.0	99.2	100.0
Grade 6	106	140	113	0	136	113	0	136	113	0.0	97.1	100.0
All Grades	480	492	444	0	483	442	0	483	442	0.0	98.2	99.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2508.	2504.		61.11	64.71		20.37	13.73		9.26	11.76		9.26	9.80
Grade 4		2557.	2557.		65.79	66.98		15.79	18.87		12.28	7.55		6.14	6.60
Grade 5		2601.	2574.		65.60	55.37		19.20	26.45		6.40	6.61		8.80	11.57
Grade 6		2601.	2623.		45.59	58.41		35.29	28.32		9.56	5.31		9.56	7.96
All Grades	N/A	N/A	N/A		59.01	61.09		23.19	22.17		9.32	7.69		8.49	9.05

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.30	41.18		46.30	48.04		7.41	10.78
Grade 4		46.49	42.45		46.49	53.77		7.02	3.77
Grade 5		47.20	46.28		44.80	44.63		8.00	9.09
Grade 6		43.38	49.56		47.06	40.71		9.56	9.73
All Grades		45.76	45.02		46.17	46.61		8.07	8.37

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.33	53.92		31.48	34.31		10.19	11.76
Grade 4		56.14	55.66		37.72	42.45		6.14	1.89
Grade 5		65.60	42.15		26.40	47.93		8.00	9.92
Grade 6		48.53	49.56		42.65	44.25		8.82	6.19
All Grades		56.94	50.00		34.78	42.53		8.28	7.47

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56	27.45		63.89	67.65		5.56	4.90
Grade 4		29.82	16.04		61.40	75.47		8.77	8.49
Grade 5		31.20	33.88		64.80	58.68		4.00	7.44
Grade 6		31.62	31.86		63.97	63.72		4.41	4.42
All Grades		30.85	27.60		63.56	66.06		5.59	6.33

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.22	43.14		47.22	46.08		5.56	10.78
Grade 4		42.11	41.51		50.00	54.72		7.89	3.77
Grade 5		44.80	36.36		48.80	54.55		6.40	9.09
Grade 6		33.82	43.36		61.03	49.56		5.15	7.08
All Grades		41.61	40.95		52.17	51.36		6.21	7.69

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Conclusions based on this data:

1. 83.26% of students were proficient in 22-23.
2. Our percent of students below standard in reading increased.
3. The percent of students below standard in writing decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	120	111	102	0	108	102	0	108	102	0.0	97.3	100.0
Grade 4	122	115	108	0	114	107	0	114	107	0.0	99.1	99.1
Grade 5	132	126	121	0	126	121	0	126	121	0.0	100.0	100.0
Grade 6	106	140	113	0	137	113	0	137	113	0.0	97.9	100.0
All Grades	480	492	444	0	485	443	0	485	443	0.0	98.6	99.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2511.	2507.		59.26	61.76		24.07	21.57		8.33	5.88		8.33	10.78
Grade 4		2554.	2571.		58.77	62.62		25.44	25.23		7.02	9.35		8.77	2.80
Grade 5		2573.	2574.		53.97	57.85		20.63	14.88		13.49	16.53		11.90	10.74
Grade 6		2608.	2622.		55.47	57.52		24.09	17.70		8.76	16.81		11.68	7.96
All Grades	N/A	N/A	N/A		56.70	59.82		23.51	19.64		9.48	12.42		10.31	8.13

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.67	68.63		23.15	20.59		10.19	10.78
Grade 4		64.91	68.22		25.44	28.97		9.65	2.80
Grade 5		56.35	57.85		31.75	30.58		11.90	11.57
Grade 6		56.20	54.87		32.12	36.28		11.68	8.85
All Grades		60.62	62.08		28.45	29.35		10.93	8.58

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.07	49.02		40.74	41.18		10.19	9.80
Grade 4		48.25	62.62		45.61	33.64		6.14	3.74
Grade 5		47.62	47.11		40.48	40.50		11.90	12.40
Grade 6		40.15	48.67		46.72	39.82		13.14	11.50
All Grades		45.98	51.69		43.51	38.83		10.52	9.48

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.70	57.84		40.74	31.37		5.56	10.78
Grade 4		56.14	55.14		34.21	37.38		9.65	7.48
Grade 5		43.65	39.67		43.65	51.24		12.70	9.09
Grade 6		42.34	51.33		50.36	43.36		7.30	5.31
All Grades		48.45	50.56		42.68	41.31		8.87	8.13

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Conclusions based on this data:

- 79.46% of students were proficient in Math.
- The percent of 3rd grade students that were below standard in communicating reasoning nearly doubled.
- Nearly 10% of students were below standard in problem solving.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1474.7	1461.9	1479.6	1468.5	1466.6	1485.7	1489.3	1450.7	1465.2	24	20	21
1	1511.8	1482.6	*	1496.0	1455.0	*	1527.2	1509.6	*	19	13	7
2	1539.1	1522.7	*	1541.8	1513.0	*	1535.9	1531.7	*	26	20	7
3	1523.2	1514.7	1467.6	1506.6	1514.0	1485.8	1539.2	1514.7	1448.8	19	21	12
4	1525.9	1554.6	1507.0	1517.4	1552.4	1496.8	1533.9	1556.3	1516.5	15	18	13
5	*	1553.7	1519.6	*	1556.9	1543.4	*	1550.0	1495.4	9	18	14
6	1481.3	1507.7	*	1481.3	1506.5	*	1480.6	1508.2	*	11	12	7
All Grades										123	122	81

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	45.00	47.62	45.83	25.00	33.33	16.67	10.00	14.29	4.17	20.00	4.76	24	20	21
1	47.37	46.15	*	31.58	15.38	*	10.53	23.08	*	10.53	15.38	*	19	13	*
2	53.85	55.00	*	30.77	20.00	*	15.38	5.00	*	0.00	20.00	*	26	20	*
3	42.11	38.10	16.67	31.58	33.33	25.00	10.53	23.81	16.67	15.79	4.76	41.67	19	21	12
4	46.67	61.11	38.46	26.67	16.67	30.77	20.00	11.11	0.00	6.67	11.11	30.77	15	18	13
5	*	55.56	42.86	*	11.11	14.29	*	11.11	14.29	*	22.22	28.57	*	18	14
6	27.27	16.67	*	27.27	50.00	*	18.18	25.00	*	27.27	8.33	*	11	12	*
All Grades	40.16	46.72	33.33	34.43	23.77	33.33	16.39	14.75	12.35	9.02	14.75	20.99	122	122	81

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	40.00	52.38	37.50	30.00	28.57	16.67	15.00	14.29	8.33	15.00	4.76	24	20	21
1	68.42	53.85	*	21.05	7.69	*	5.26	23.08	*	5.26	15.38	*	19	13	*
2	65.38	65.00	*	19.23	15.00	*	11.54	5.00	*	3.85	15.00	*	26	20	*
3	57.89	47.62	33.33	26.32	28.57	33.33	0.00	23.81	8.33	15.79	0.00	25.00	19	21	12
4	60.00	61.11	53.85	26.67	27.78	15.38	6.67	0.00	0.00	6.67	11.11	30.77	15	18	13
5	*	66.67	50.00	*	11.11	21.43	*	0.00	0.00	*	22.22	28.57	*	18	14
6	54.55	8.33	*	9.09	75.00	*	18.18	8.33	*	18.18	8.33	*	11	12	*
All Grades	54.92	50.82	46.91	26.23	26.23	25.93	9.02	10.66	7.41	9.84	12.30	19.75	122	122	81

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	25.00	23.81	37.50	30.00	23.81	25.00	25.00	47.62	4.17	20.00	4.76	24	20	21
1	31.58	46.15	*	42.11	7.69	*	10.53	30.77	*	15.79	15.38	*	19	13	*
2	34.62	40.00	*	50.00	35.00	*	15.38	5.00	*	0.00	20.00	*	26	20	*
3	26.32	14.29	8.33	42.11	42.86	25.00	21.05	33.33	8.33	10.53	9.52	58.33	19	21	12
4	33.33	38.89	15.38	40.00	22.22	30.77	20.00	16.67	23.08	6.67	22.22	30.77	15	18	13
5	*	50.00	21.43	*	11.11	14.29	*	16.67	21.43	*	22.22	42.86	*	18	14
6	18.18	8.33	*	18.18	8.33	*	27.27	58.33	*	36.36	25.00	*	11	12	*
All Grades	29.51	31.97	17.28	38.52	24.59	28.40	22.13	24.59	27.16	9.84	18.85	27.16	122	122	81

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.17	55.00	57.14	33.33	25.00	38.10	12.50	20.00	4.76	24	20	21
1	73.68	53.85	*	21.05	30.77	*	5.26	15.38	*	19	13	*
2	61.54	70.00	*	30.77	15.00	*	7.69	15.00	*	26	20	*
3	47.37	52.38	8.33	36.84	47.62	50.00	15.79	0.00	41.67	19	21	12
4	66.67	77.78	30.77	26.67	11.11	46.15	6.67	11.11	23.08	15	18	13
5	*	44.44	42.86	*	33.33	42.86	*	22.22	14.29	*	18	14
6	27.27	25.00	*	54.55	66.67	*	18.18	8.33	*	11	12	*
All Grades	54.10	55.74	41.98	35.25	31.15	41.98	10.66	13.11	16.05	122	122	81

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.43	40.00	42.86	56.52	45.00	47.62	13.04	15.00	9.52	23	20	21
1	36.84	23.08	*	57.89	53.85	*	5.26	23.08	*	19	13	*
2	53.85	50.00	*	46.15	35.00	*	0.00	15.00	*	26	20	*
3	43.75	52.38	41.67	50.00	42.86	41.67	6.25	4.76	16.67	16	21	12
4	9.09	55.56	61.54	72.73	33.33	7.69	18.18	11.11	30.77	11	18	13
5	*	77.78	71.43	*	0.00	0.00	*	22.22	28.57	*	18	14
6	54.55	33.33	*	27.27	58.33	*	18.18	8.33	*	11	12	*
All Grades	41.23	49.18	50.62	49.12	36.89	29.63	9.65	13.93	19.75	114	122	81

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	25.00	28.57	58.33	50.00	61.90	4.17	25.00	9.52	24	20	21
1	52.63	46.15	*	31.58	23.08	*	15.79	30.77	*	19	13	*
2	38.46	40.00	*	61.54	40.00	*	0.00	20.00	*	26	20	*
3	42.11	4.76	8.33	47.37	71.43	25.00	10.53	23.81	66.67	19	21	12
4	33.33	44.44	23.08	46.67	38.89	53.85	20.00	16.67	23.08	15	18	13
5	*	55.56	21.43	*	22.22	35.71	*	22.22	42.86	*	18	14
6	27.27	8.33	*	27.27	58.33	*	45.45	33.33	*	11	12	*
All Grades	37.70	31.97	24.69	50.00	44.26	46.91	12.30	23.77	28.40	122	122	81

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.17	60.00	52.38	37.50	25.00	42.86	8.33	15.00	4.76	24	20	21
1	42.11	38.46	*	36.84	46.15	*	21.05	15.38	*	19	13	*
2	42.31	55.00	*	57.69	25.00	*	0.00	20.00	*	26	20	*
3	31.58	28.57	25.00	57.89	66.67	25.00	10.53	4.76	50.00	19	21	12
4	33.33	33.33	7.69	60.00	44.44	61.54	6.67	22.22	30.77	15	18	13
5	*	44.44	14.29	*	27.78	42.86	*	27.78	42.86	*	18	14
6	18.18	8.33	*	54.55	75.00	*	27.27	16.67	*	11	12	*
All Grades	37.70	40.16	29.63	51.64	42.62	44.44	10.66	17.21	25.93	122	122	81

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

Conclusions based on this data:

1. Our overall EL population declined in 22-23.
2. 26% of students scored beginning in the Writing Domain.
3. 44% of students scored somewhat/moderately developed in the Writing Domain.

School and Student Performance Data

California School Dashboard Student Population

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
757	12	18.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Tom Matsumoto Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	18.5
Foster Youth		
Homeless	3	0.4
Socioeconomically Disadvantaged	91	12
Students with Disabilities	84	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.5
American Indian	3	0.4
Asian	531	70.1
Filipino	41	5.4
Hispanic	96	12.7
Two or More Races	37	4.9
Pacific Islander	1	0.1
White	30	4

Conclusions based on this data:

- 1. Majority of our student population is Asian (70.%).
- 2. 12% of our student population is socioeconomically disadvantaged.
- 3. 11% of our population are students with disabilities.

School and Student Performance Data






Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Matsumoto has a low suspension rate.
2. There is room for improvement in Chronic Absenteeism.
3. Matsumoto is successful in English Language Arts and Math.

School and Student Performance Data

Academic Performance English Language Arts

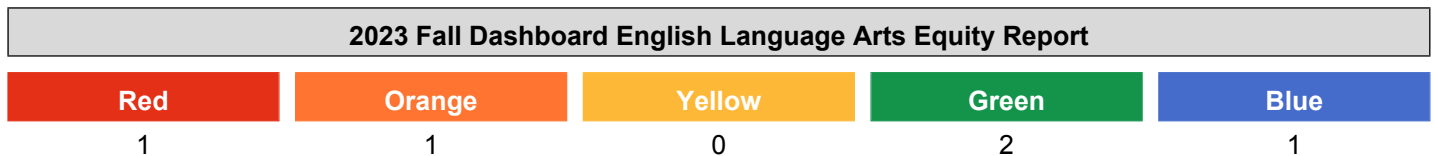
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 81.1 points above standard Decreased -4.3 points 439 Students	English Learners Green 32.8 points above standard Decreased Significantly -22.2 points 95 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 6 points below standard Decreased Significantly -27.1 points 51 Students	Students with Disabilities Red 76.2 points below standard Decreased Significantly -25.4 points 49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Green	55.5 points above standard
7 Students	1 Student	93.5 points above standard	Maintained -1.4 points
		Decreased -6.5 points	26 Students
		314 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Blue	73.7 points above standard	Less than 11 Students	67.5 points above standard
28.2 points above standard	Decreased -8.3 points	1 Student	Decreased Significantly -31 points
Increased Significantly +22.9 points	22 Students		20 Students
46 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.9 points below standard	110.2 points above standard	78.9 points above standard
Decreased Significantly -64.8 points	Decreased -6.7 points	Maintained -1.3 points
43 Students	52 Students	206 Students

Conclusions based on this data:

1. Our reclassified English learners performed better than the average student at 110.2 points above standard.
2. Hispanic students increased performance by 22.9 points.
3. Students with disabilities were 76.2 points below standard.

School and Student Performance Data

Academic Performance Mathematics

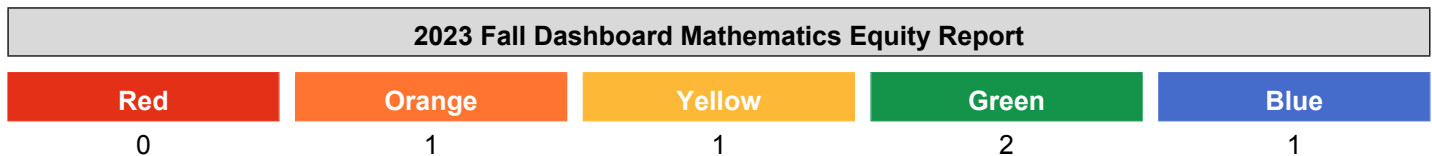
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 67.9 points above standard Maintained +2.3 points 439 Students	English Learners Green 21.1 points above standard Decreased Significantly -18.3 points 95 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 10.7 points below standard Decreased -7.6 points 51 Students	Students with Disabilities Orange 83.5 points below standard Decreased Significantly -19.7 points 49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian Less than 11 Students 1 Student	Asian  Blue 88.2 points above standard Maintained +2.1 points 314 Students	Filipino 53.4 points above standard Increased Significantly +18.5 points 26 Students
Hispanic  Green 24.3 points below standard Increased +13 points 46 Students	Two or More Races 43.1 points above standard Decreased Significantly - 21.1 points 22 Students	Pacific Islander Less than 11 Students 1 Student	White 36 points above standard Decreased Significantly -21 points 20 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 52.6 points below standard Decreased Significantly -45 points 43 Students	Reclassified English Learners 82 points above standard Decreased -14.5 points 52 Students	English Only 64.2 points above standard Increased +6.8 points 206 Students
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Conclusions based on this data:

1. Reclassified students performed the best at 82 points above the standard.
2. Our Asian students perform better than an average Matsumoto student.
3. Our disadvantaged students, students with disabilities, and hispanic students are performing below the standard.

School and Student Performance Data

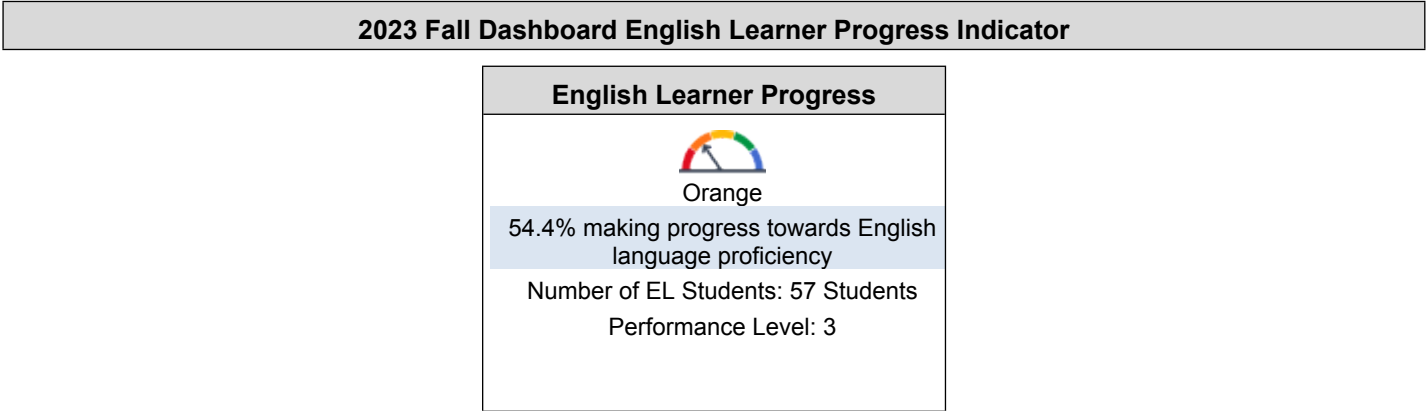
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	20	6	25

Conclusions based on this data:

1. 25% of EL students progressed at least one ELPI Level.
2. 6% of EL students maintained their ELPI level.
3. 20% of students maintained their ELPI level.

School and Student Performance Data

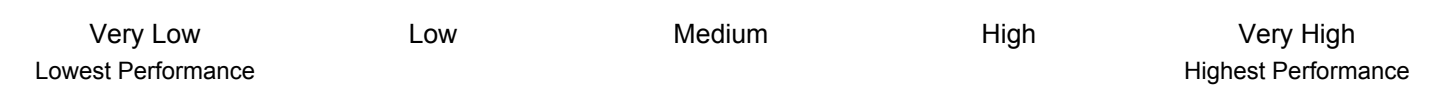
Academic Performance College/Career Report

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

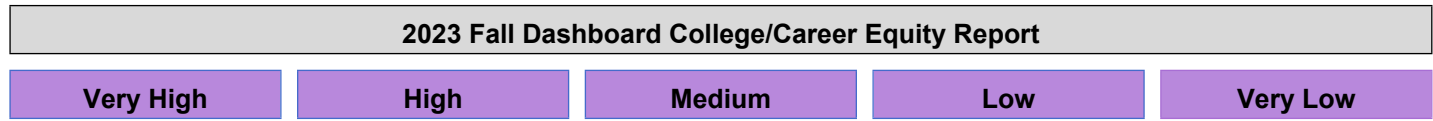
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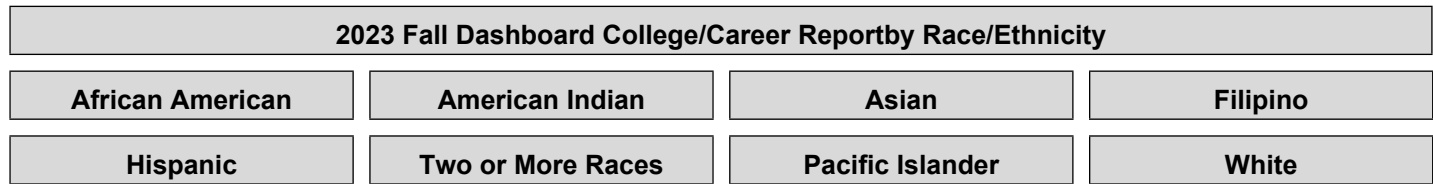
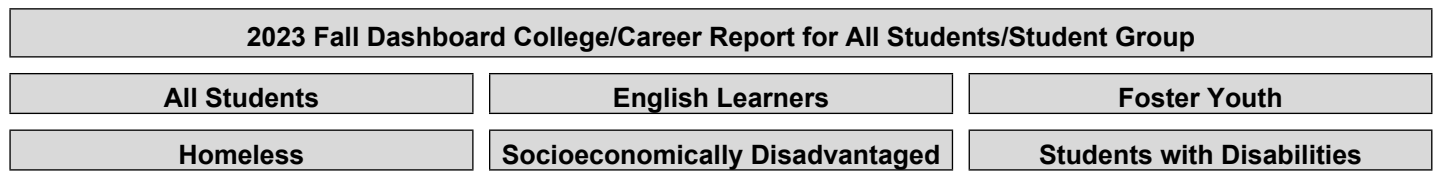
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



8% Chronically Absent

Increased Significantly 5

771 Students

English Learners



9.1% Chronically Absent

Increased 2.9

143 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

Less than 11 Students

8 Students

Socioeconomically Disadvantaged



17% Chronically Absent

Increased 7

100 Students

Students with Disabilities








17.8% Chronically Absent

Increased 7.3

101 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 8.3% Chronically Absent Increased 8.3 12 Students	American Indian Less than 11 Students 3 Students	Asian  Orange 6.3% Chronically Absent Increased Significantly 4.3 540 Students	Filipino  Yellow 4.8% Chronically Absent Increased 4.8 42 Students
Hispanic  Red 23.5% Chronically Absent Increased 12.3 102 Students	Two or More Races  Yellow 2.6% Chronically Absent Increased 2.6 39 Students	Pacific Islander Less than 11 Students 1 Student	White  Blue 0% Chronically Absent Declined -2.8 32 Students

Conclusions based on this data:

1. Our Hispanic students are the most likely to be chronically absent.
2. Students with disabilities were 17.8% chronically absent.
3. The socioeconomically disadvantaged students were 17% chronically absent.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

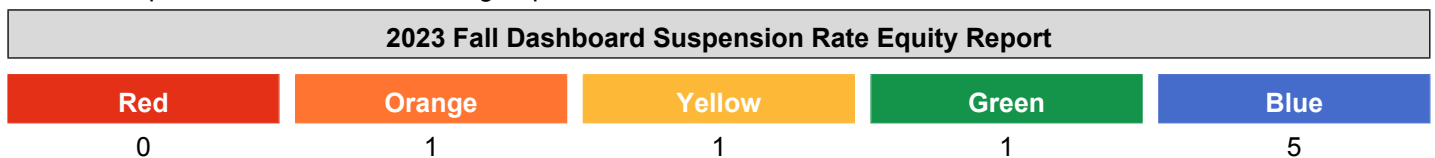
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Maintained 0.1 778 Students	English Learners  Green 0.7% suspended at least one day Maintained 0 146 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Yellow 1% suspended at least one day Increased 1 104 Students	Students with Disabilities  Blue 0% suspended at least one day Declined -0.8 101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Maintained 0 12 Students	American Indian Less than 11 Students 3 Students	Asian  Blue 0.2% suspended at least one day Maintained 0 543 Students	Filipino  Blue 0% suspended at least one day Maintained 0 42 Students
Hispanic  Blue 0% suspended at least one day Declined -0.9 105 Students	Two or More Races  Orange 2.5% suspended at least one day Increased 2.5 40 Students	Pacific Islander Less than 11 Students 1 Student	White  Blue 0% suspended at least one day Maintained 0 32 Students

Conclusions based on this data:

1. Overall, Matsumoto had very few suspensions.
2. Suspension rates for students with disabilities declined.
3. Suspension rates for Hispanic students declined.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning

Tom Matsumoto Elementary will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

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

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Matsumoto Elementary is rated in the blue. While suspensions at Matsumoto Elementary are very low, the dashboard indicates a need to focus on students that are two or more races and socioeconomically disadvantaged..

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Matsumoto Elementary, all students scored 79% proficient in Math, and 83% proficient in Language Arts. Proficiency gaps existed for English Learners, students that are Hispanic, socioeconomically disadvantaged, and students with disabilities in Math. Proficiency gaps existed for English Learners and students that are Hispanic, Filipino, socioeconomically disadvantaged, and students with disabilities in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 54.4% of ELs at Matsumoto Elementary are making progress towards English language proficiency, putting Matsumoto Elementary in Orange. At Matsumoto Elementary, 7% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Matsumoto Elementary, all students scored 62.6% proficient. Proficiency gaps existed for English Learners, students with disabilities, and Hispanic students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78%% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for English Learners, Hispanic students, and students with disabilities. In March of 2024, 74% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for sub_group.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is blue with .4% suspended at least one day. 2.5% of Students that are two or more races were suspended, putting them in Orange. 1% of Socioeconomically Disadvantaged students were suspended, putting them in Yellow.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
CAASPP ELA	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <ul style="list-style-type: none"> • 68.75% of Hispanic, a gap of 14%. • 31.11% of English Learners, a gap of 51.63% • 69.23% of Filipino , a gap of 13.5% • 31.91% of students with disabilities, a gap of 50.83% • 61.54% of socioeconomically disadvantaged students, a gap of 21.2% 	The proficiency gap of all subgroups will decrease by 3-5%.
CAASPP Math	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <ul style="list-style-type: none"> • 32.61% of English Learners, a gap of 46.14%. • 42.86% of Hispanic, a gap of 35.89%. • 50.94% of socioeconomically disadvantaged, a gap of 27.81%. • 25.53% of students with disabilities, a gap of 53.22%. 	The proficiency gap of all subgroups will decrease by 3-5%.
CAST	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <ul style="list-style-type: none"> • 6.67% of English Learners, a gap of 55.93%. • 25% of Hispanic students, a gap of 37.6%. • 30.77% of socioeconomically disadvantaged students, a gap of 31.83% 	The proficiency gap of all subgroups will decrease by 3-5%.
CA Dashboard of English Learner Progress	46.3%% of English Learners that progressed one level towards English language proficiency.	48% of English Learners will make progress towards proficiency.

iReady Reading T3 Diagnostic	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>37% of English Learners, a gap of 41%. 52% of Hispanic students, a gap of 26%. 29% of Students with Disabilities, a gap of 69%. 35% of Socioeconomically Disadvantaged students, a gap of 43%.</p>	The proficiency gap of all subgroups will decrease by 3-5%.
iReady Math T3 Diagnostic	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>40% of English Learners, a gap of 34%. 38% of Hispanic students, a gap of 32%. 30% of Students with Disabilities, a gap of 44%. 47% of Socioeconomically Disadvantaged students, a gap of 27%.</p>	The proficiency gap of all subgroups will decrease by 3-5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p>	All Students	<p>400 General Fund 5800: Professional/Consulting Services And Operating Expenditures Potential services include de-escalation and EL strategies. 1200 General Fund 1000-1999: Certificated Personnel Salaries Providing substitutes for teacher release days. Providing teachers overtime for attending PD outside of contracted hours. 500 Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitutes for teacher release to attend SST and IEP meetings.</p>
1.2	Strategy 1.2 Intervention and Instructional Support	All Students	18875

	Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.		<p>Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention staffing. 6400</p> <p>Supplemental Fund 2000-2999: Classified Personnel Salaries Intervention staffing. 6550</p> <p>Supplemental Fund 3000-3999: Employee Benefits</p> <p>1000 Title III 1000-1999: Certificated Personnel Salaries Intervention staffing 217 Title III 3000-3999: Employee Benefits</p> <p>112 Supplemental Fund 4000-4999: Books And Supplies Intervention materials. 333 Title III 4000-4999: Books And Supplies Intervention materials.</p>
1.3	<p>Strategy 1.3 Digital Content</p> <p>Students will have access to digital content that supports learning in Language Arts, Math, and Science.</p>	All Students	<p>9035 General Fund 5800: Professional/Consulting Services And Operating Expenditures Digital content to support all students. 1050 Supplemental Fund 2000-2999: Classified Personnel Salaries Intervention software support 4391 Title III 5800: Professional/Consulting Services And Operating Expenditures Software to support English Learner vocabulary acquisition and comprehension.</p>
1.4	<p>Strategy 1.4 Facility Maintenance</p> <p>Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.</p>	All Students	<p>7000 General Fund 4000-4999: Books And Supplies Custodial Supplies 1600</p>

			General Fund 2000-2999: Classified Personnel Salaries Provide staff with overtime for special projects that are outside of regular working hours.
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Tom Matsumoto Elementary will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Matsumoto Elementary is rated in the orange with 8% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities..

Suspension rate indicates the amount of engagement that students have at school. Matsumoto Elementary is rated in the blue. While suspensions at Matsumoto Elementary are very low, the dashboard indicates a need to focus on students that are two or more races and socioeconomically disadvantaged.

Chronic Absenteeism is a measure of engagement determined by the CA School Dashboard. Matsumoto rated in the Orange category with 8% of all students being chronically absent. In particular, Hispanic students were 23.5% chronically absent, Socioeconomically disadvantaged students were 17% chronically absent, and students with disabilities were 17.8% chronically absent.

According to the PowerSchool Incident Management Report, there were 160 referrals to the office from August of 2023 to April of 2024. Other means of correction (OMC) were used as a consequence in 96.9% of those incidents. The report indicated a need to focus on students that are male, Hispanic, and African American.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6 or 7-8. Results of that survey indicate that 96.78% of staff, 88.42% of students, and 64.1% of the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is blue with .4% suspended at least one day. 2.5% of Students that are two or more races were suspended, putting them in Orange. 1% of Socioeconomically Disadvantaged students were suspended, putting them in Yellow.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
Dashboard Engagement	Overall Student Chronic Absentee Rate is Orange with 8% chronically absent. Student groups of Concern 23.5% of Hispanic 17% of Socioeconomically Disadvantaged 17.8% of Students with Disabilities	Socioeconomically Disadvantaged and students with disabilities will move to Yellow on the dashboard.
PowerSchool Chronic Absenteeism Report	5% of all students were identified as Chronically Absent from August 2023 to April 2024 in PowerSchool. Student groups of concern 19% of Hispanic Students 10.6% of Students with Disabilities 12.4% of Socioeconomically Disadvantaged Students 8% of English Learners	3% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will decrease as follows: 16% of Hispanic Students 8% of Students with Disabilities 10% of Socioeconomically Disadvantaged Students 6% of English Learners
PowerSchool Incident Management	96.9% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 80% of referrals were male students, which are 52% of the population. 28.1% of referrals were Hispanic students, which are 12.7% of the population. 6.3% of referrals were African American/Black students, which are 1.5% of the population.	99% of all referrals will result in OMC from August 2024 to April of 2025. Student groups that were referred disproportionately will decrease in office referrals as follows: 75% of male students 25% of Hispanic students 4% of African American/Black students
Safety survey school wide rules	In fall 2023, 96.78% of staff are familiar or very familiar with the school wide rules. 88.42% of students are familiar or very familiar with the school wide rules. 64.1% of community are familiar or very familiar with the school wide rules.	In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules. 90% of students will be familiar or very familiar with the school wide rules. 66% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.</p>	All Students	<p>1000 General Fund 4000-4999: Books And Supplies Incentives 400 General Fund 1000-1999: Certificated Personnel Salaries Release days for teachers to participate in PD. 1500 General Fund 2000-2999: Classified Personnel Salaries Funding noon duties to support students with behavioral and academic needs, outside of lunch hours. 1135 General Fund 3000-3999: Employee Benefits</p>
2.2	<p>Strategy 2.2 Family Engagement Opportunities</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	All Students	<p>5722 General Fund 1000-1999: Certificated Personnel Salaries Overtime for teachers organizing evening events for family engagement, and working with PTA. 1544 General Fund 3000-3999: Employee Benefits</p>
2.3	<p>Strategy 2.3 Family Communication</p> <p>Support regular family communication through the use of online and printed resources. Resources may include PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.</p>	All Students	<p>3000 General Fund 4000-4999: Books And Supplies Purchase Folders for all students in grade 1 & 2. Purchase Homework Planners for all students in grades 3-6. Purchase Friday Folders for all students TK-6.</p>
2.4	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities</p>		<p>6100 General Fund 1000-1999: Certificated Personnel Salaries</p>

	<p>may include Student Council, Expect Respect, peer mentors, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include Artisans Club, collaborations with local high school groups, and teacher led clubs.</p>		<p>Paying teachers for work with student council and expect respect outside of school hours.</p> <p>1195 General Fund 3000-3999: Employee Benefits</p> <p>500 General Fund 5000-5999: Services And Other Operating Expenditures Maintenance of VAPA equipment.</p> <p>3000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies</p> <p>2000 General Fund 4000-4999: Books And Supplies PE Equipment</p>
2.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes

Students at Matsumoto Elementary will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Matsumoto Elementary scored Blue in Math because students maintained their proficiency levels. Matsumoto Elementary scored Green in Language Arts because students decrease their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Matsumoto Elementary, all students scored 62.6% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 74% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	83% of all students are proficient.	86% of all students will be proficient.
CAASPP Math Results	79% of all students are proficient.	82% of all students will be proficient.
CAST Results	62.6% of all students are proficient.	66% of all students will be proficient.
iReady Reading T3 Diagnostic	78% of all students are proficient.	81% of all students will be proficient.
iReady Math T3 Diagnostic	74% of all students are proficient.	77% of all students are proficient.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All Students	<p>15984 General Fund 4000-4999: Books And Supplies Materials for classroom budgets, office supplies. 7000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Machine maintenance.</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	All Students	<p>880 General Fund 1000-1999: Certificated Personnel Salaries Substitutes for release time, funding for teacher overtime. 366 General Fund 3000-3999: Employee Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year serves as a baseline.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year serves as a baseline.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,989.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title III	\$5,941.00

Subtotal of additional federal funds included for this school: \$5,941.00

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

State or Local Programs	Allocation (\$)
General Fund	\$70,561.00
Supplemental Fund	\$33,487.00

Subtotal of state or local funds included for this school: \$104,048.00

Total of federal, state, and/or local funds for this school: \$109,989.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	70561	0.00
Title III	5941	0.00
Supplemental Fund	33487	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	70,561.00
Supplemental Fund	33,487.00
Title III	5,941.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,677.00
2000-2999: Classified Personnel Salaries	10,550.00
3000-3999: Employee Benefits	11,007.00
4000-4999: Books And Supplies	29,429.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	23,826.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	14,302.00
2000-2999: Classified Personnel Salaries	General Fund	3,100.00
3000-3999: Employee Benefits	General Fund	4,240.00
4000-4999: Books And Supplies	General Fund	28,984.00
5000-5999: Services And Other Operating Expenditures	General Fund	500.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	19,435.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	19,375.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	7,450.00
3000-3999: Employee Benefits	Supplemental Fund	6,550.00
4000-4999: Books And Supplies	Supplemental Fund	112.00
1000-1999: Certificated Personnel Salaries	Title III	1,000.00
3000-3999: Employee Benefits	Title III	217.00
4000-4999: Books And Supplies	Title III	333.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,391.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,663.00
Goal 2	27,096.00
Goal 3	24,230.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristi Frankina	Principal
Stephanie Hinman	Other School Staff
Ranjani Rallapalli	Classroom Teacher
Erika Byrum	Classroom Teacher
Kori Hambleton	Classroom Teacher
Simon Liu	Parent or Community Member
Kousy Dass	Parent or Community Member
Karthick Murekasan	Parent or Community Member
Scott Manivong	Parent or Community Member
Charlene Anderson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/24.

Attested:

Principal, Kristi Frankina on 5/22/24

SSC Chairperson, Charlene Anderson on 5/22/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

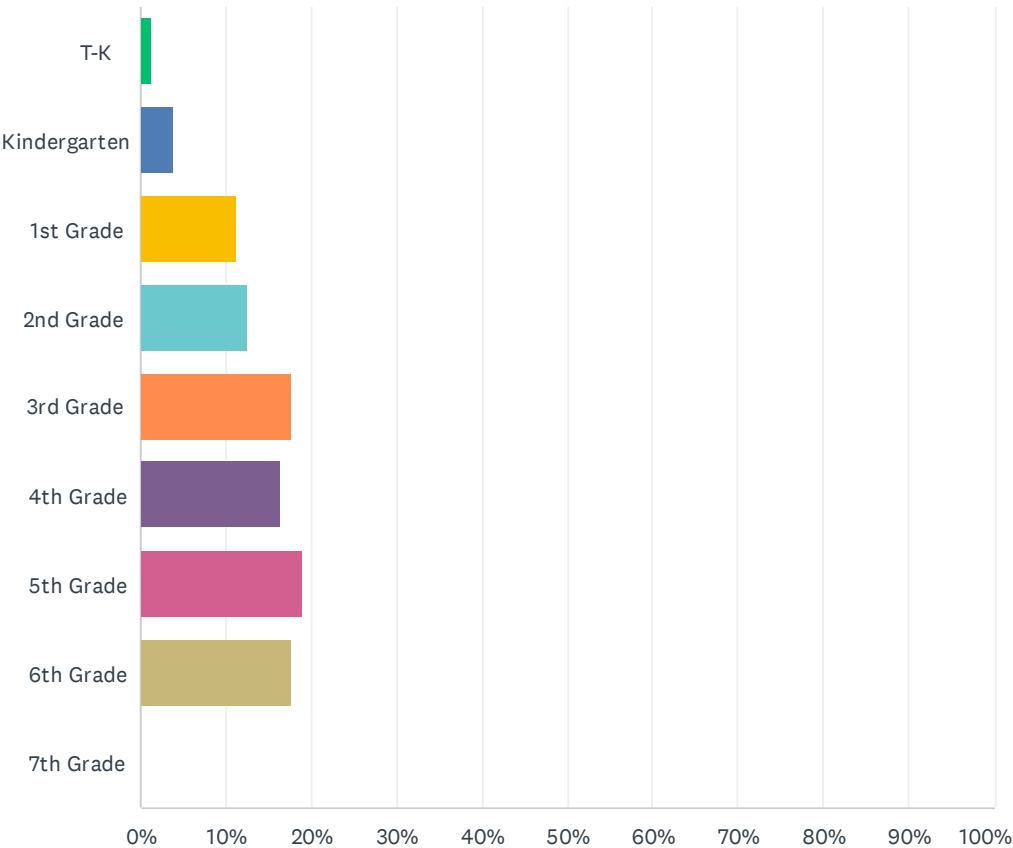
For a list of active programs, please see the following links:

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

Updated by the California Department of Education, October 2023

Q1 What grade is your child in?

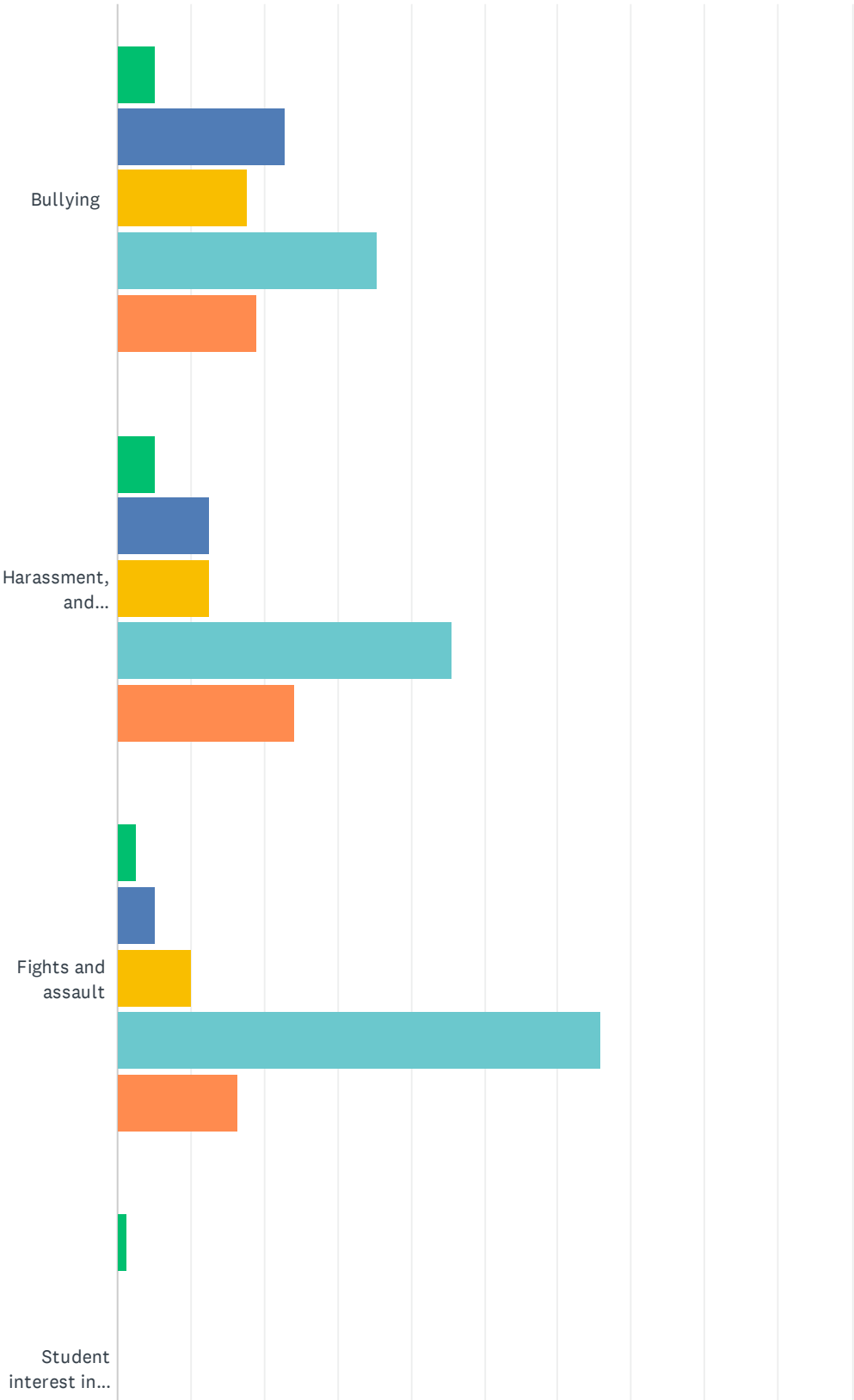
Answered: 79 Skipped: 0



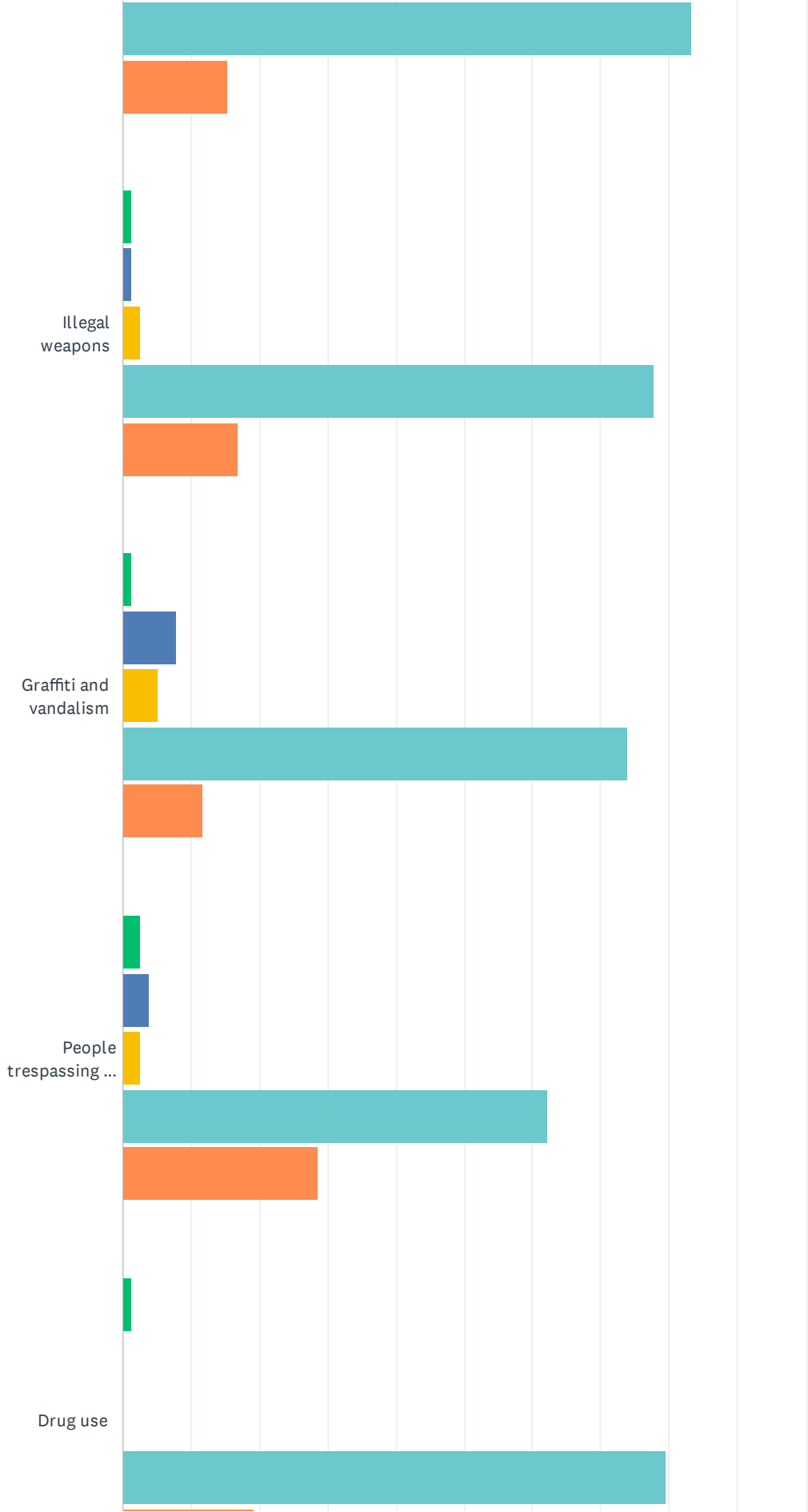
ANSWER CHOICES	RESPONSES	
T-K	1.27%	1
Kindergarten	3.80%	3
1st Grade	11.39%	9
2nd Grade	12.66%	10
3rd Grade	17.72%	14
4th Grade	16.46%	13
5th Grade	18.99%	15
6th Grade	17.72%	14
7th Grade	0.00%	0
TOTAL		79

Q2 How much do you find the following to be a problem at your child's school?

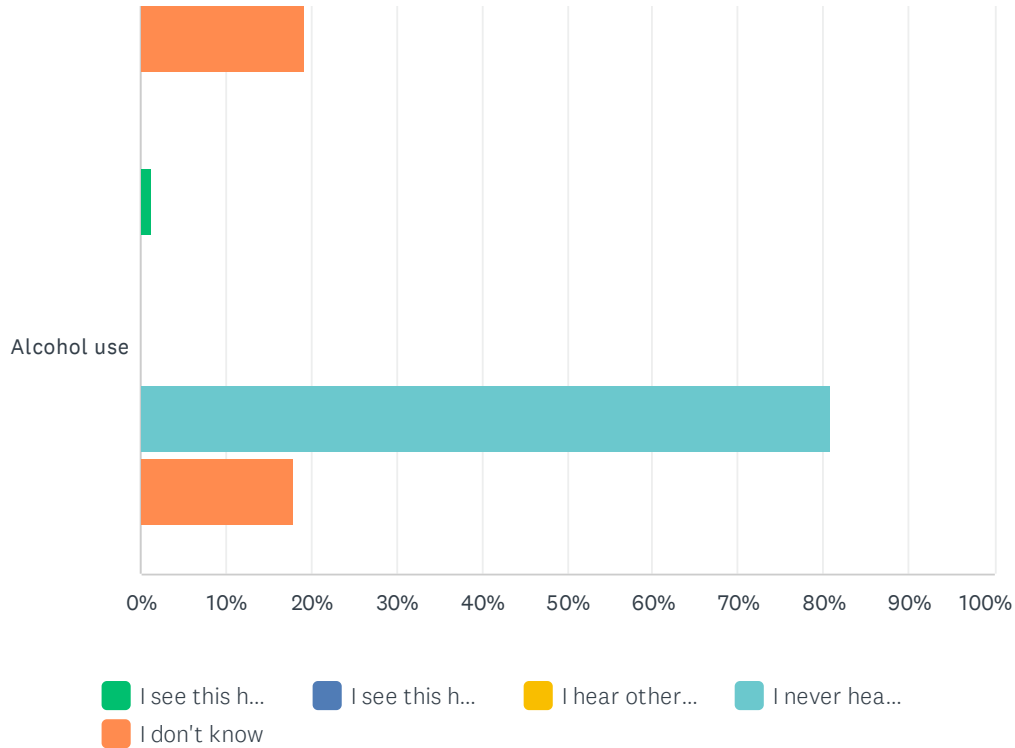
Answered: 79 Skipped: 0



Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

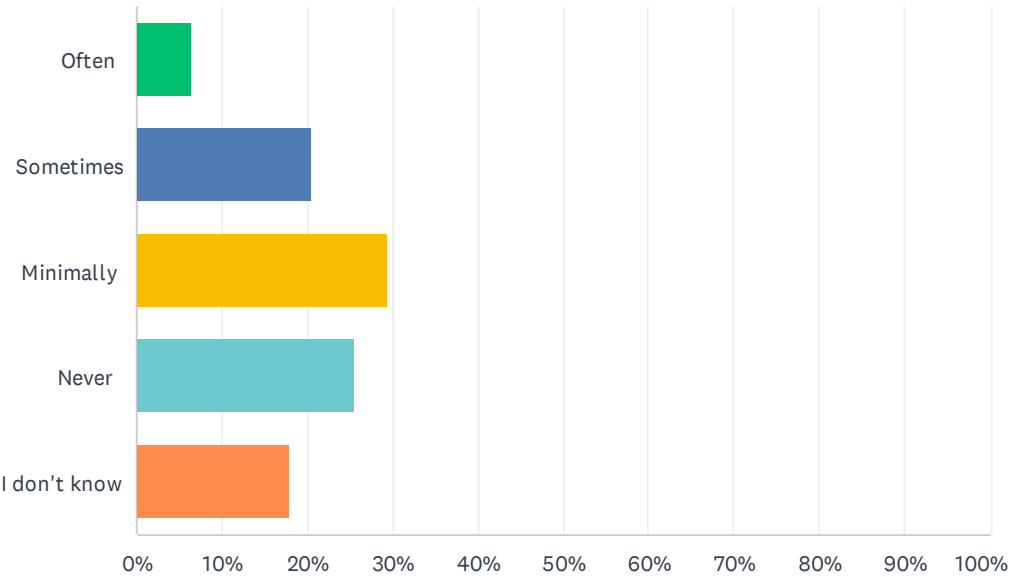


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	5.06% 4	22.78% 18	17.72% 14	35.44% 28	18.99% 15	79	3.41
Harassment, and intimidation	5.06% 4	12.66% 10	12.66% 10	45.57% 36	24.05% 19	79	3.71
Fights and assault	2.53% 2	5.06% 4	10.13% 8	65.82% 52	16.46% 13	79	3.89
Student interest in gangs	1.28% 1	0.00% 0	0.00% 0	83.33% 65	15.38% 12	78	4.12
Illegal weapons	1.30% 1	1.30% 1	2.60% 2	77.92% 60	16.88% 13	77	4.08
Graffiti and vandalism	1.30% 1	7.79% 6	5.19% 4	74.03% 57	11.69% 9	77	3.87
People trespassing on campus	2.60% 2	3.90% 3	2.60% 2	62.34% 48	28.57% 22	77	4.10
Drug use	1.28% 1	0.00% 0	0.00% 0	79.49% 62	19.23% 15	78	4.15
Alcohol use	1.28% 1	0.00% 0	0.00% 0	80.77% 63	17.95% 14	78	4.14

Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

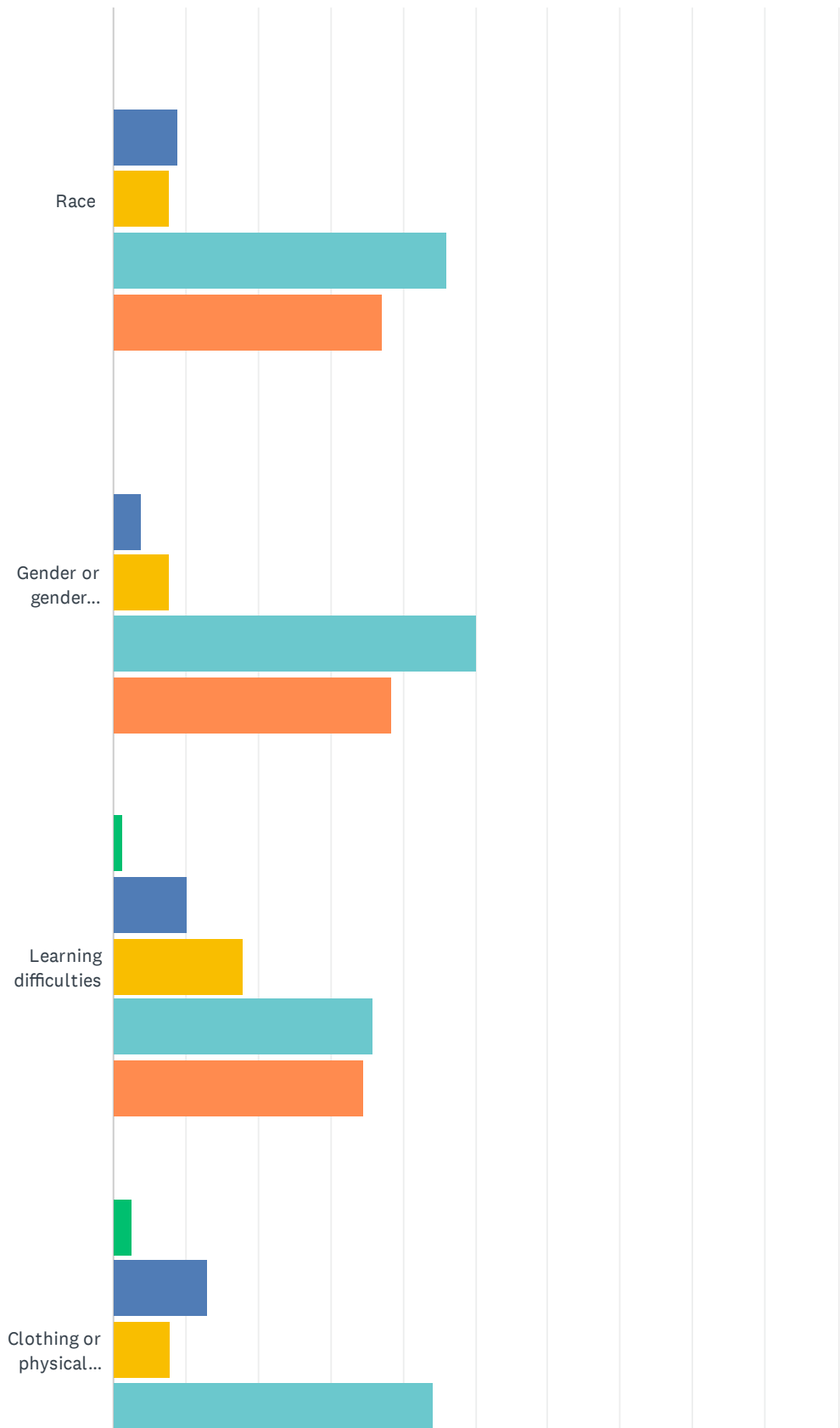
Answered: 78 Skipped: 1



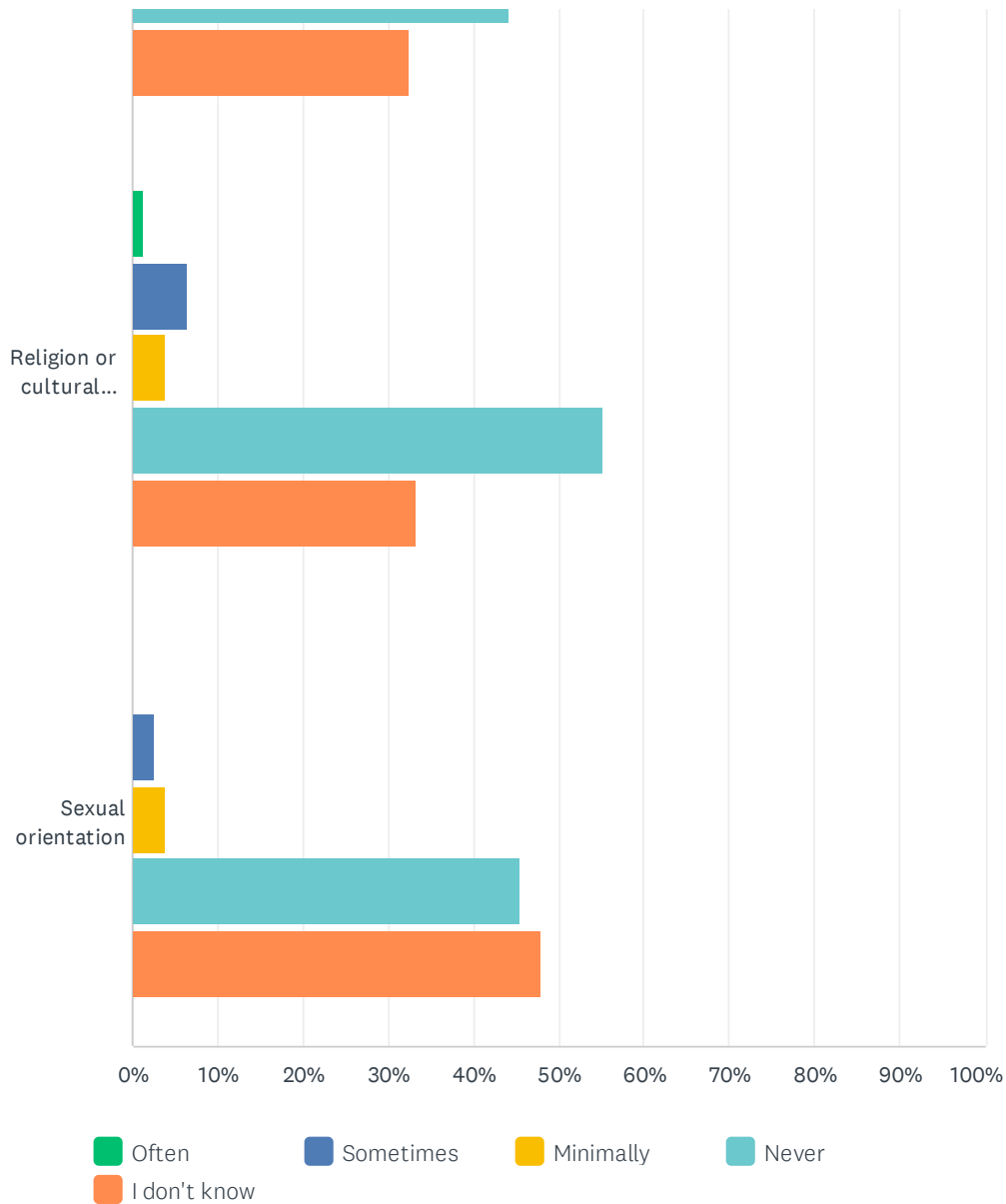
ANSWER CHOICES	RESPONSES	
Often	6.41%	5
Sometimes	20.51%	16
Minimally	29.49%	23
Never	25.64%	20
I don't know	17.95%	14
TOTAL		78

Q4 Students at my child's school get put down because of their...

Answered: 78 Skipped: 1



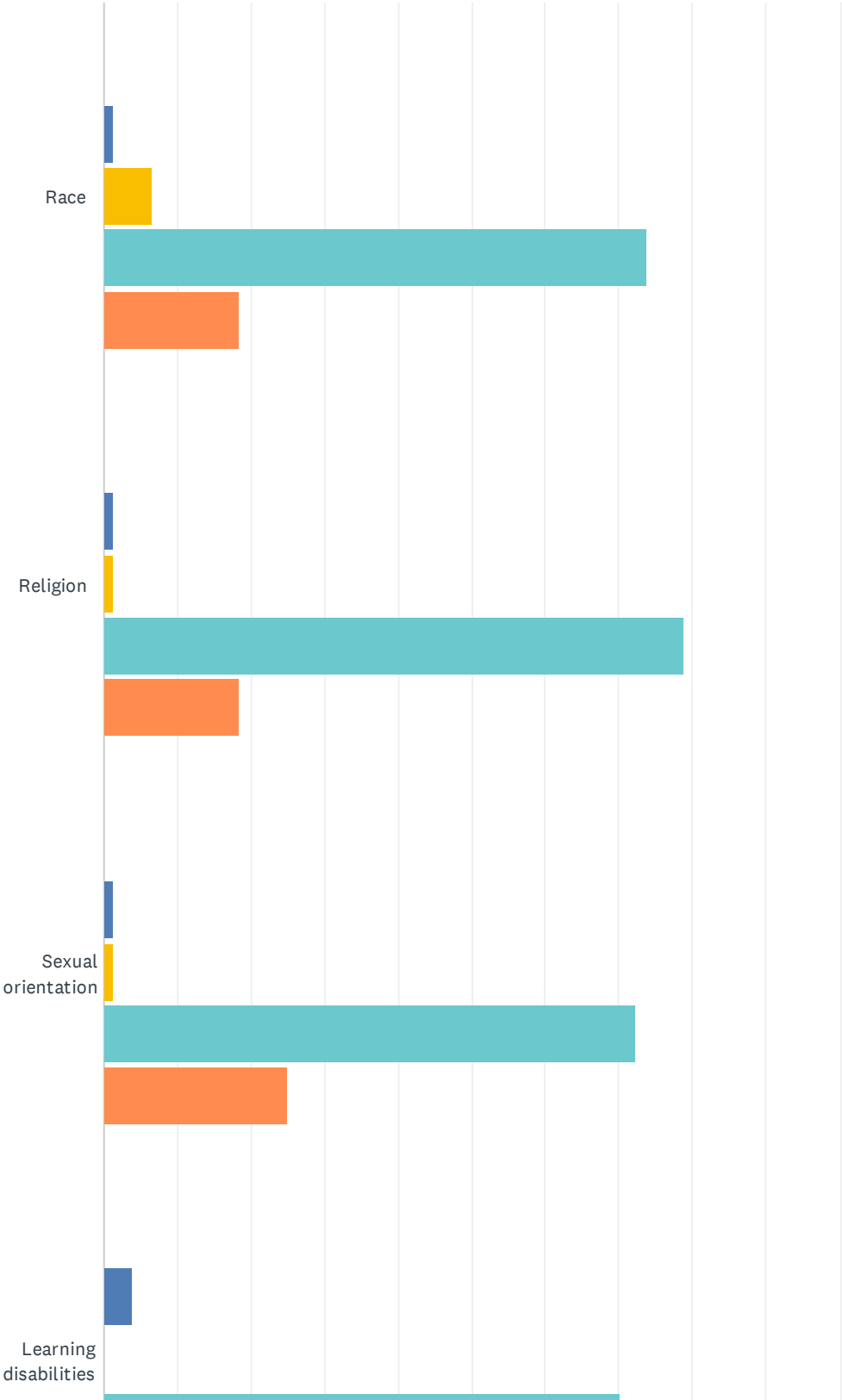
Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



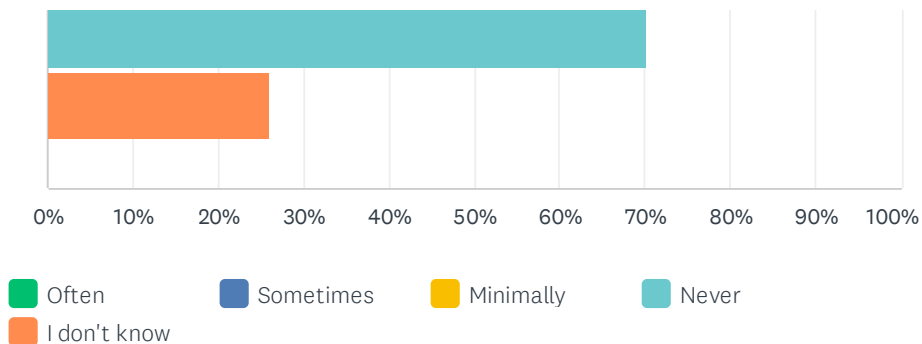
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	8.97% 7	7.69% 6	46.15% 36	37.18% 29	78	4.12
Gender or gender identification	0.00% 0	3.85% 3	7.69% 6	50.00% 39	38.46% 30	78	4.23
Learning difficulties	1.28% 1	10.26% 8	17.95% 14	35.90% 28	34.62% 27	78	3.92
Clothing or physical appearance	2.60% 2	12.99% 10	7.79% 6	44.16% 34	32.47% 25	77	3.91
Religion or cultural practices	1.28% 1	6.41% 5	3.85% 3	55.13% 43	33.33% 26	78	4.13
Sexual orientation	0.00% 0	2.60% 2	3.90% 3	45.45% 35	48.05% 37	77	4.39

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 77 Skipped: 2



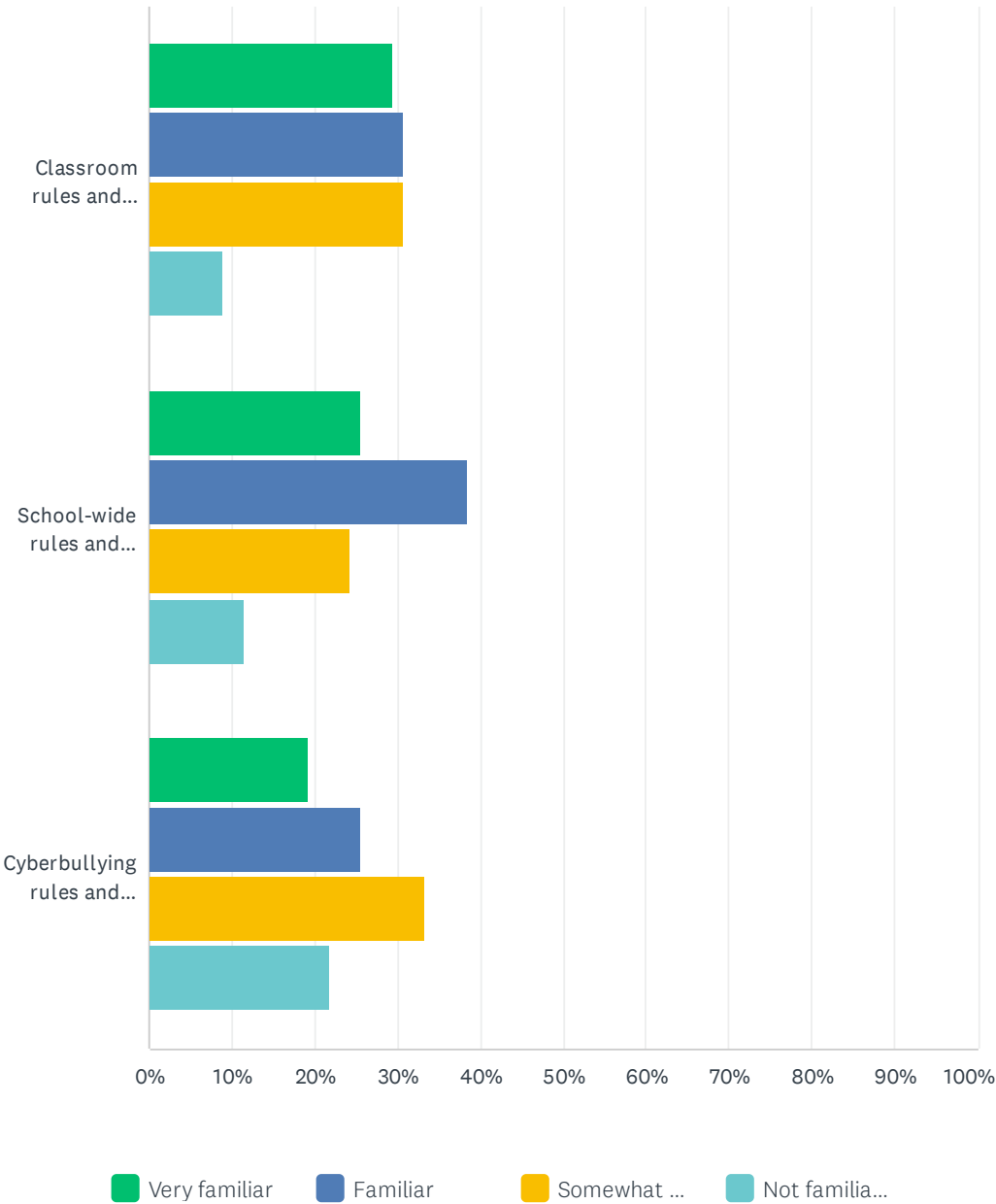
Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	1.32% 1	6.58% 5	73.68% 56	18.42% 14	76	4.09
Religion	0.00% 0	1.32% 1	1.32% 1	78.95% 60	18.42% 14	76	4.14
Sexual orientation	0.00% 0	1.32% 1	1.32% 1	72.37% 55	25.00% 19	76	4.21
Learning disabilities	0.00% 0	3.90% 3	0.00% 0	70.13% 54	25.97% 20	77	4.18

Q6 How familiar are you with the following at your child's school?

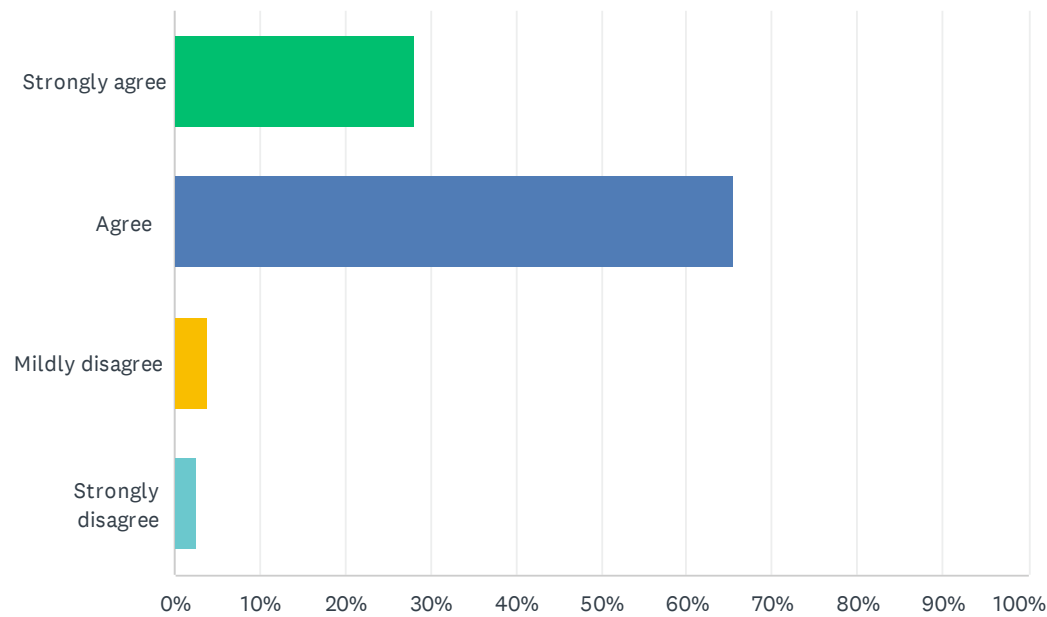
Answered: 78 Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	29.49% 23	30.77% 24	30.77% 24	8.97% 7	78	2.19
School-wide rules and consequences when those rules are broken.	25.64% 20	38.46% 30	24.36% 19	11.54% 9	78	2.22
Cyberbullying rules and consequences when those rules are broken.	19.23% 15	25.64% 20	33.33% 26	21.79% 17	78	2.58

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 78 Skipped: 1

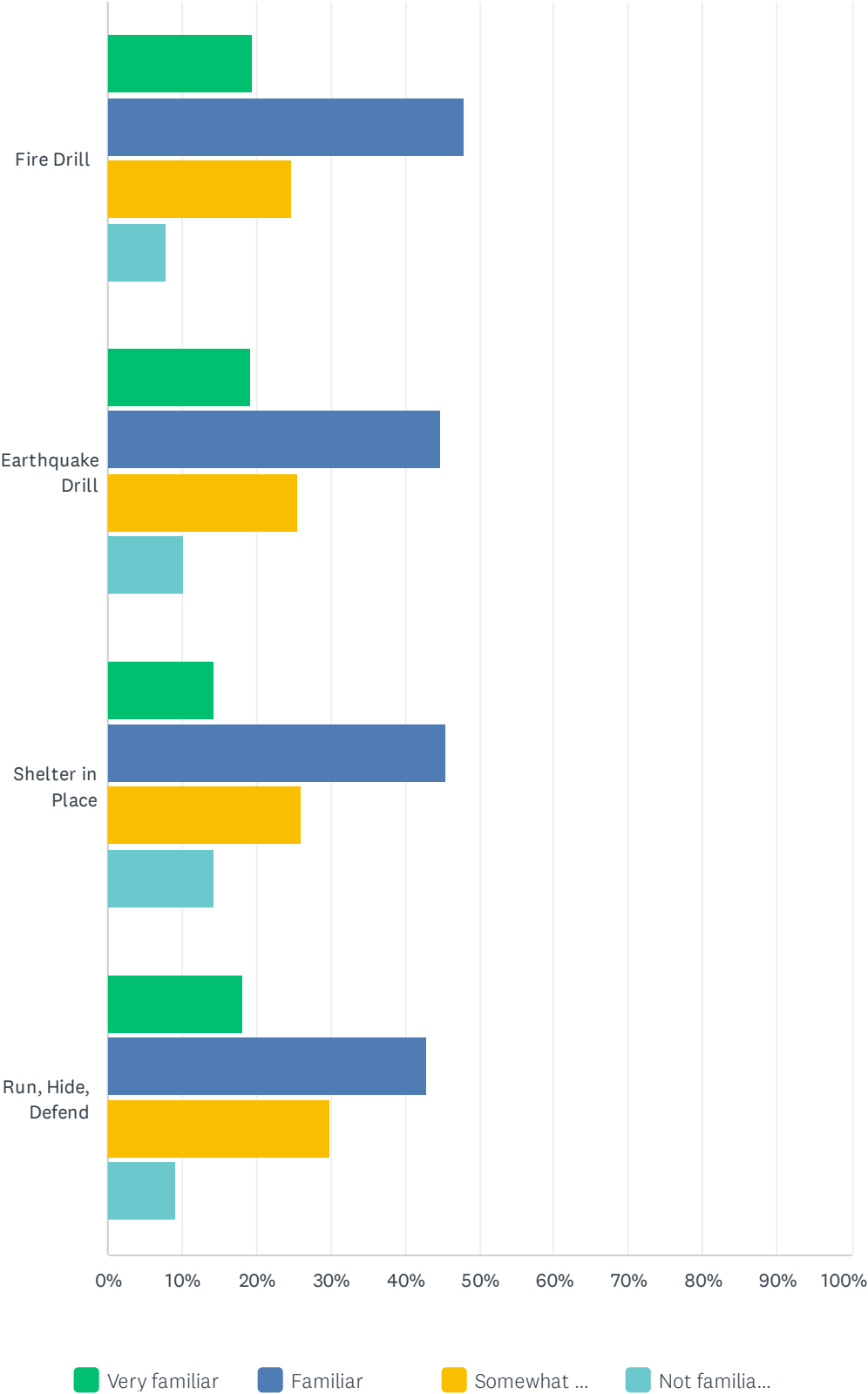


ANSWER CHOICES	RESPONSES	
Strongly agree	28.21%	22
Agree	65.38%	51
Mildly disagree	3.85%	3
Strongly disagree	2.56%	2
TOTAL		78

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 78 Skipped: 1

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

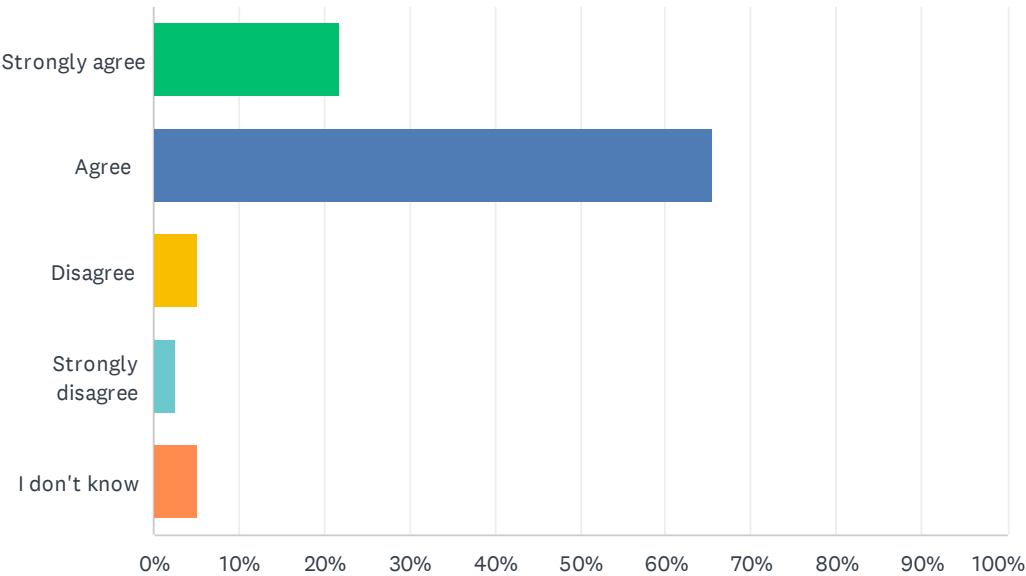


Matsumoto Community Safety Survey: Please answer these questions to the best of your ability
based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	19.48% 15	48.05% 37	24.68% 19	7.79% 6	77
Earthquake Drill	19.23% 15	44.87% 35	25.64% 20	10.26% 8	78
Shelter in Place	14.29% 11	45.45% 35	25.97% 20	14.29% 11	77
Run, Hide, Defend	18.18% 14	42.86% 33	29.87% 23	9.09% 7	77

Q9 The facilities and grounds are well maintained at my child's school.

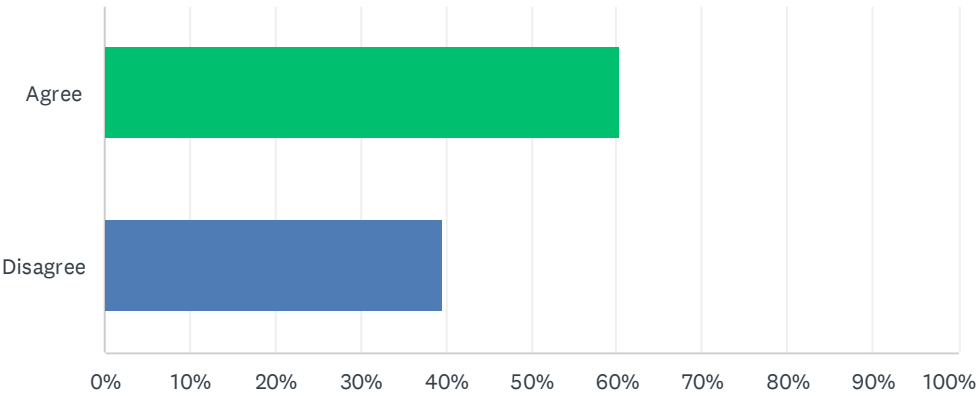
Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	21.79%	17
Agree	65.38%	51
Disagree	5.13%	4
Strongly disagree	2.56%	2
I don't know	5.13%	4
TOTAL		78

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

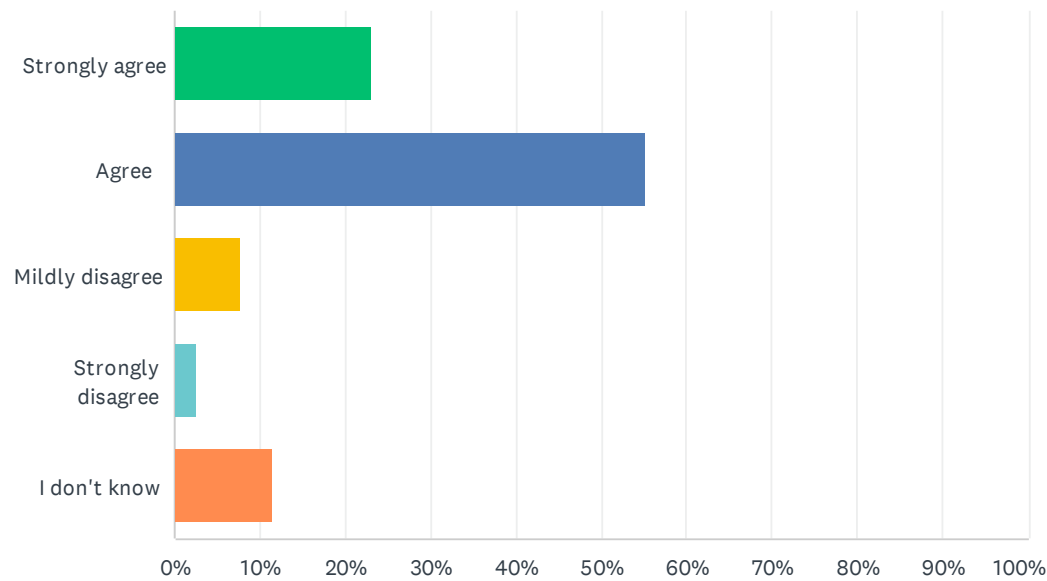
Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES	
Agree	60.26%	47
Disagree	39.74%	31
TOTAL		78

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 78 Skipped: 1



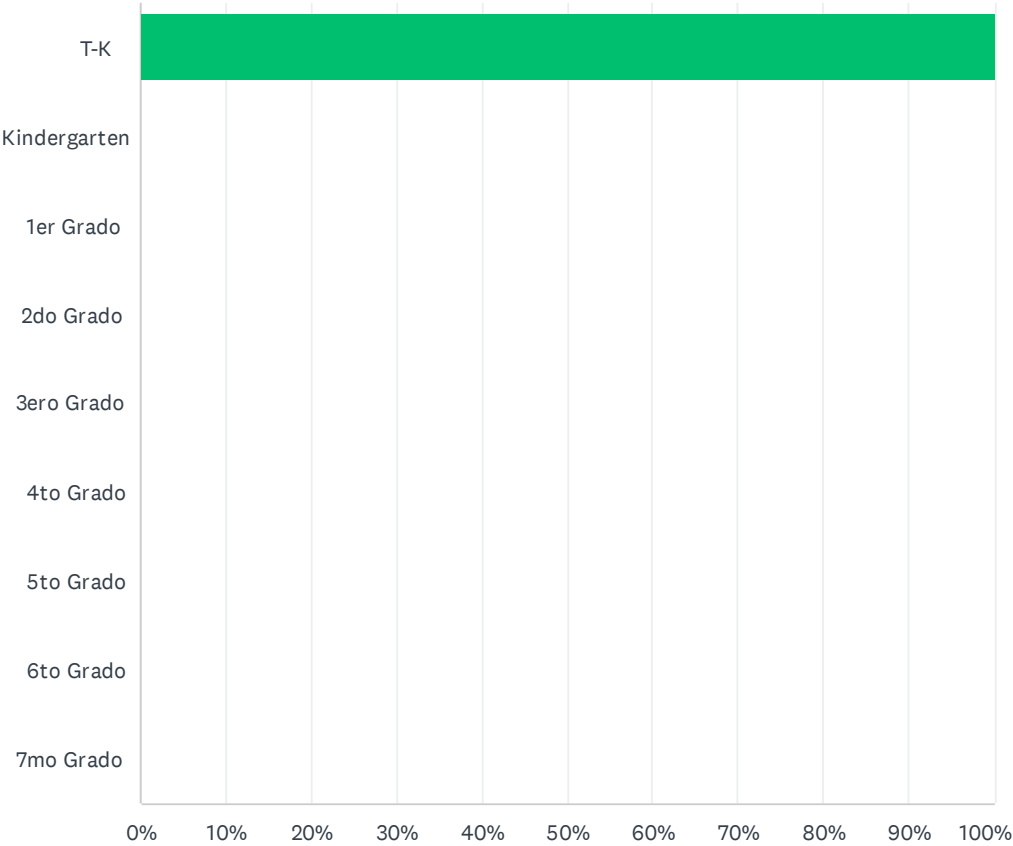
ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	18
Agree	55.13%	43
Mildly disagree	7.69%	6
Strongly disagree	2.56%	2
I don't know	11.54%	9
TOTAL		78

**Q12 What is something you would like to see improved regarding safety at
your school?**

Answered: 47 Skipped: 32

Q1 1. ¿Cuál es su curso actual?

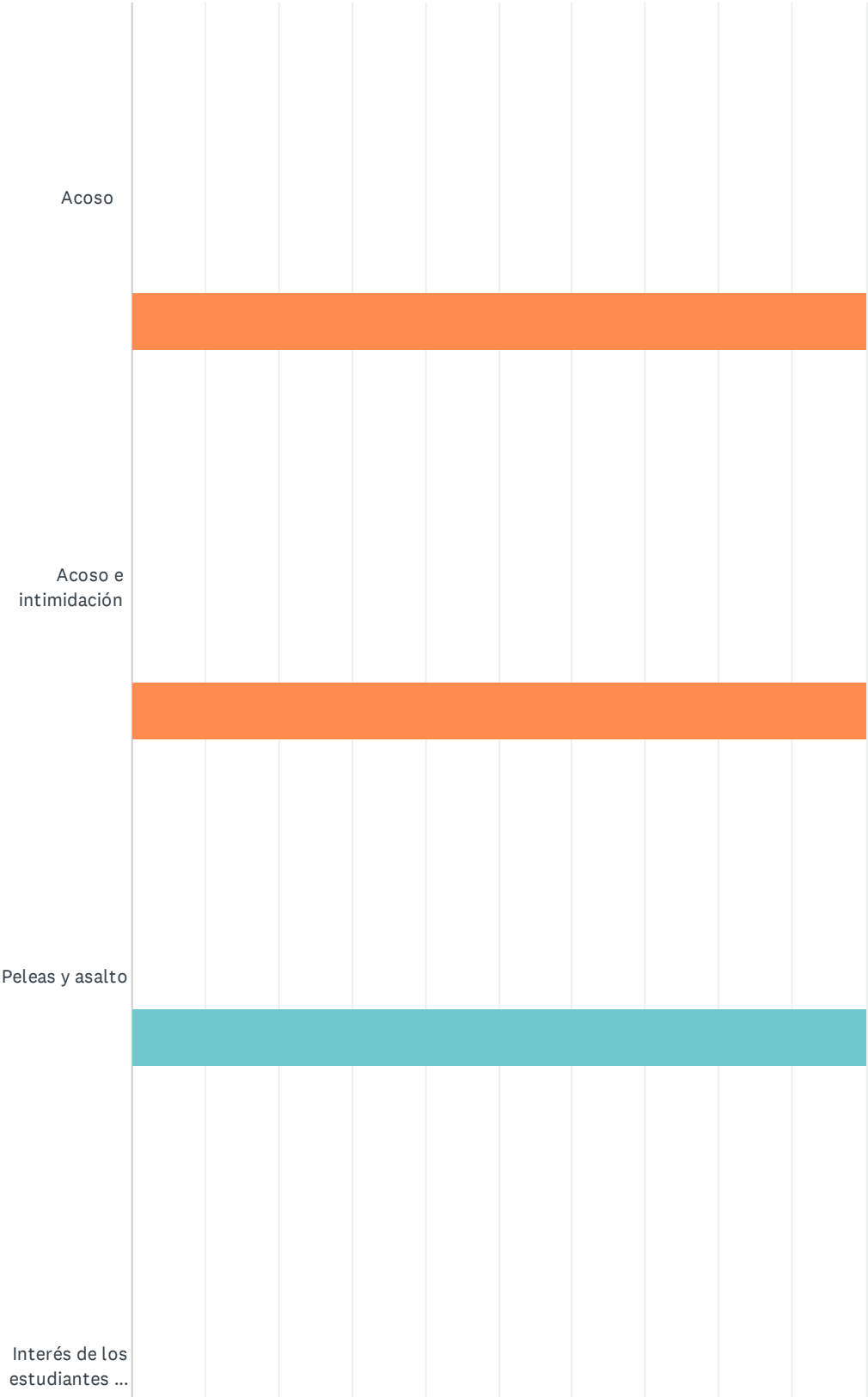
Answered: 1 Skipped: 0

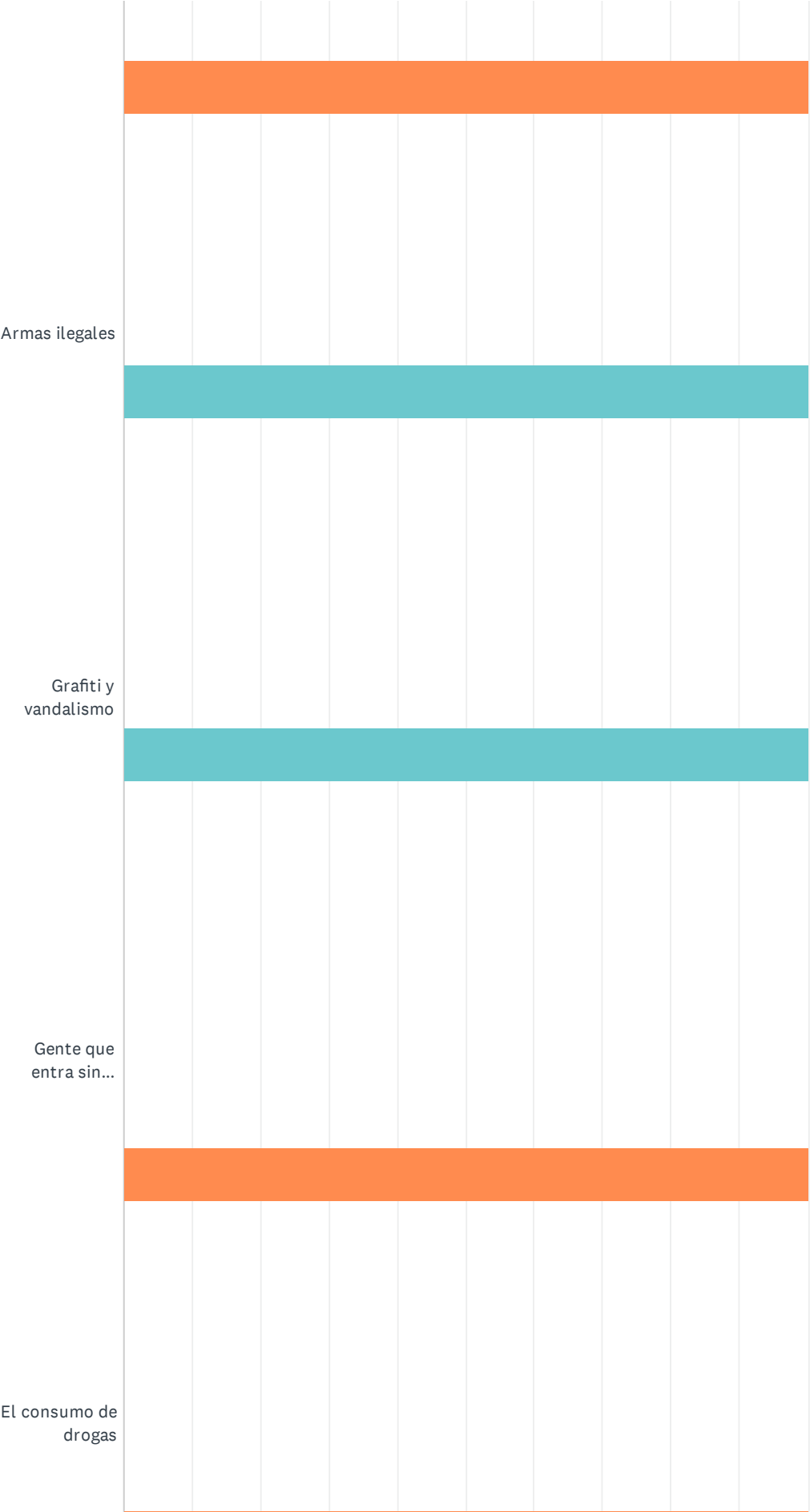


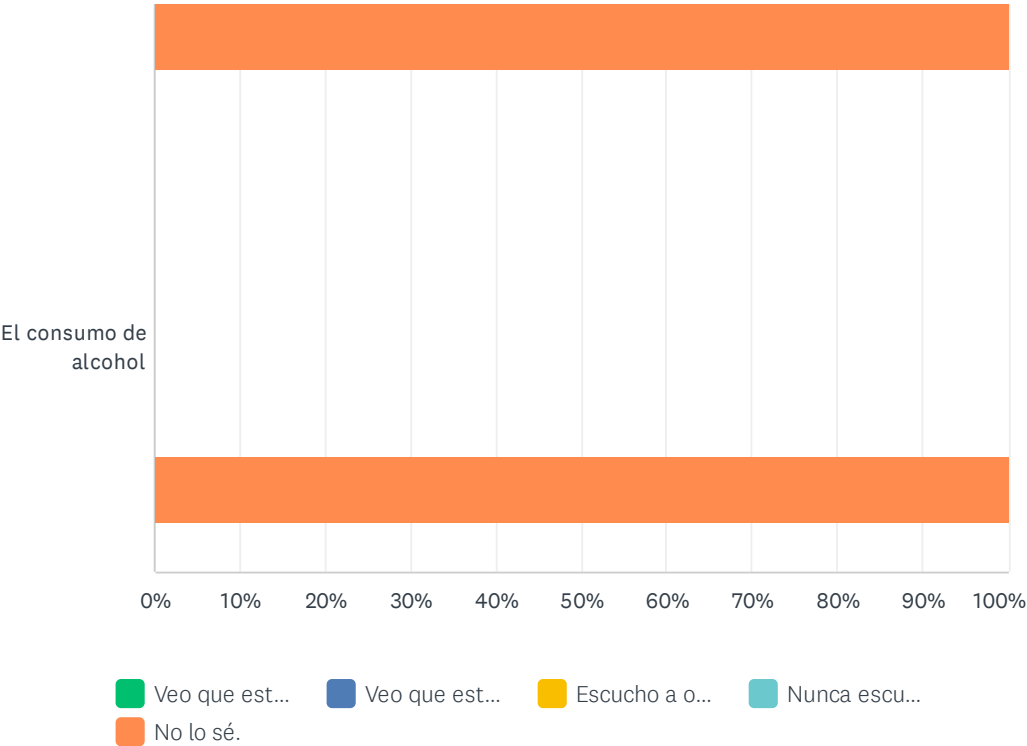
ANSWER CHOICES	RESPONSES	
T-K	100.00%	1
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	0.00%	0
7mo Grado	0.00%	0
TOTAL		1

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 1 Skipped: 0



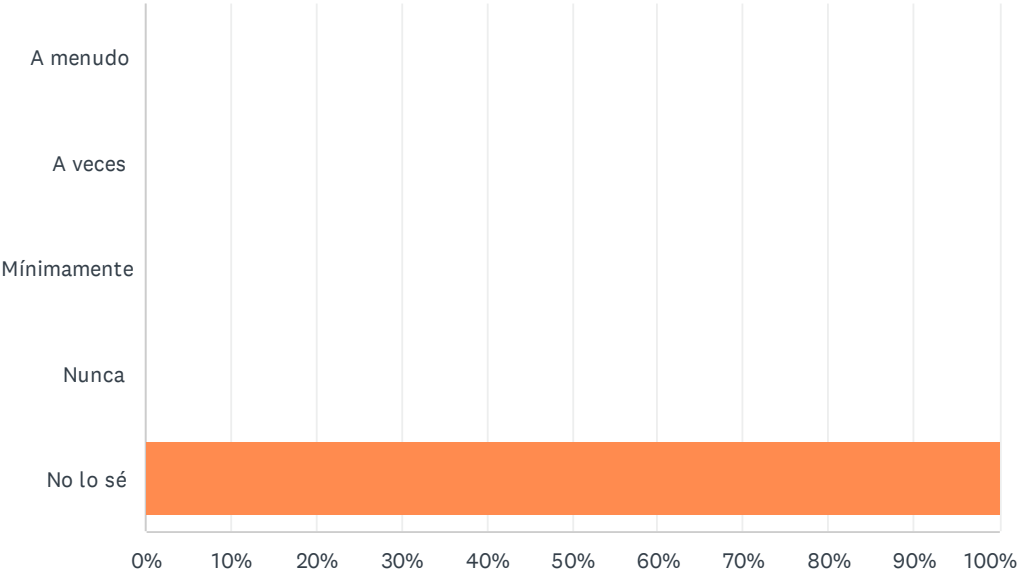




	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Gente que entra sin derecho al campus	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

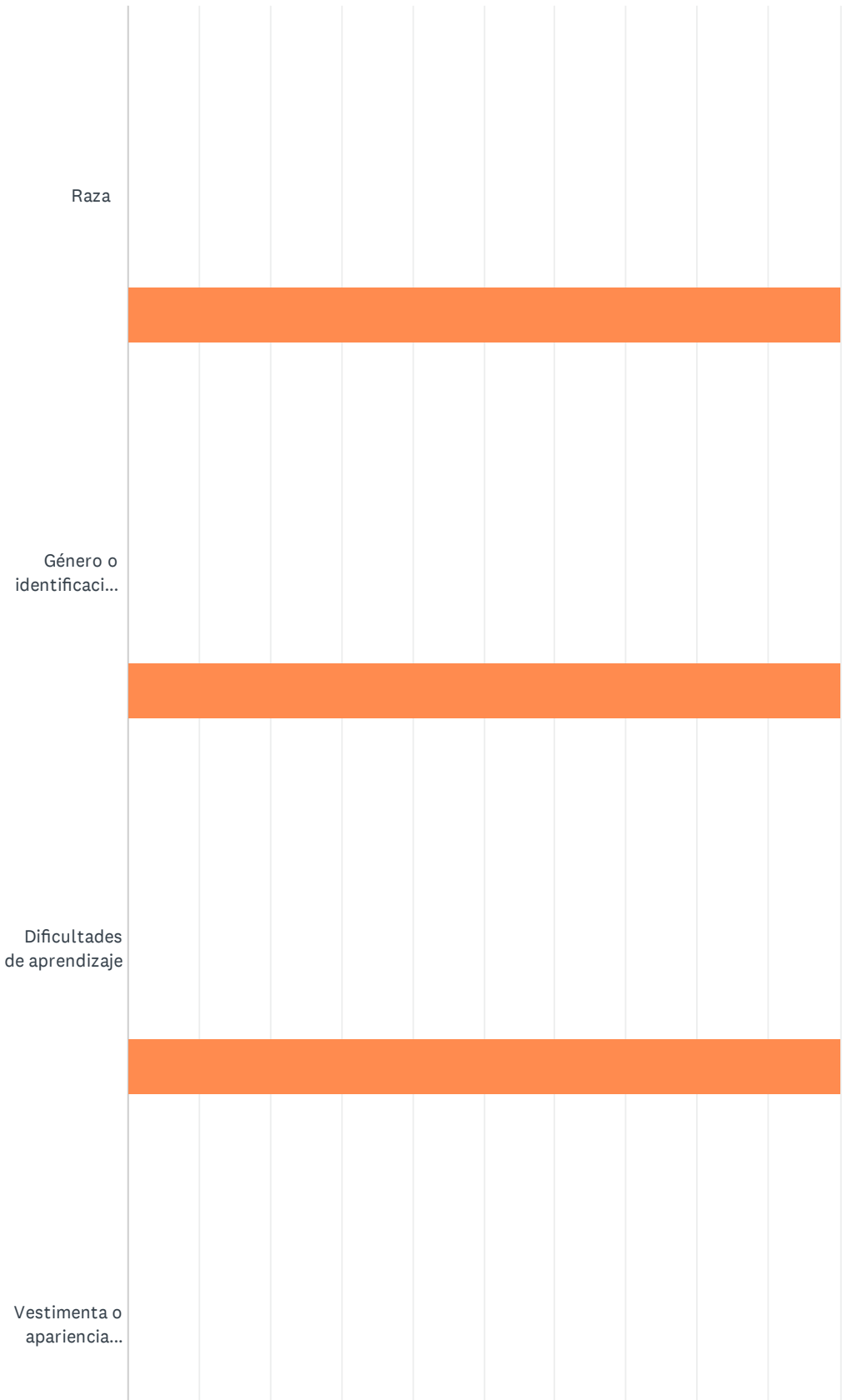
Answered: 1 Skipped: 0

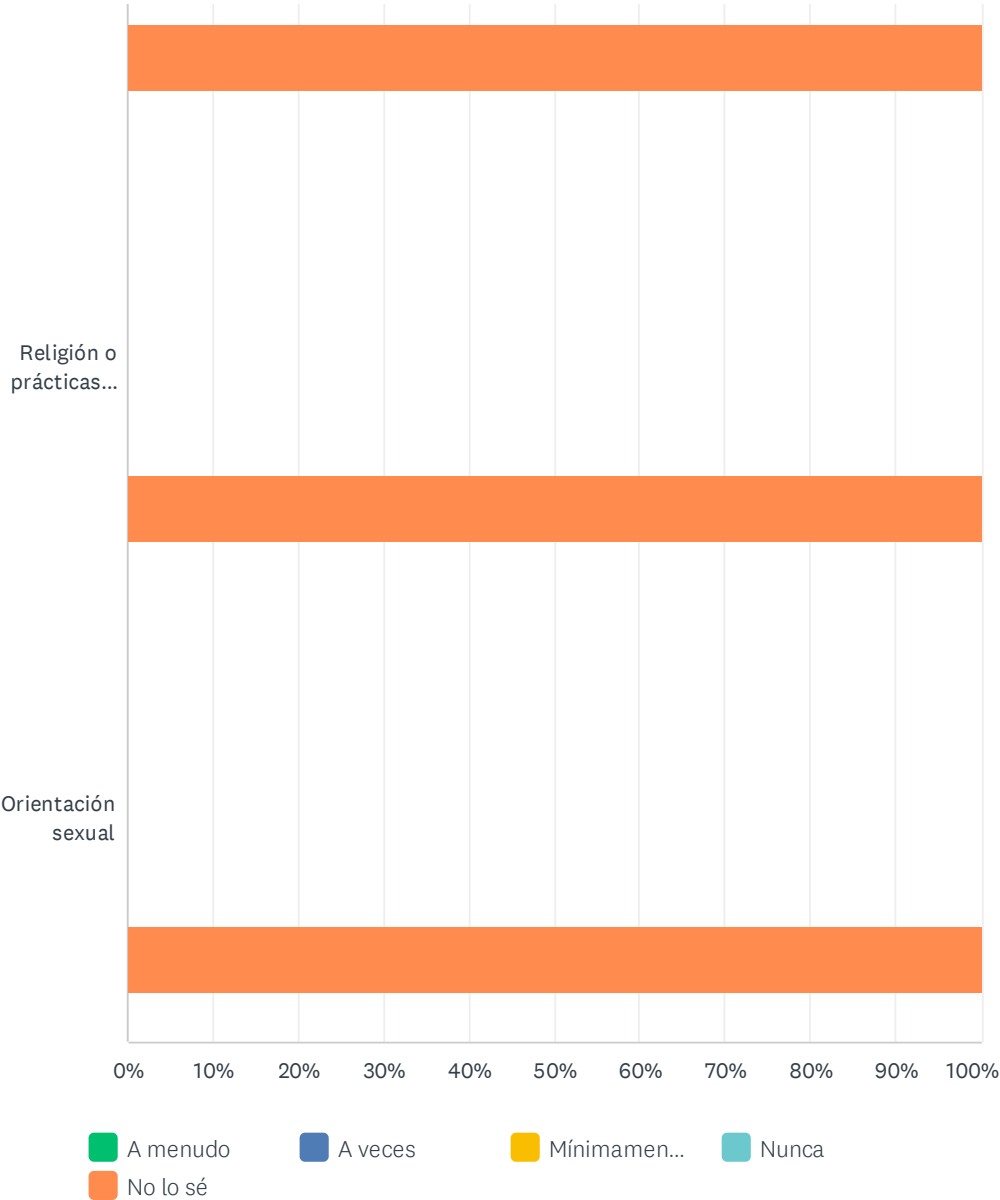


ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	0.00%	0
Mínimamente	0.00%	0
Nunca	0.00%	0
No lo sé	100.00%	1
TOTAL		1

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 1 Skipped: 0

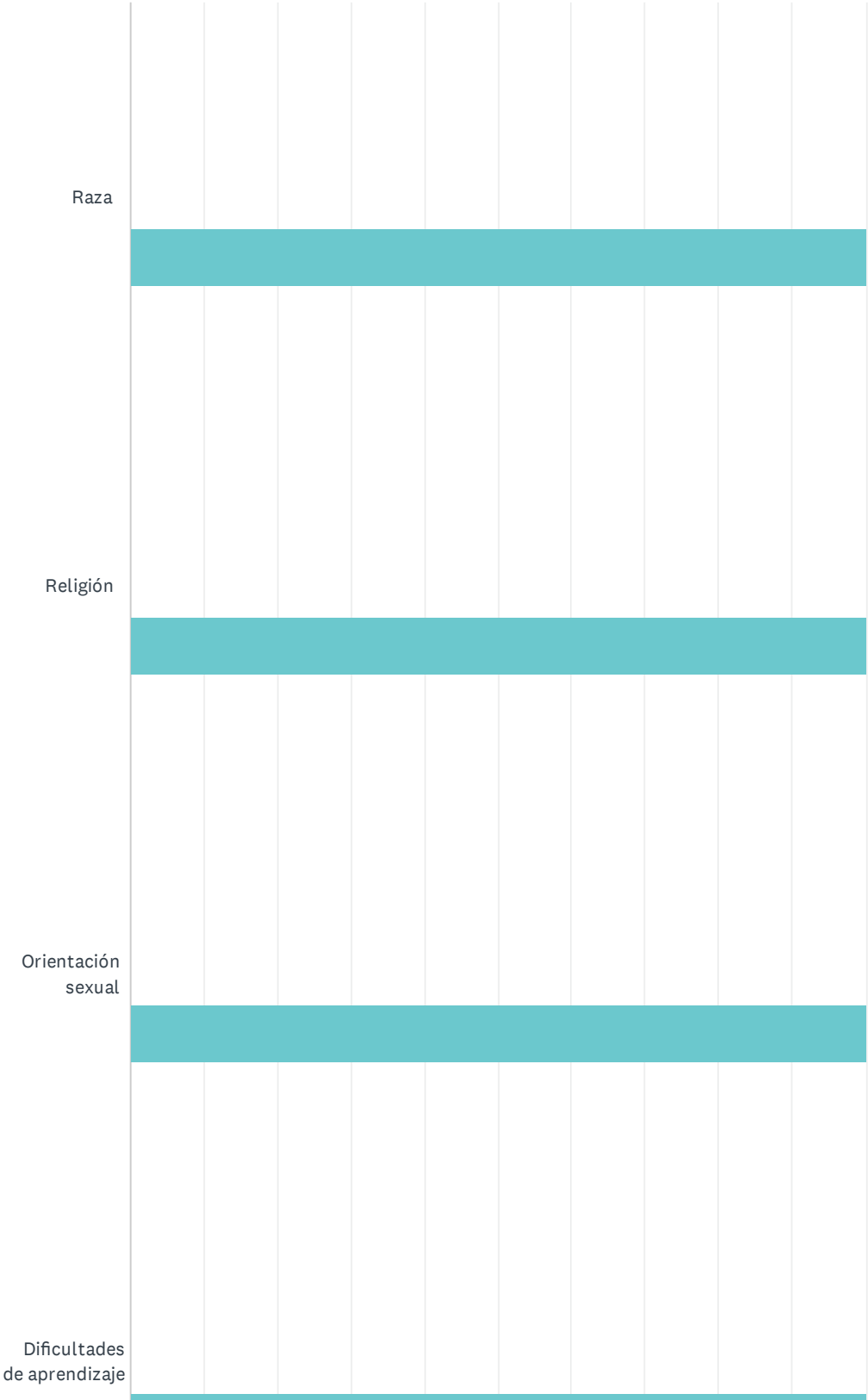


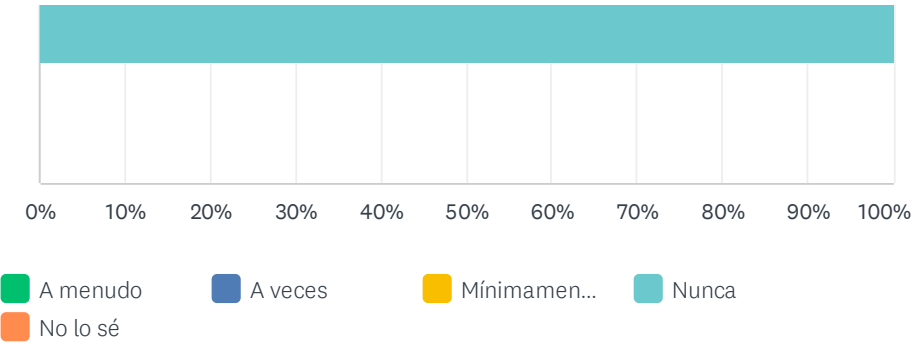


	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Vestimenta o apariencia física	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 1 Skipped: 0

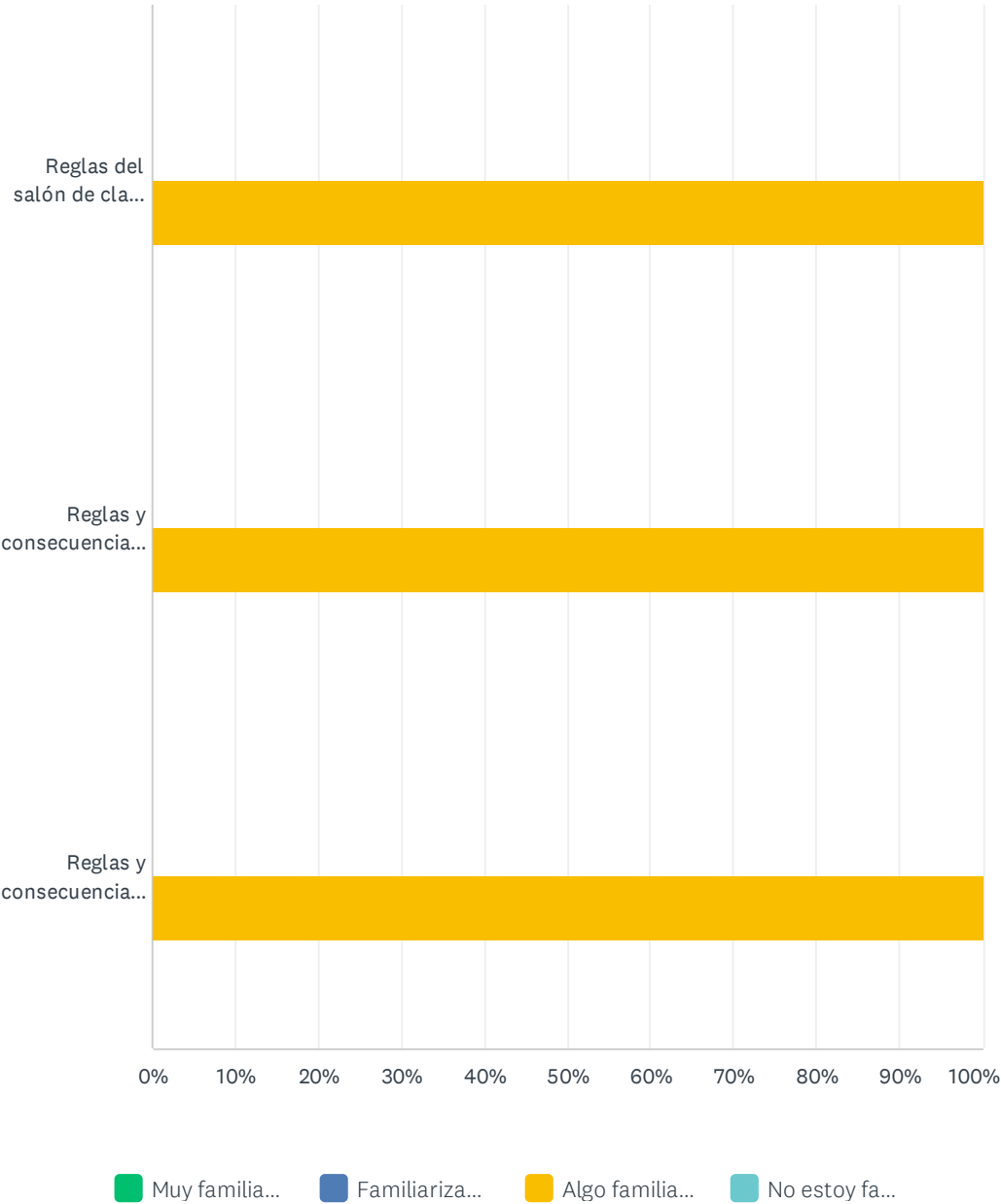




	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Religión	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

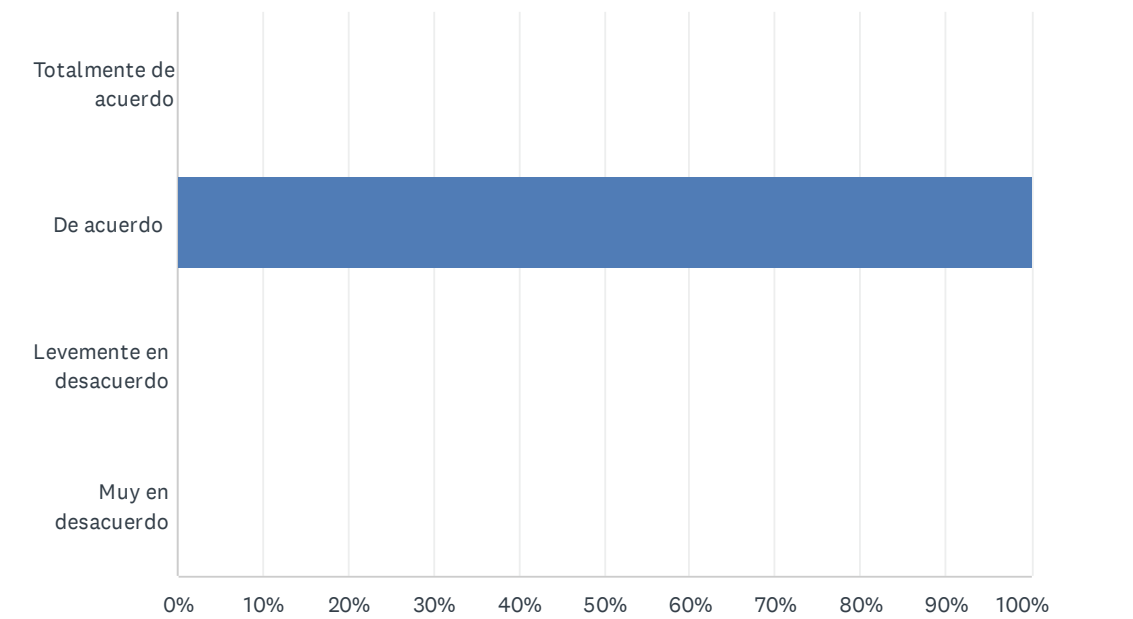
Answered: 1 Skipped: 0



	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	3.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	3.00
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	3.00

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

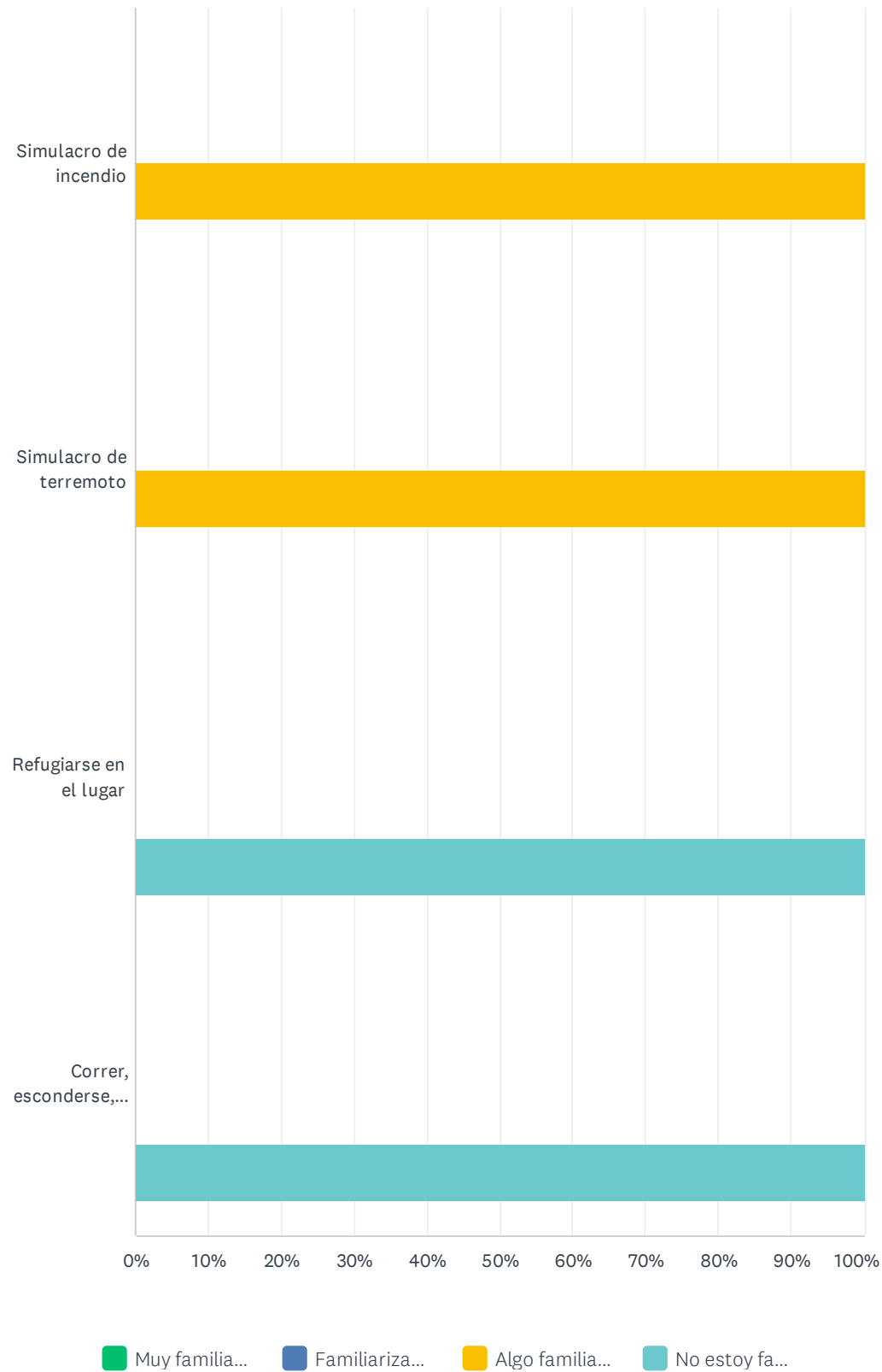
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		1

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

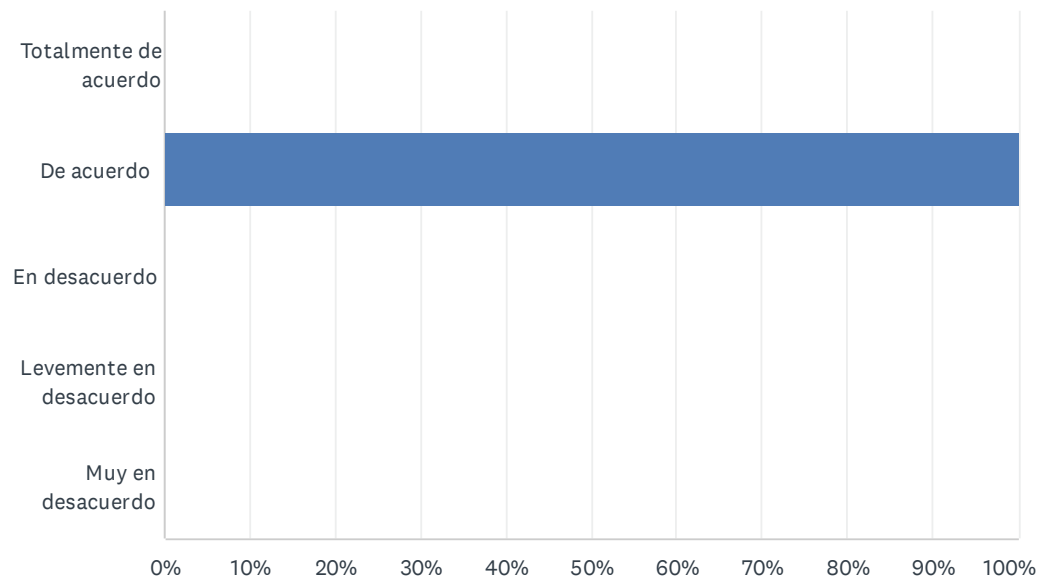
Answered: 1 Skipped: 0



	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Simulacro de terremoto	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
Refugiarse en el lugar	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1
Correr, esconderse, defenderse	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

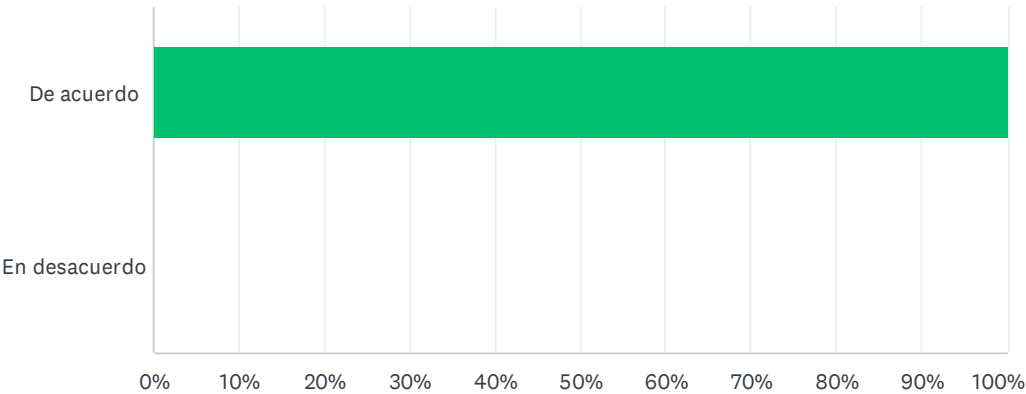
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
En desacuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		1

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

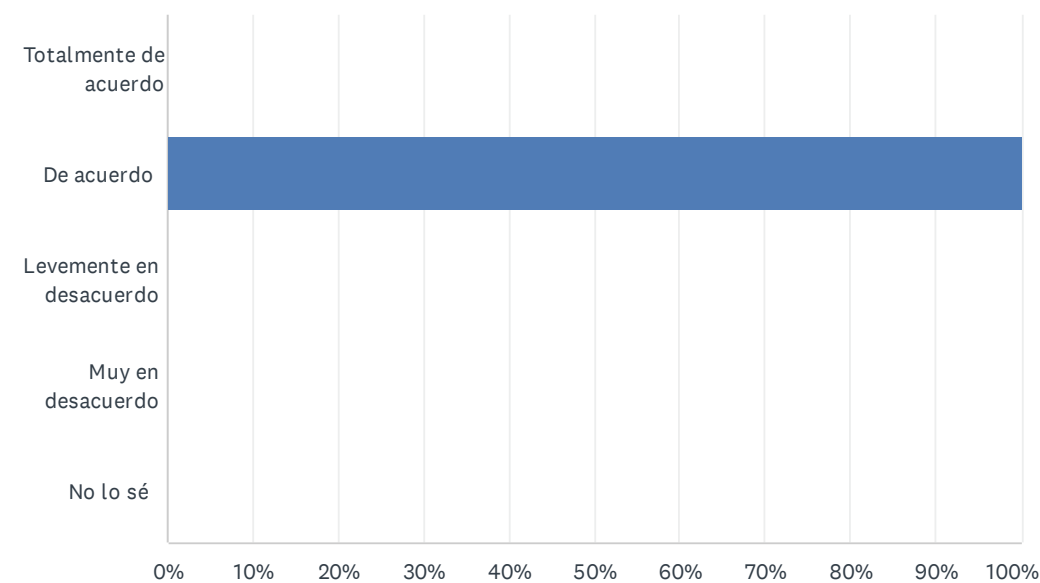
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	100.00%	1
En desacuerdo	0.00%	0
TOTAL		1

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 1 Skipped: 0



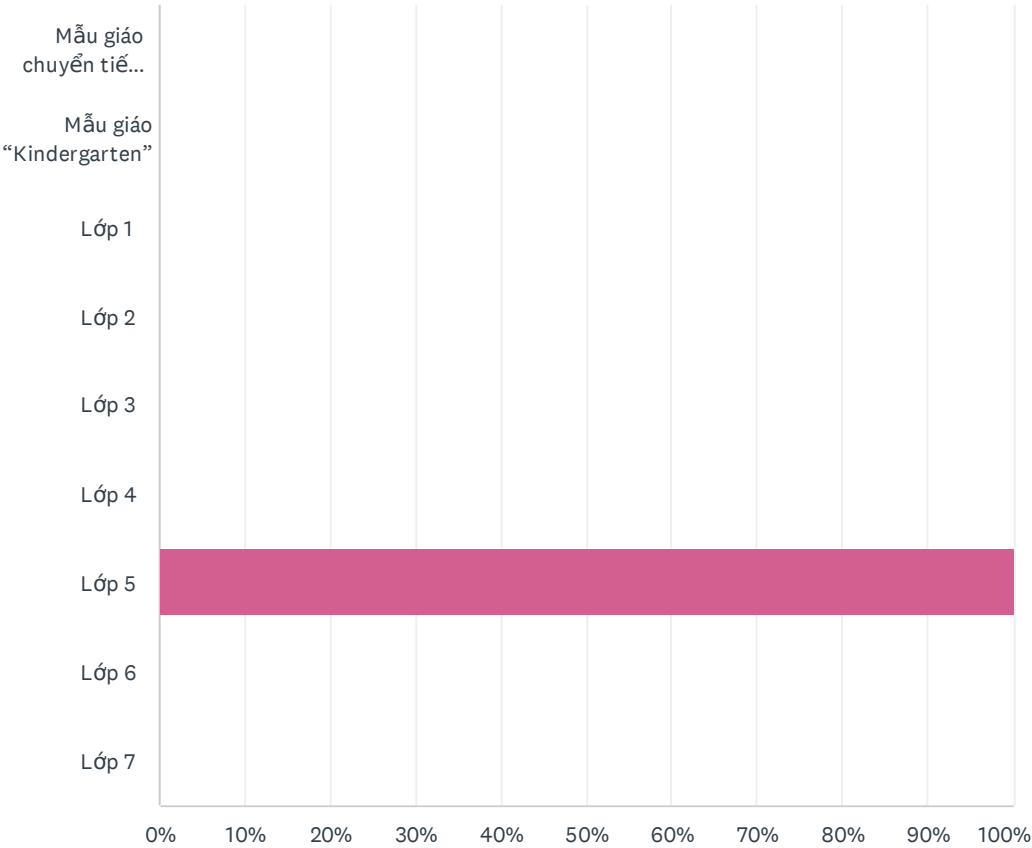
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
TOTAL		1

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 0 Skipped: 1

Q1 1. Con quý vị hiện đang học lớp mấy?

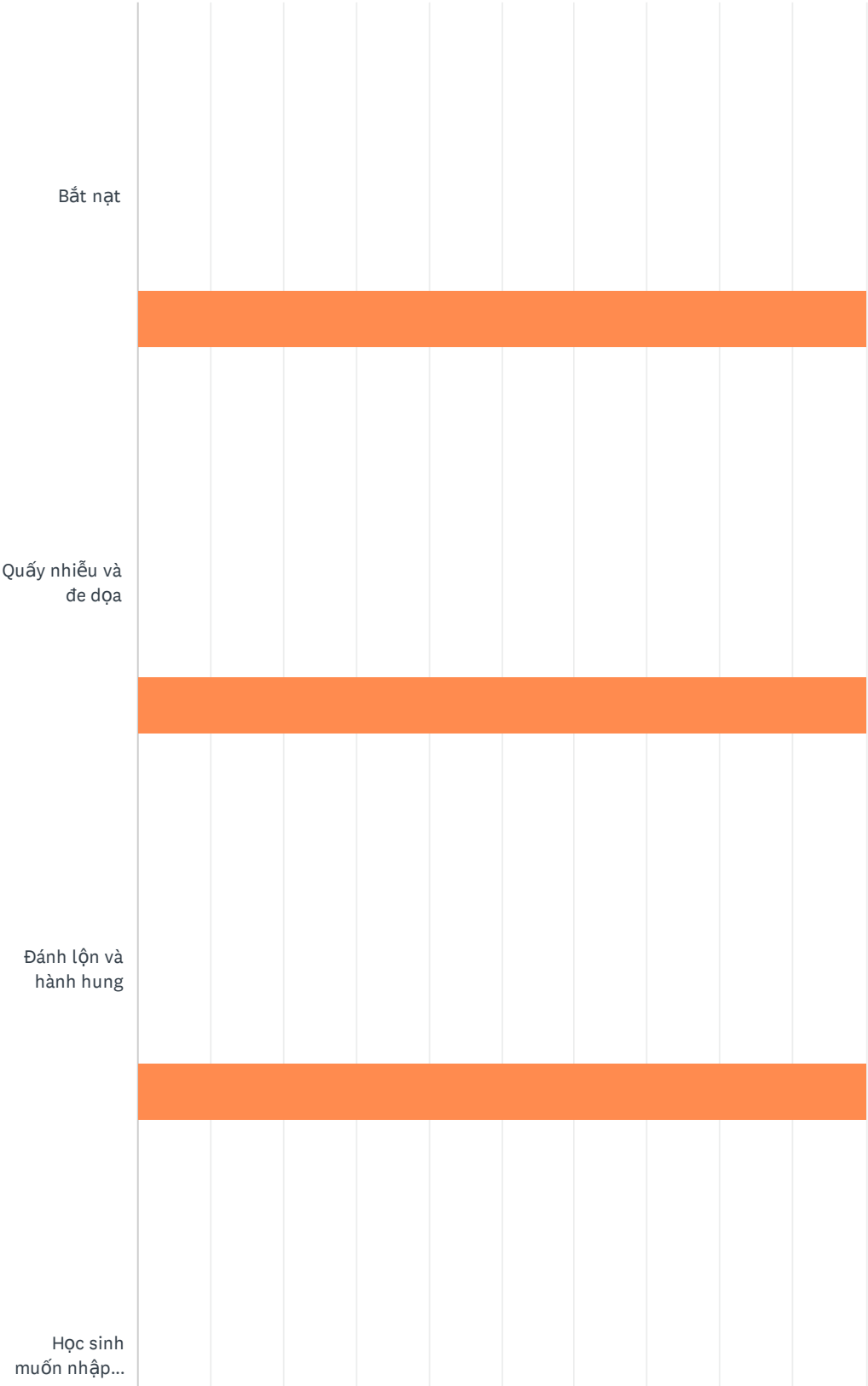
Answered: 1 Skipped: 0

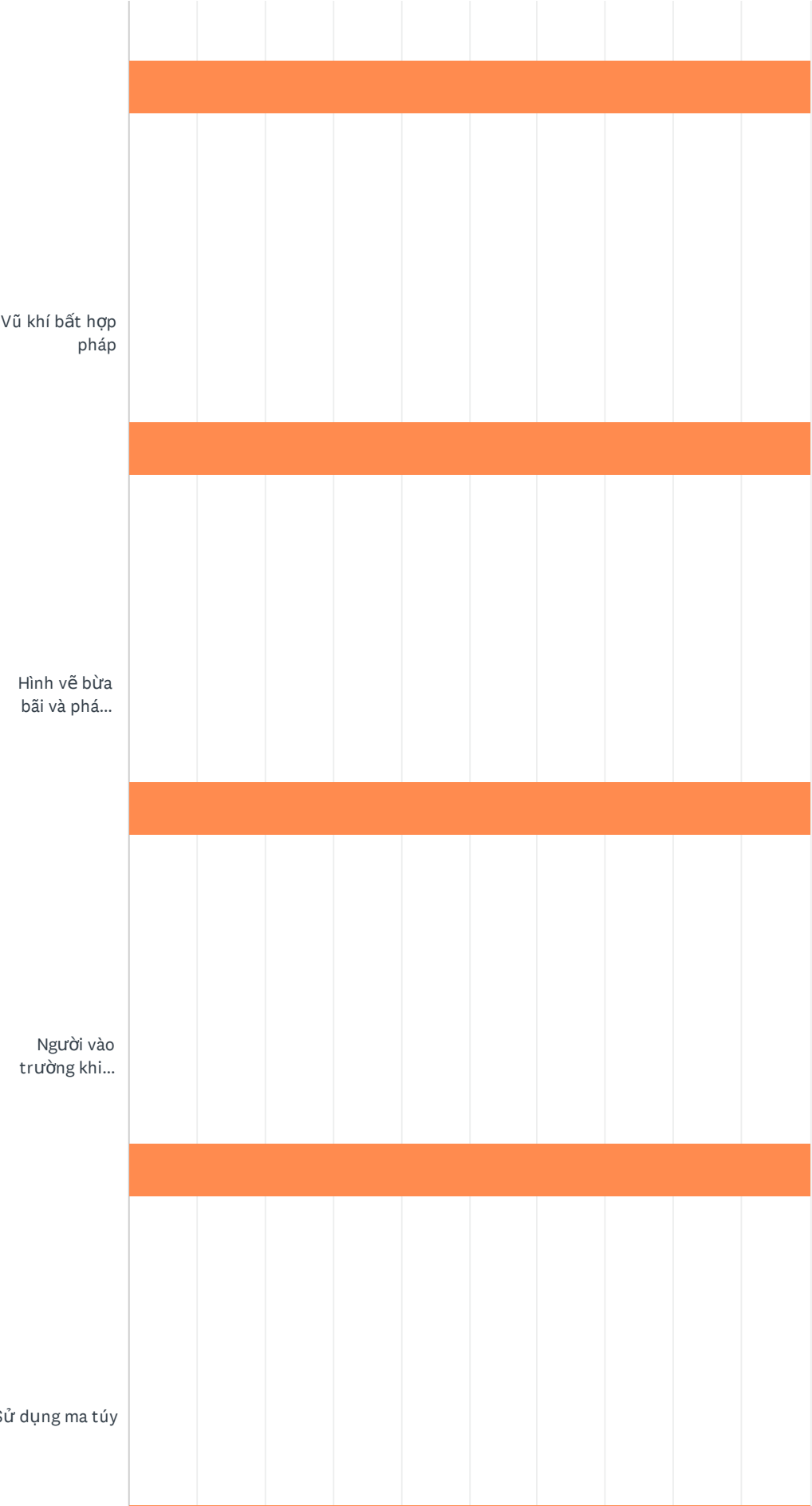


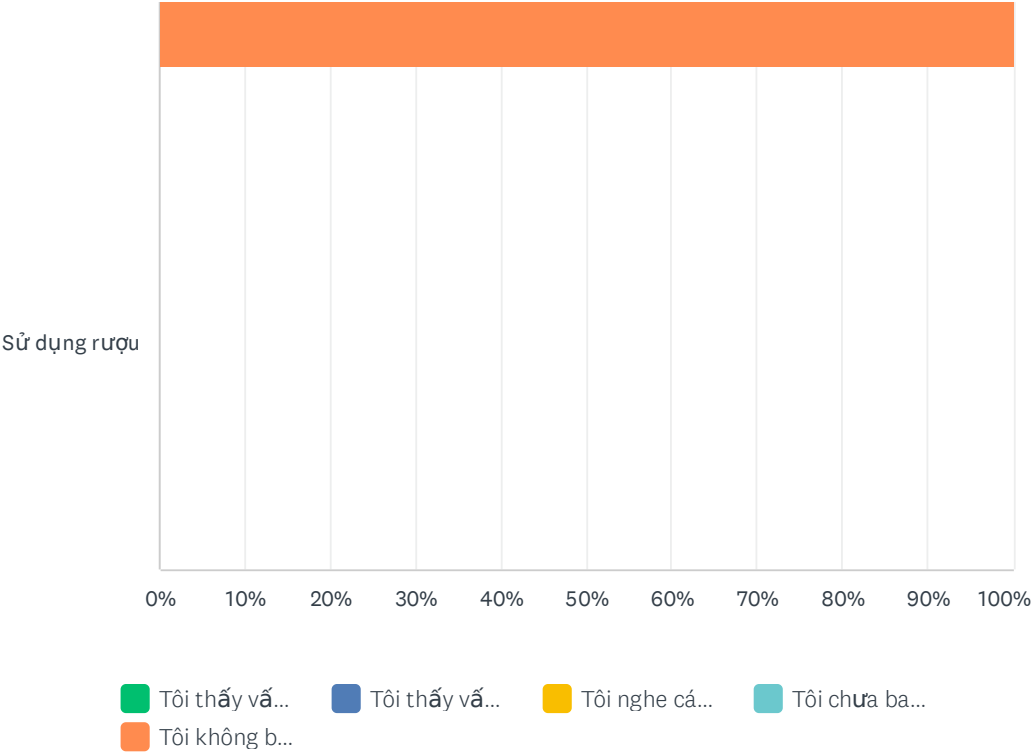
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp “TK”	0.00%	0
Mẫu giáo “Kindergarten”	0.00%	0
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	100.00%	1
Lớp 6	0.00%	0
Lớp 7	0.00%	0
TOTAL		1

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 1 Skipped: 0





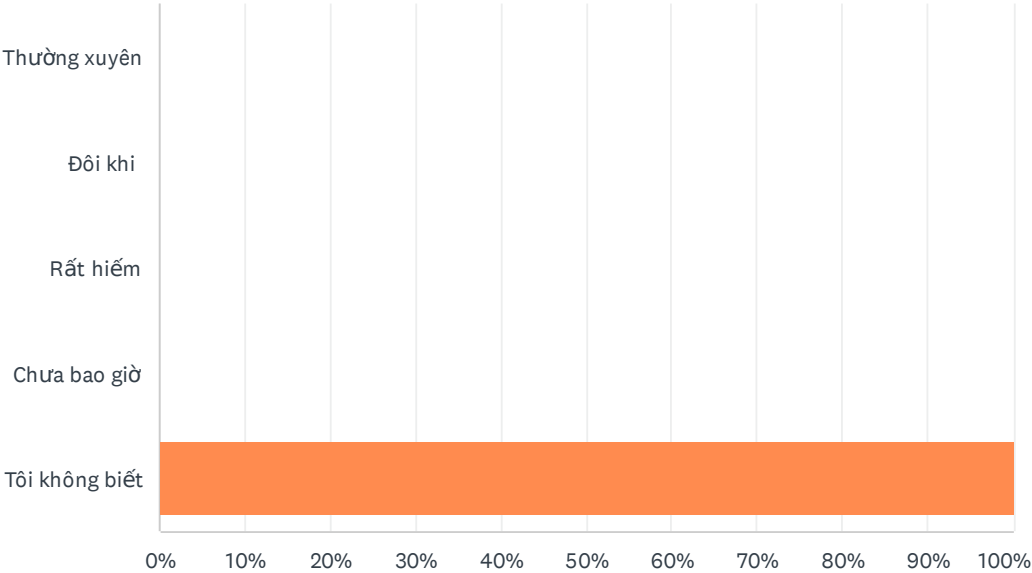


Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG CỦA TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

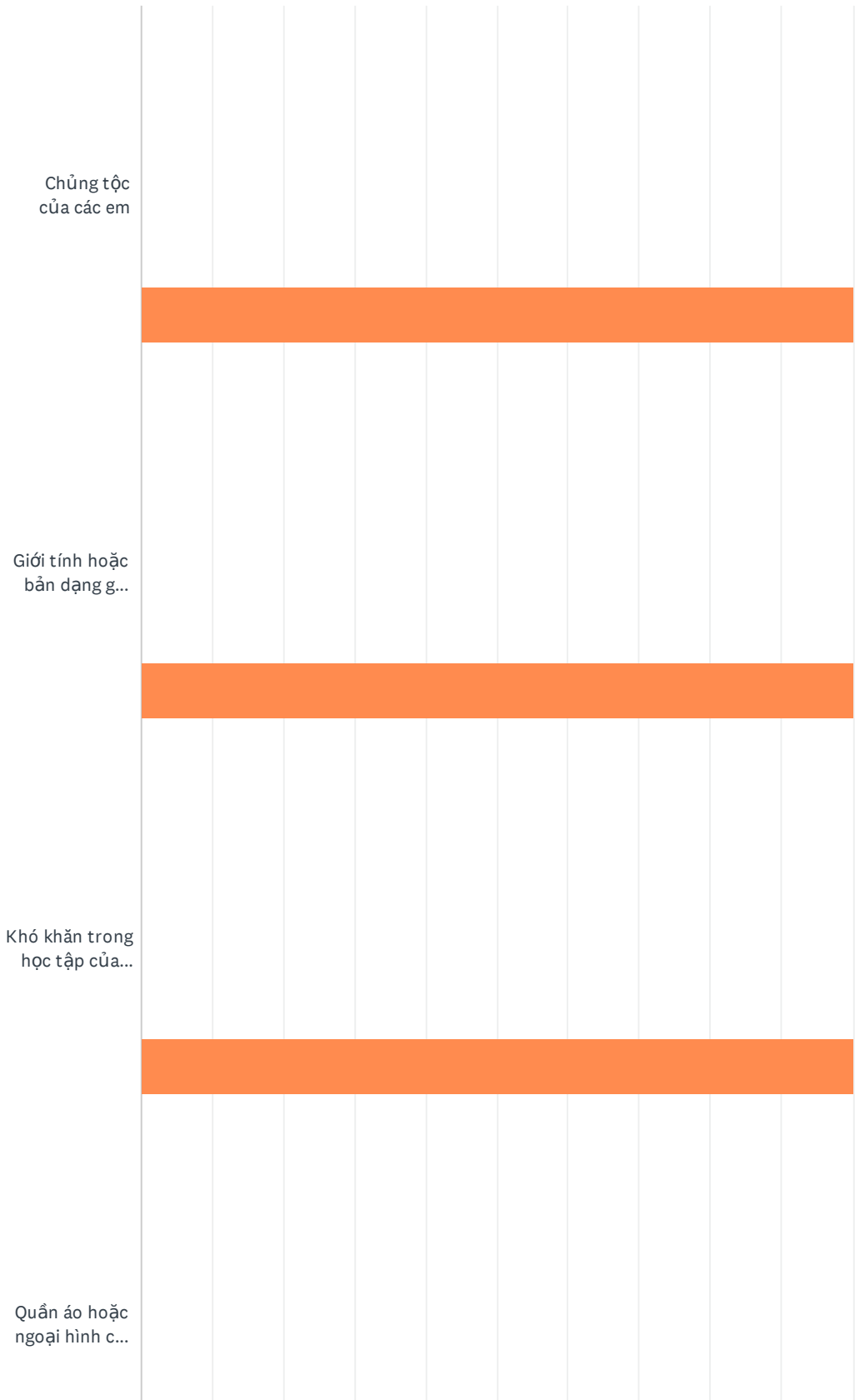
Answered: 1 Skipped: 0



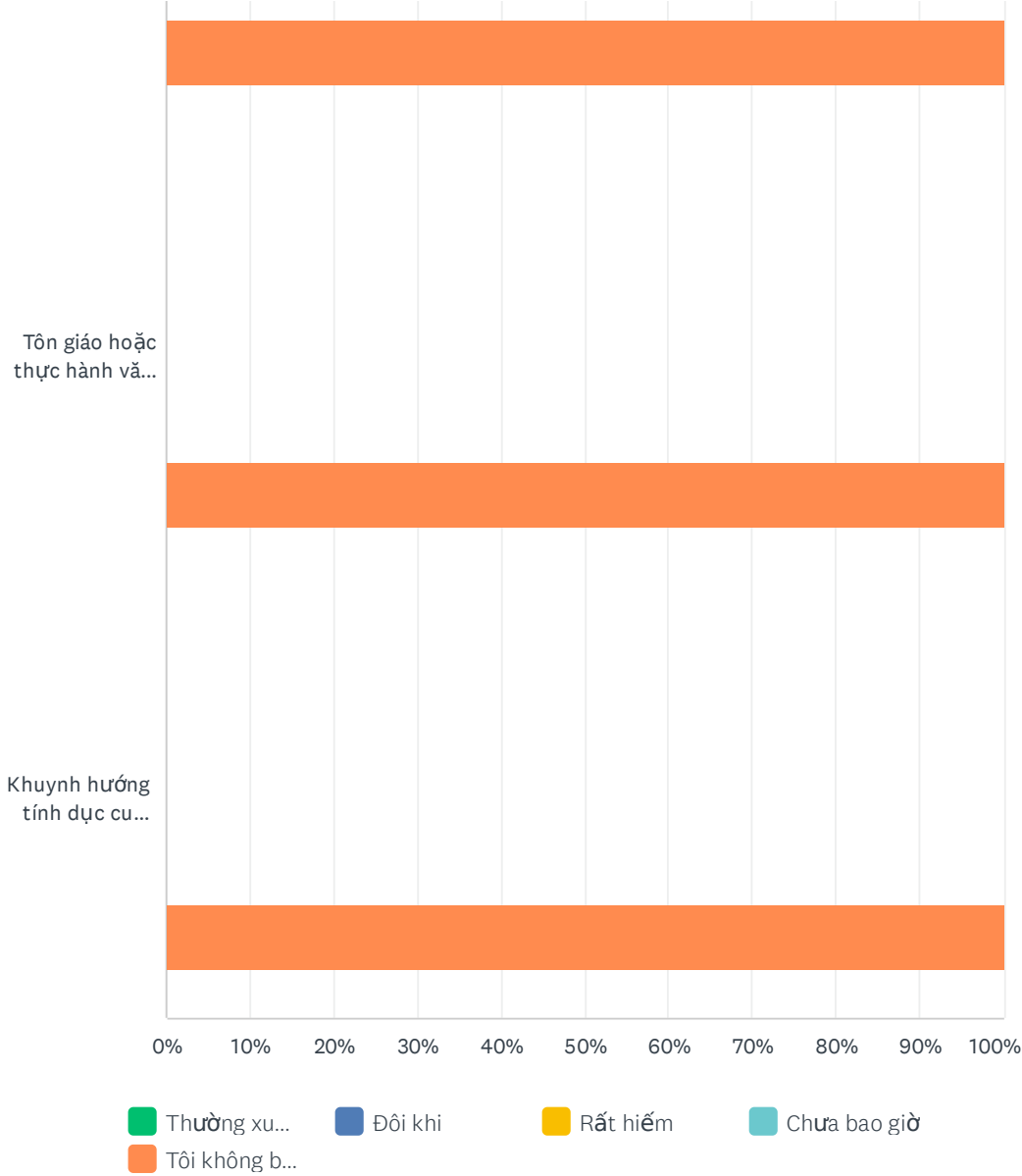
ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	0.00%	0
Chưa bao giờ	0.00%	0
Tôi không biết	100.00%	1
TOTAL		1

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 1 Skipped: 0



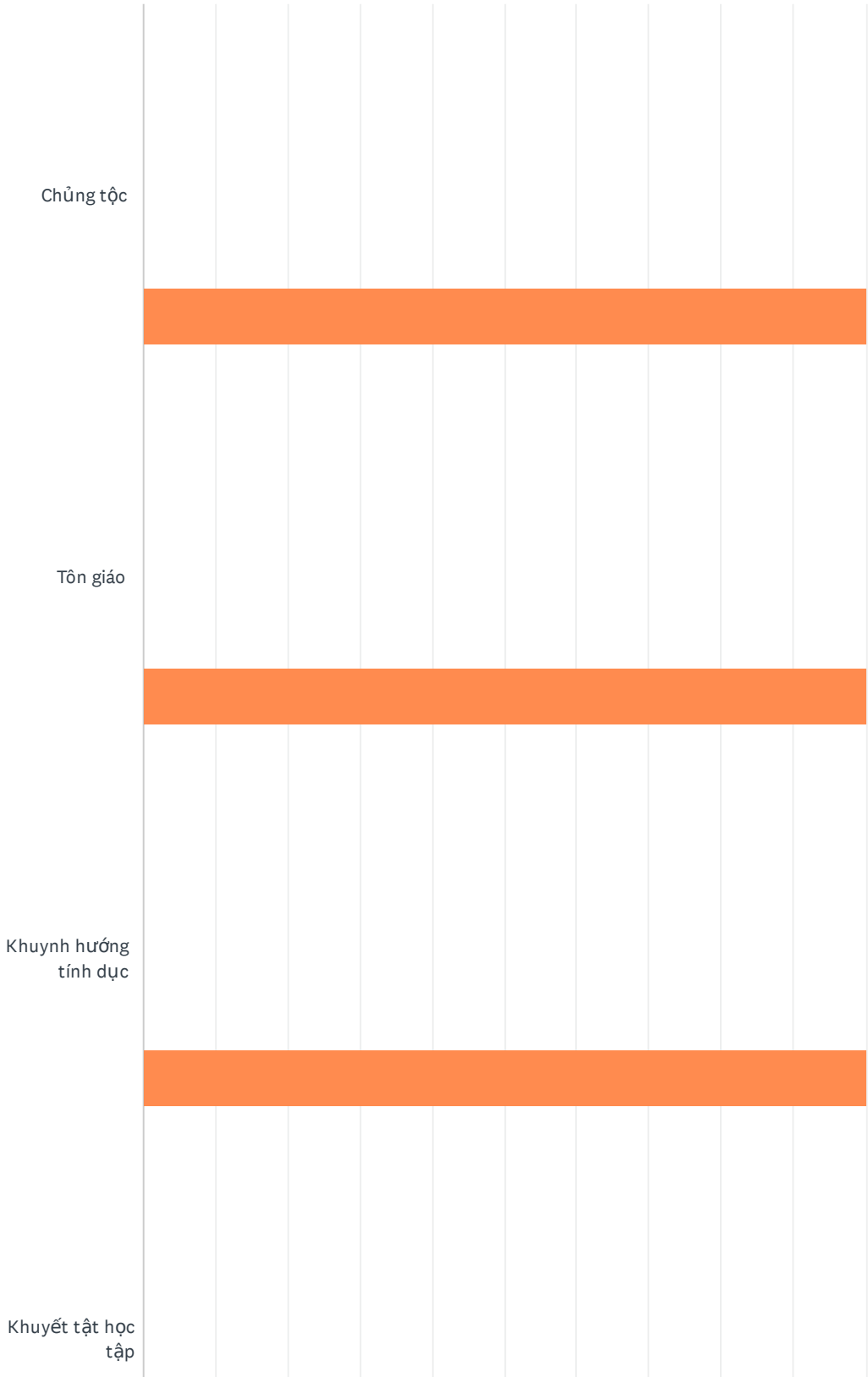
Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



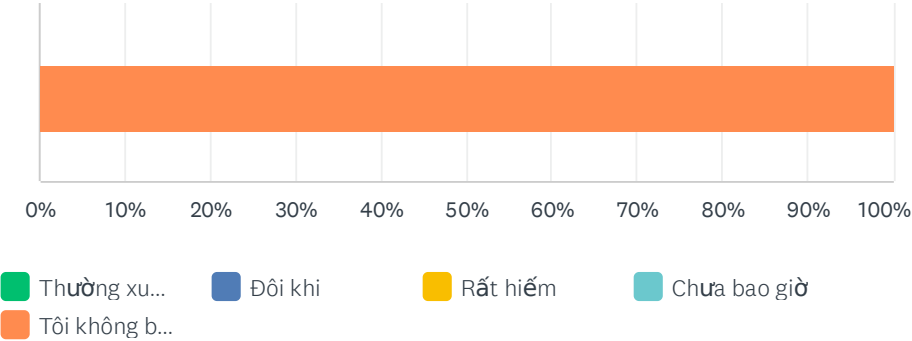
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Khuyňh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 1 Skipped: 0



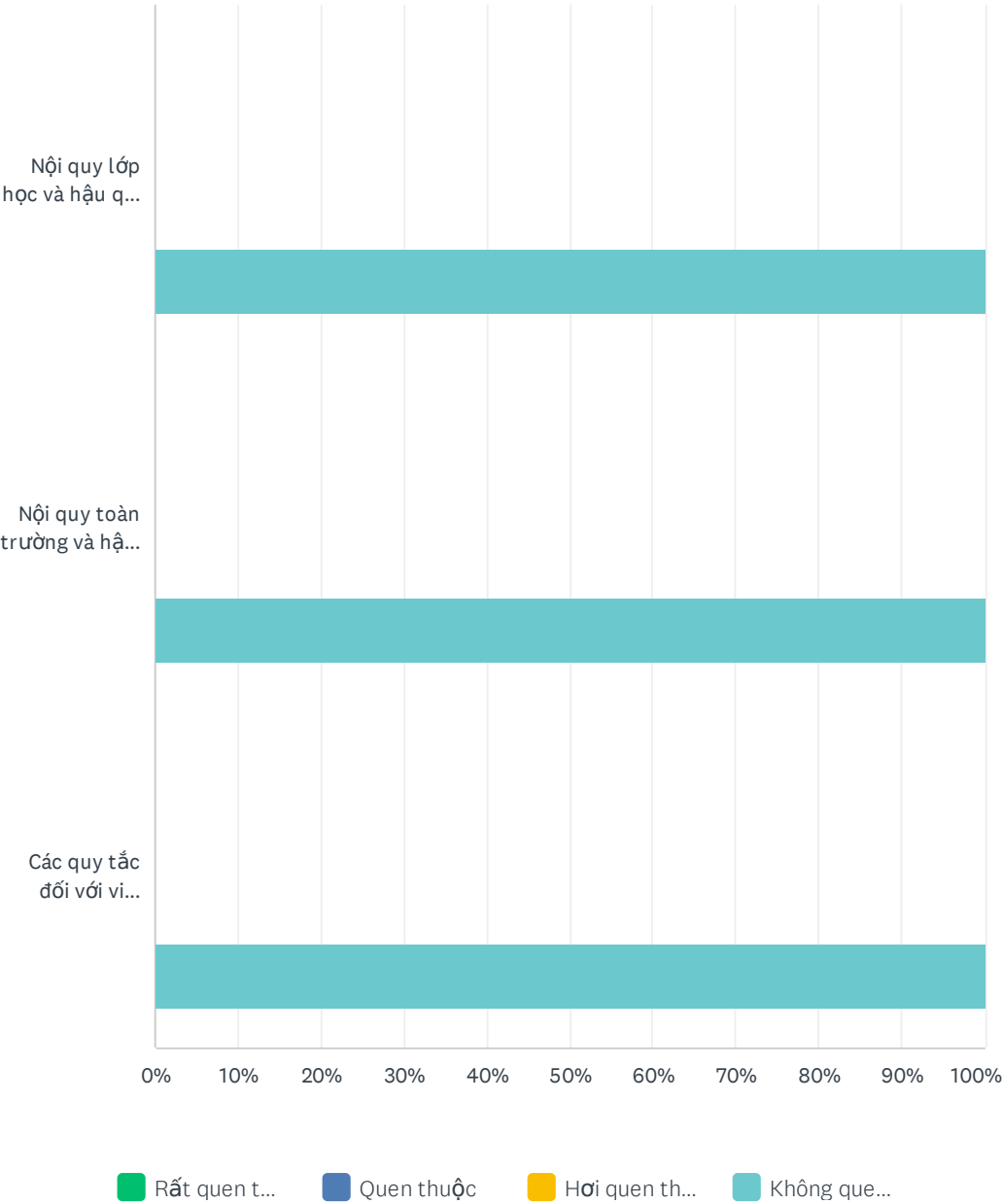
Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



	THƯỜNG XUYỀN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 1 Skipped: 0

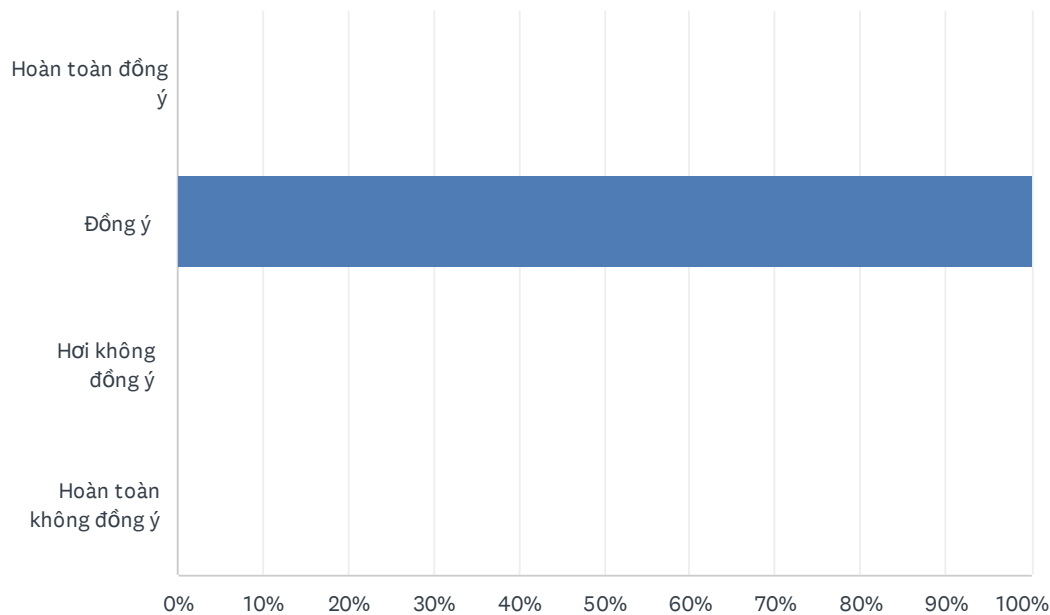


Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	4.00
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	4.00
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	4.00

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

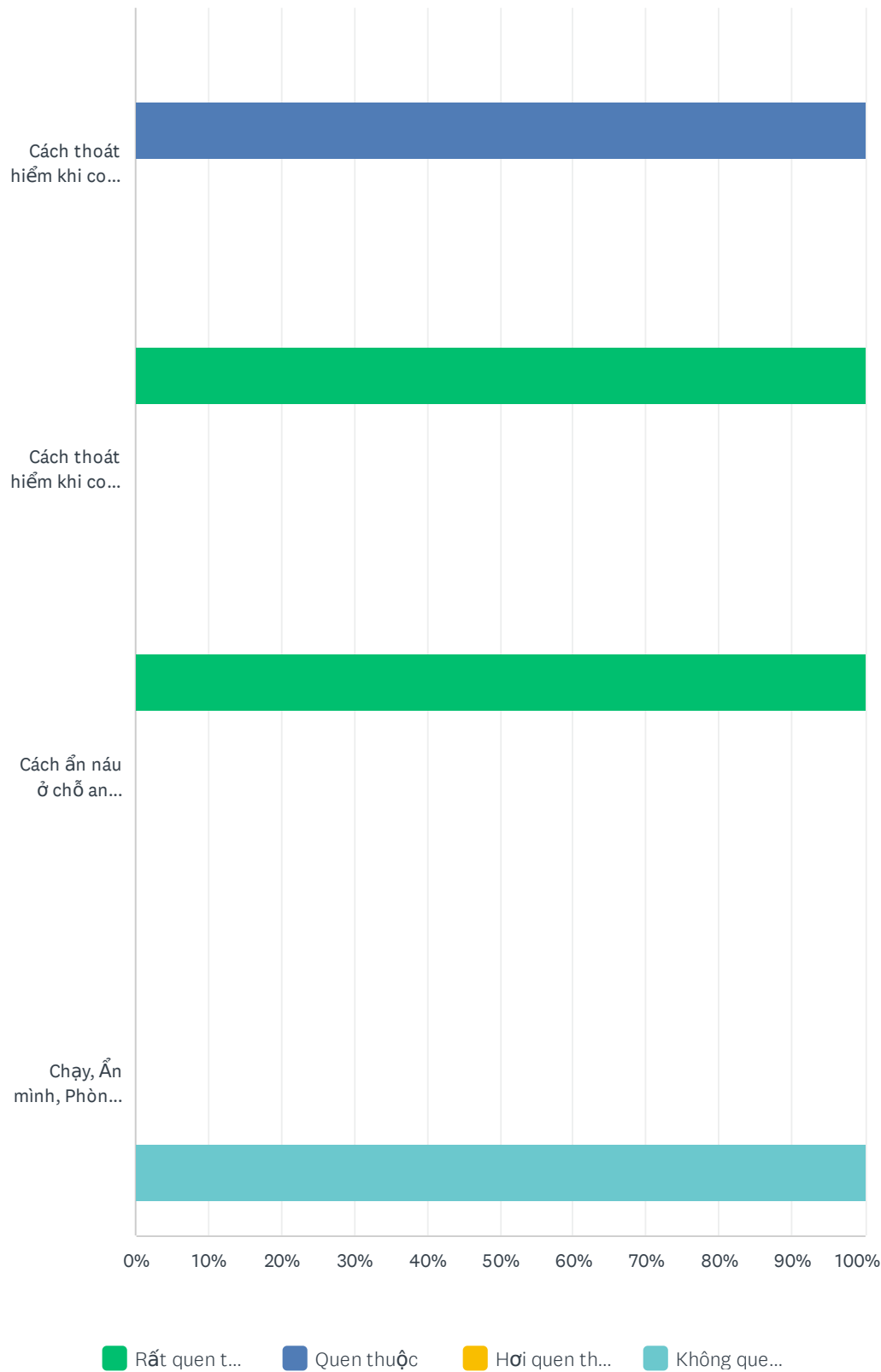
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		1

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 1 Skipped: 0

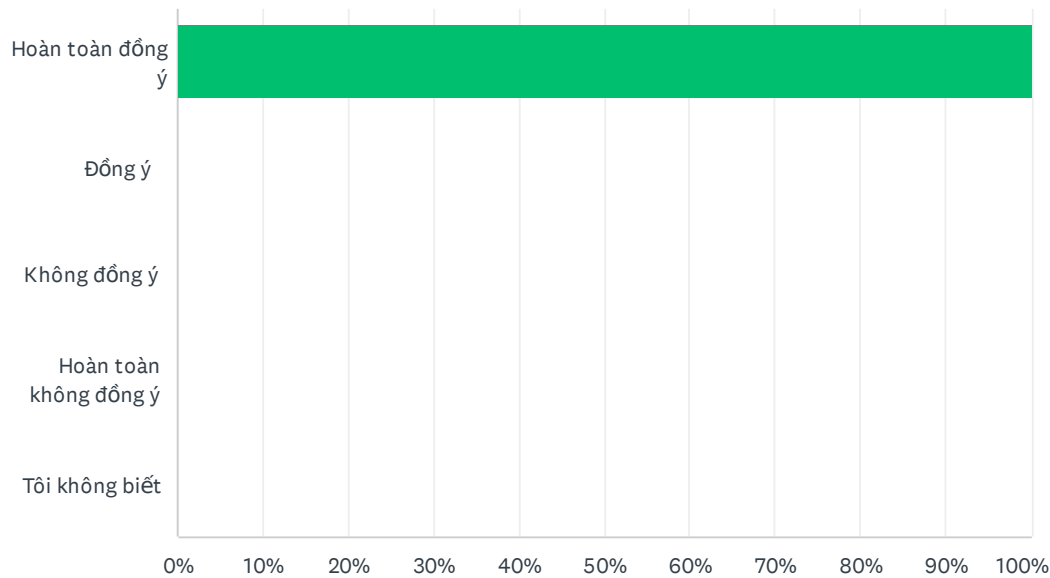


Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
Cách thoát hiểm khi có động đất	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1
Cách ẩn náu ở chỗ an toàn	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1
Chạy, Ẩn mình, Phòng thủ	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

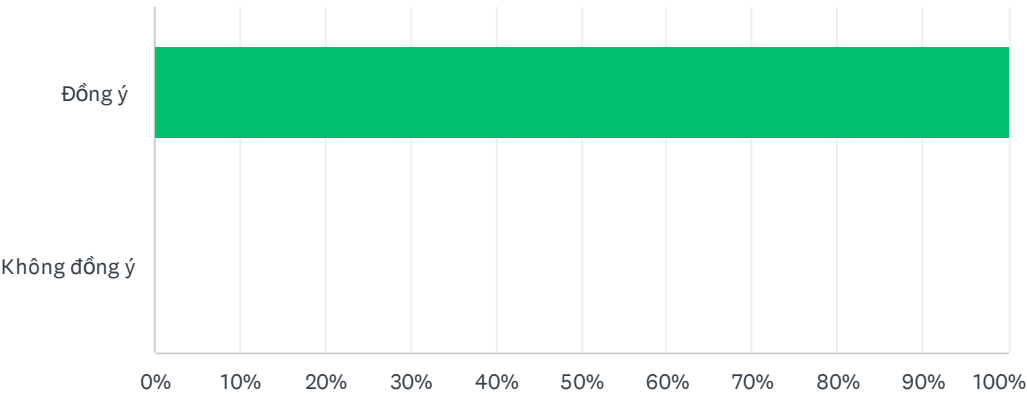
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	100.00%	1
Đồng ý	0.00%	0
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		1

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

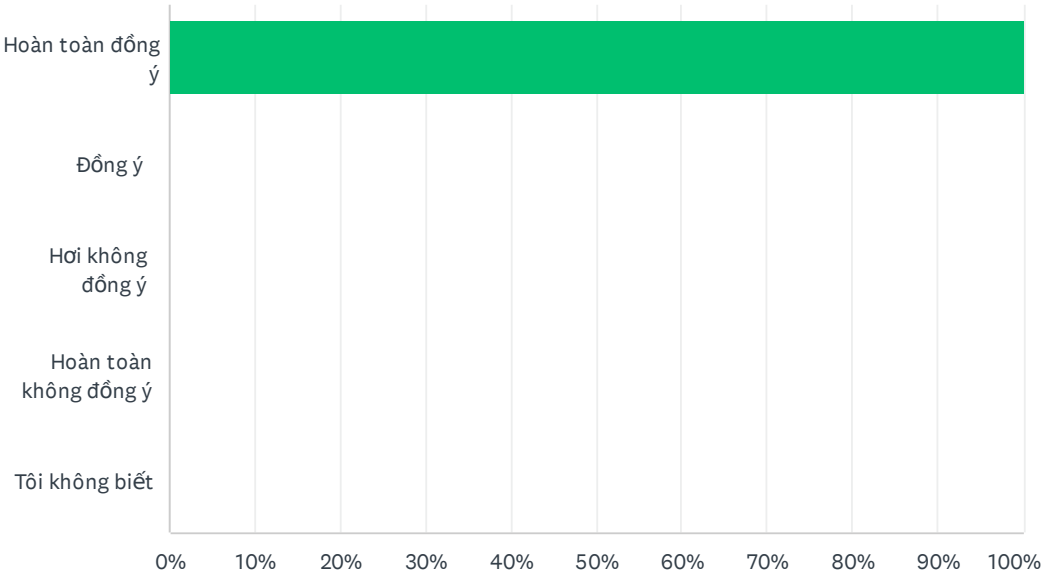
Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	1
Không đồng ý	0.00%	0
TOTAL		1

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	100.00%	1
Đồng ý	0.00%	0
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		1

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

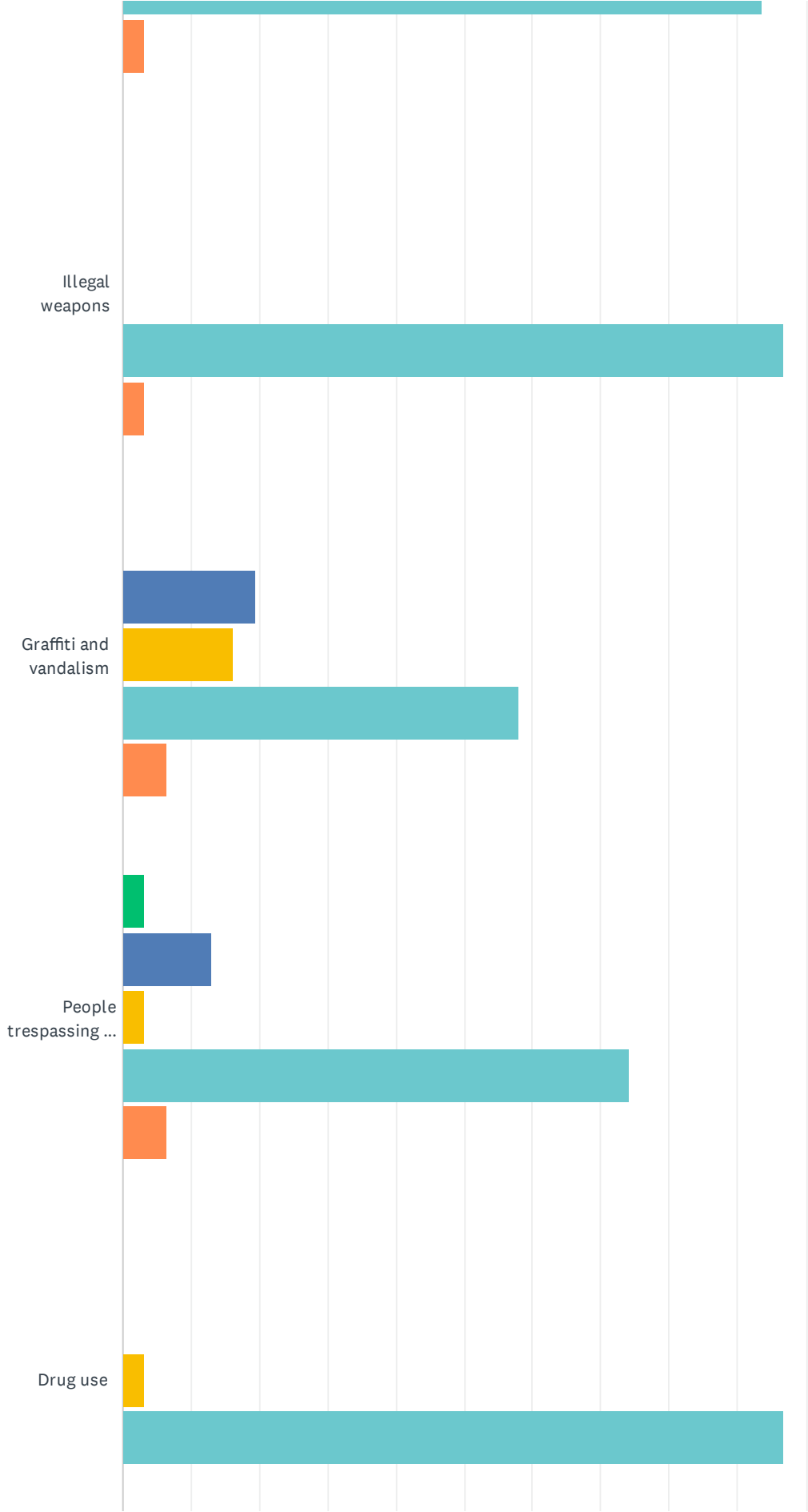
Answered: 0 Skipped: 1

Q1 How much do you find the following to be a problem at your school?

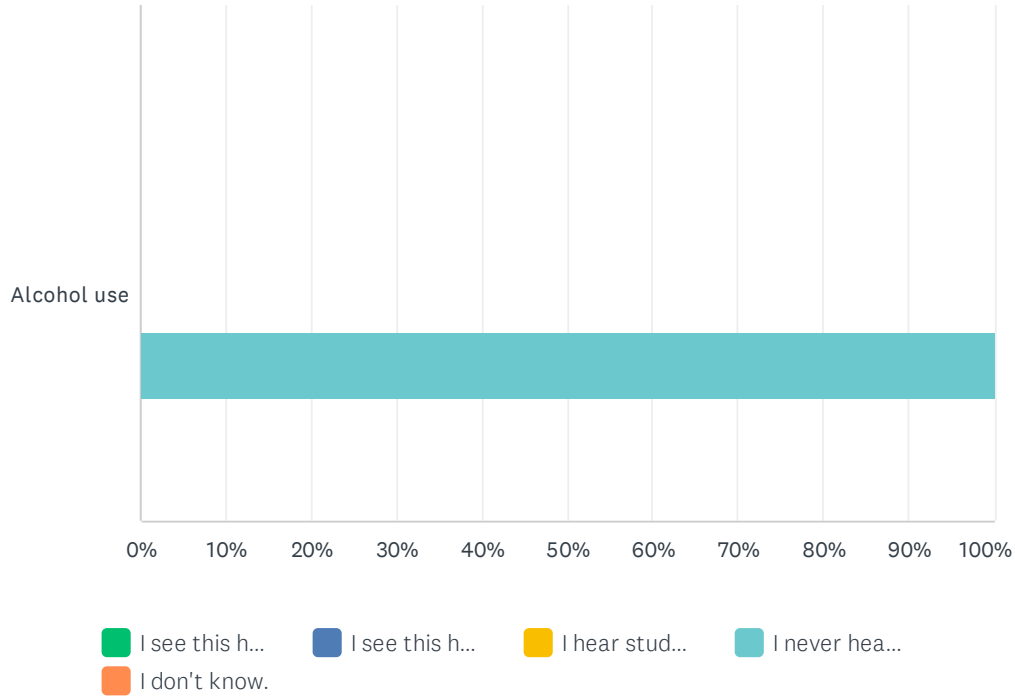
Answered: 31 Skipped: 0



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

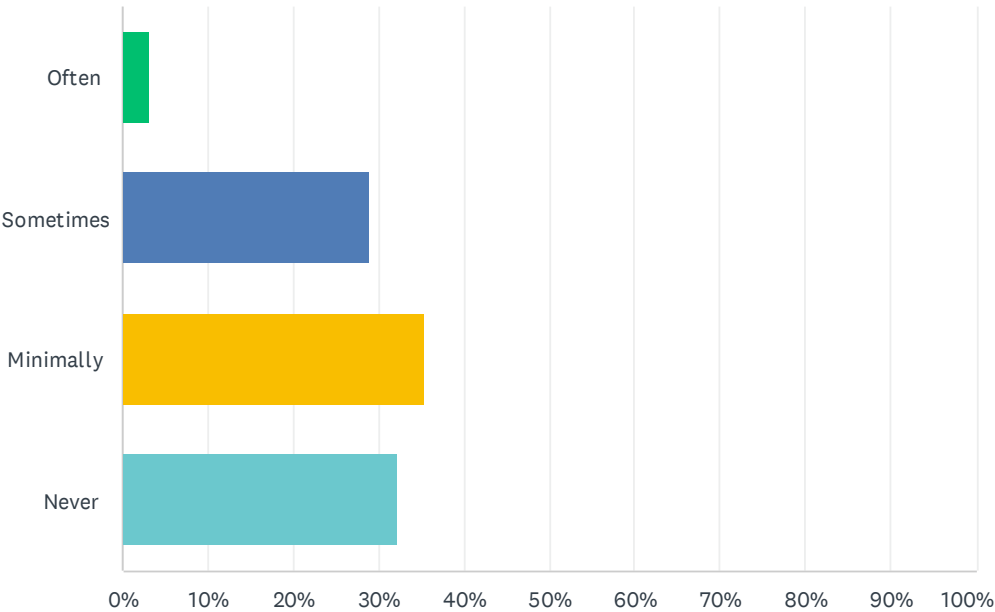


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	29.03% 9	38.71% 12	29.03% 9	3.23% 1	31	3.06
Harassment, and intimidation	0.00% 0	19.35% 6	25.81% 8	45.16% 14	9.68% 3	31	3.45
Fights and assault	0.00% 0	9.68% 3	6.45% 2	77.42% 24	6.45% 2	31	3.81
Student interest in gangs	0.00% 0	0.00% 0	3.23% 1	93.55% 29	3.23% 1	31	4.00
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	96.77% 30	3.23% 1	31	4.03
Graffiti and vandalism	0.00% 0	19.35% 6	16.13% 5	58.06% 18	6.45% 2	31	3.52
People trespassing on campus	3.23% 1	12.90% 4	3.23% 1	74.19% 23	6.45% 2	31	3.68
Drug use	0.00% 0	0.00% 0	3.23% 1	96.77% 30	0.00% 0	31	3.97
Alcohol use	0.00% 0	0.00% 0	0.00% 0	100.00% 31	0.00% 0	31	4.00

Q2 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

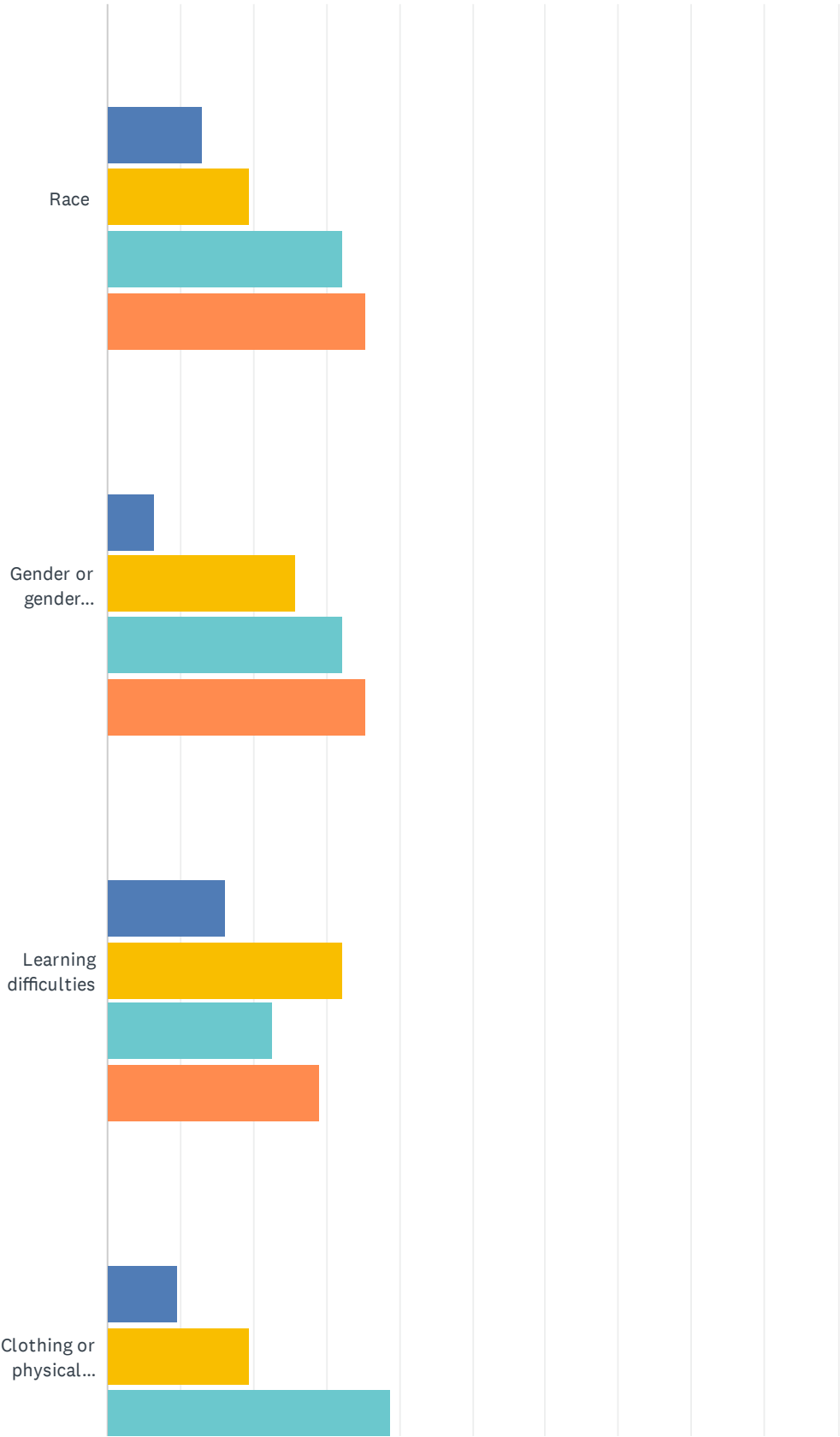
Answered: 31 Skipped: 0



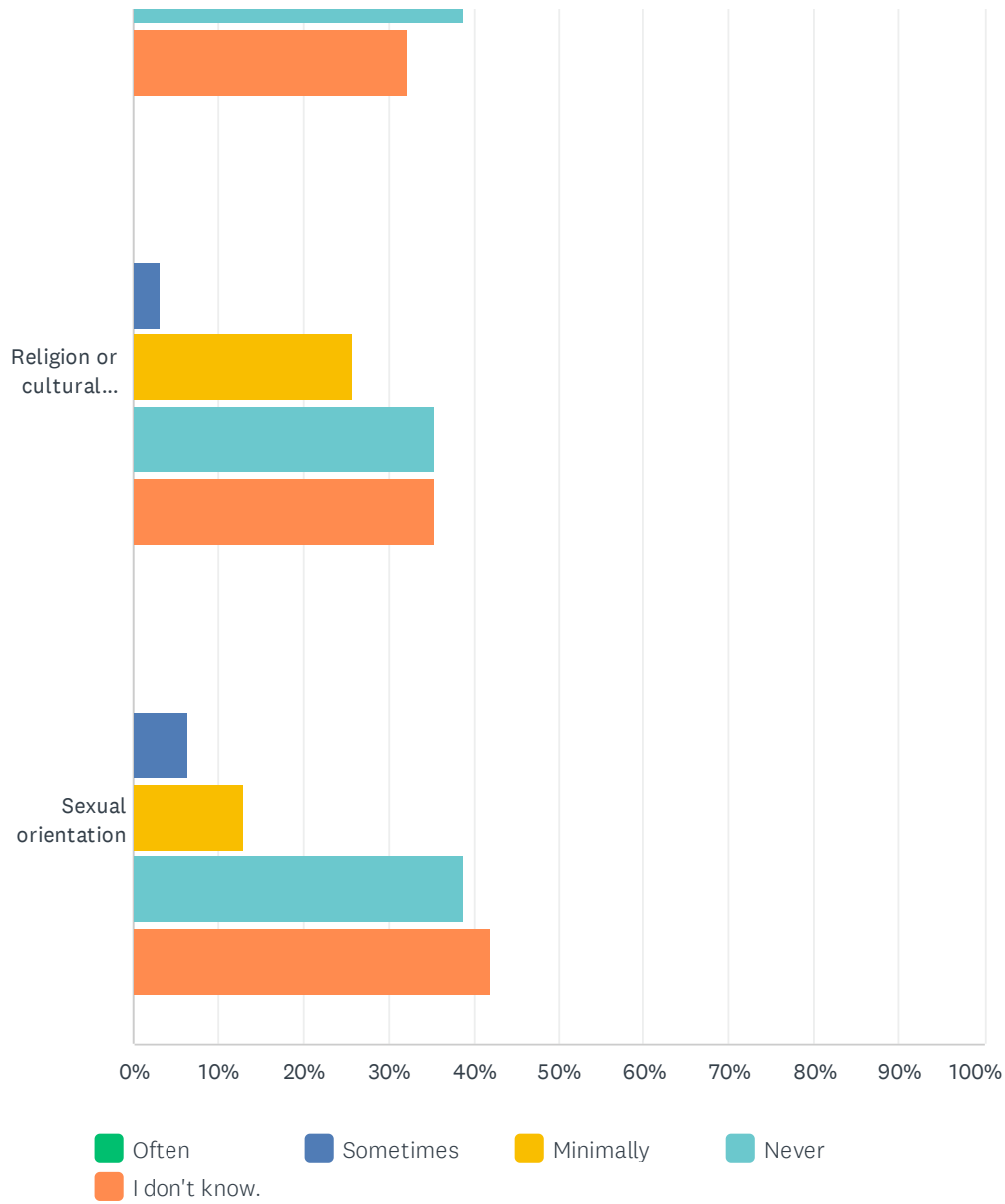
ANSWER CHOICES	RESPONSES	
Often	3.23%	1
Sometimes	29.03%	9
Minimally	35.48%	11
Never	32.26%	10
TOTAL		31

Q3 Students at this school get put down because of their...

Answered: 31 Skipped: 0



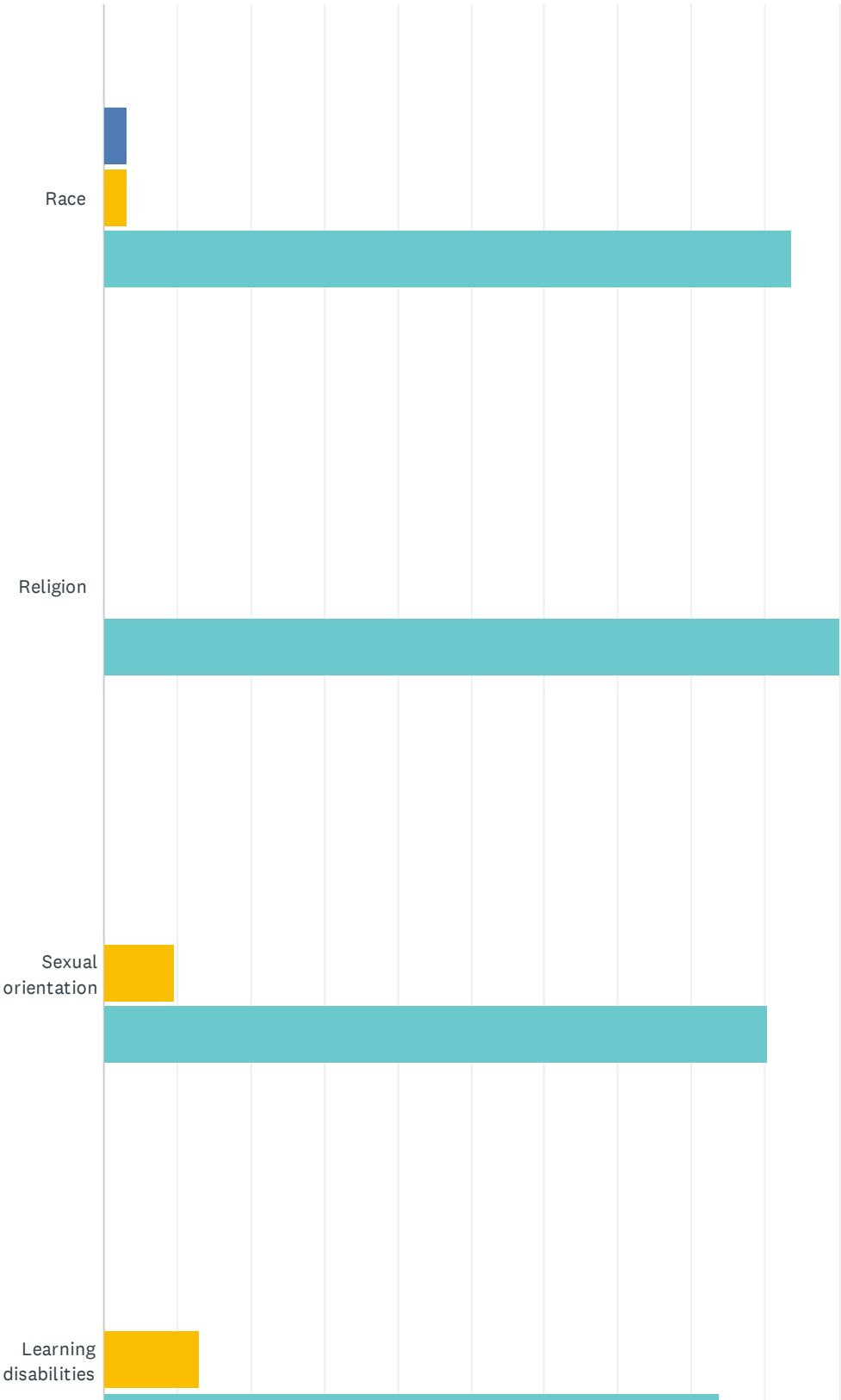
Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



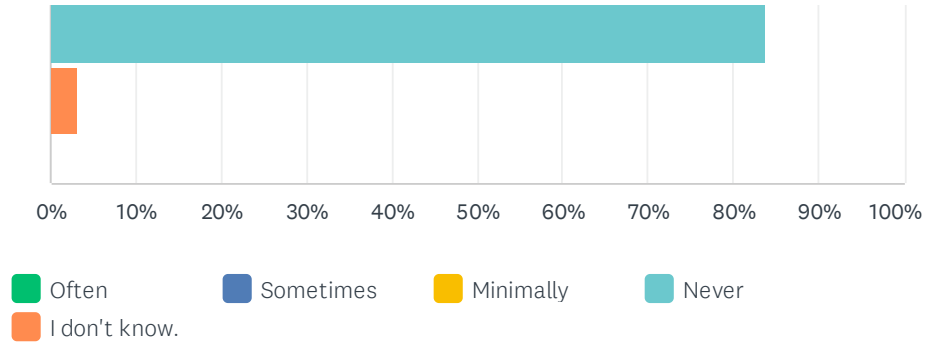
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	12.90% 4	19.35% 6	32.26% 10	35.48% 11	31	3.90
Gender or gender identification	0.00% 0	6.45% 2	25.81% 8	32.26% 10	35.48% 11	31	3.97
Learning difficulties	0.00% 0	16.13% 5	32.26% 10	22.58% 7	29.03% 9	31	3.65
Clothing or physical appearance	0.00% 0	9.68% 3	19.35% 6	38.71% 12	32.26% 10	31	3.94
Religion or cultural practices	0.00% 0	3.23% 1	25.81% 8	35.48% 11	35.48% 11	31	4.03
Sexual orientation	0.00% 0	6.45% 2	12.90% 4	38.71% 12	41.94% 13	31	4.16

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 31 Skipped: 0



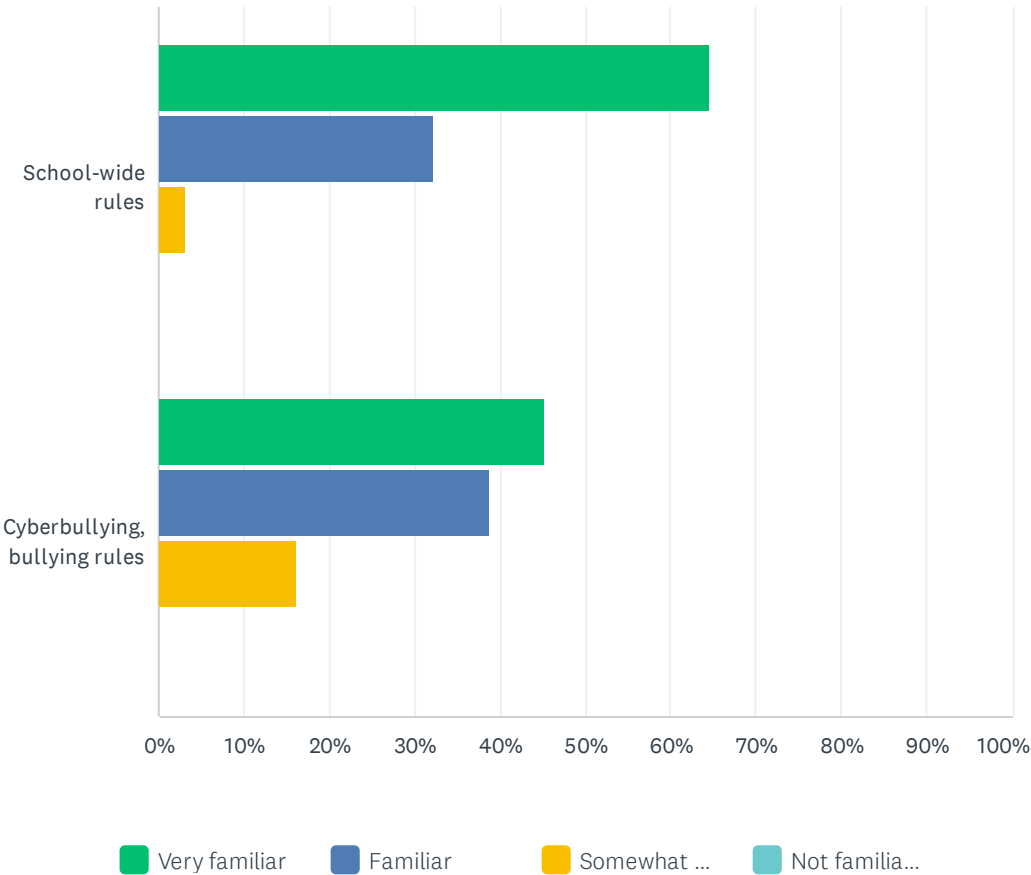
Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.23% 1	3.23% 1	93.55% 29	0.00% 0	31	3.90
Religion	0.00% 0	0.00% 0	0.00% 0	100.00% 31	0.00% 0	31	4.00
Sexual orientation	0.00% 0	0.00% 0	9.68% 3	90.32% 28	0.00% 0	31	3.90
Learning disabilities	0.00% 0	0.00% 0	12.90% 4	83.87% 26	3.23% 1	31	3.90

Q5 How familiar are you with the following?

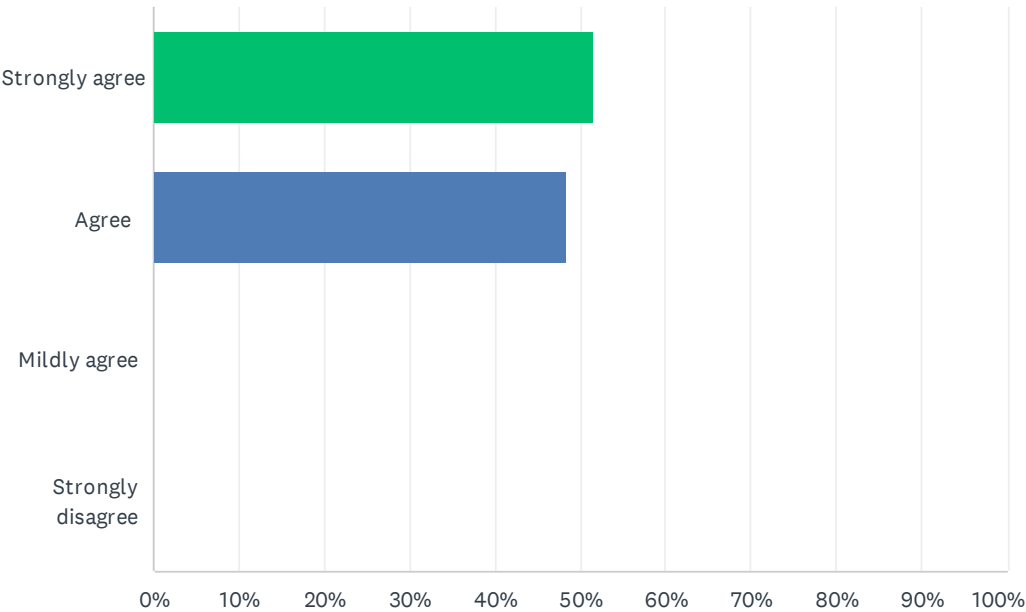
Answered: 31 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	64.52% 20	32.26% 10	3.23% 1	0.00% 0	31	1.39
Cyberbullying, bullying rules	45.16% 14	38.71% 12	16.13% 5	0.00% 0	31	1.71

Q6 Staff enforces school rules fairly and appropriately?

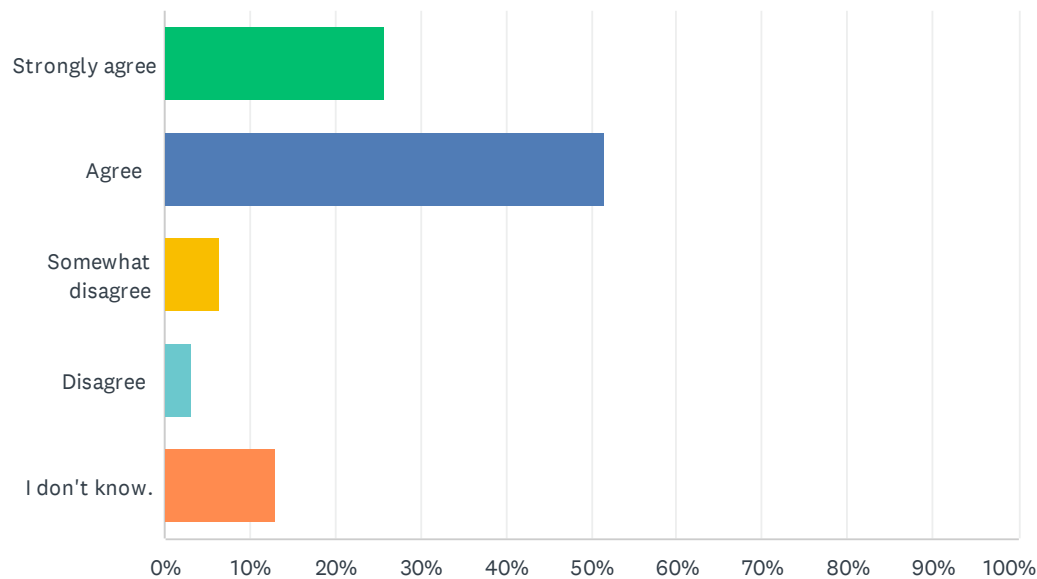
Answered: 31 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	51.61%	16
Agree	48.39%	15
Mildly agree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		31

Q7 I think that suspensions and expulsions are assigned to students when necessary.

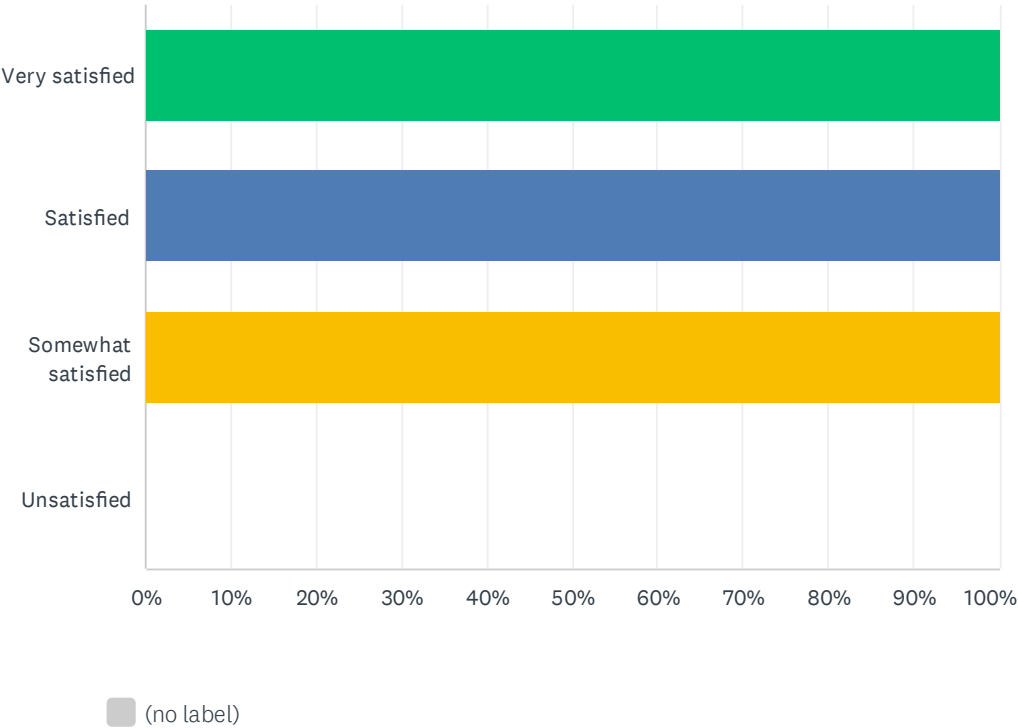
Answered: 31 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	25.81%	8
Agree	51.61%	16
Somewhat disagree	6.45%	2
Disagree	3.23%	1
I don't know.	12.90%	4
TOTAL		31

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

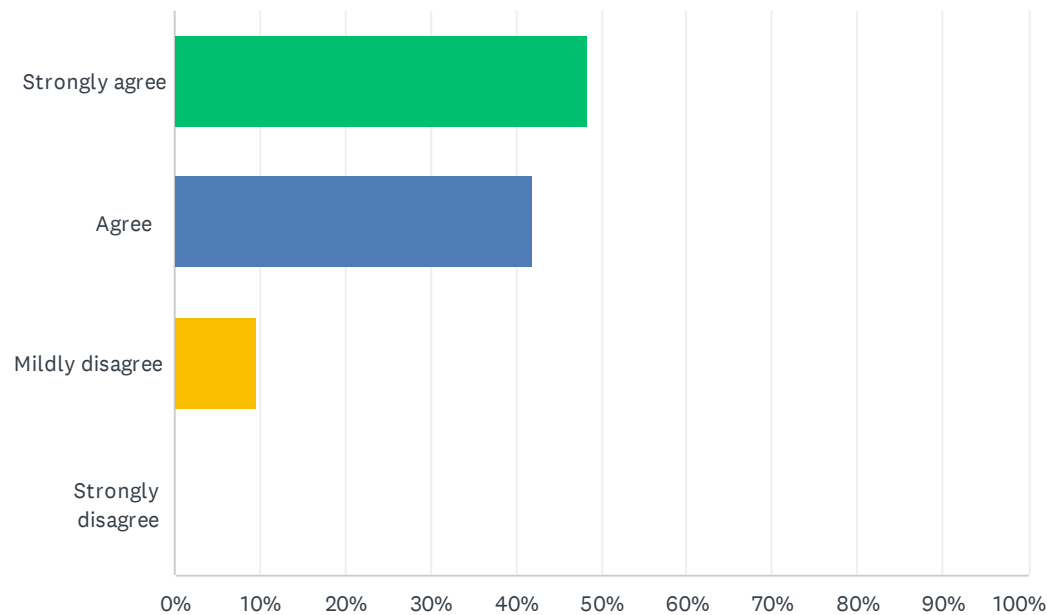
Answered: 31 Skipped: 0



	(NO LABEL)	TOTAL
Very satisfied	100.00% 23	23
Satisfied	100.00% 7	7
Somewhat satisfied	100.00% 1	1
Unsatisfied	0.00% 0	0

Q9 The school provides adequate training for staff on school policies and procedures?

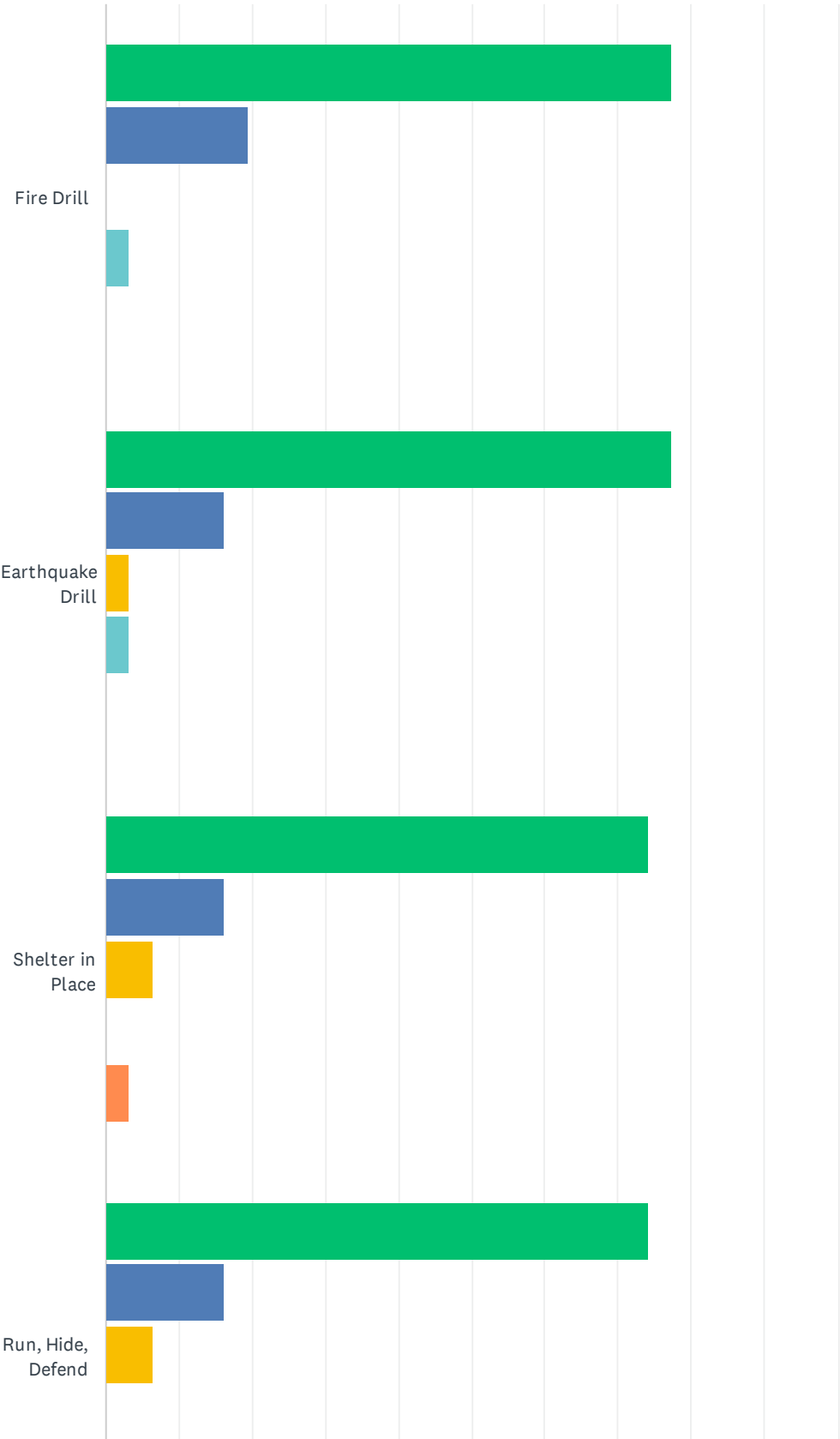
Answered: 31 Skipped: 0



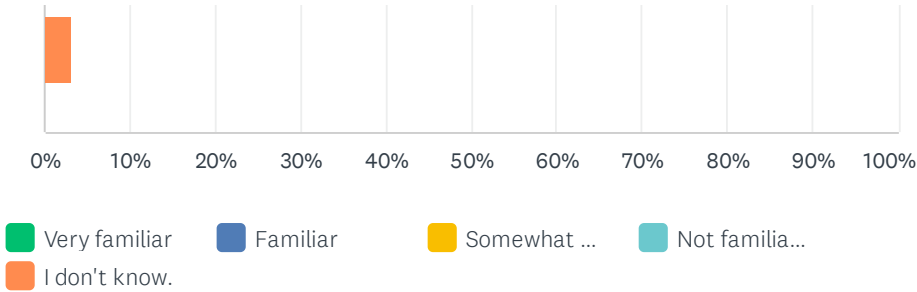
ANSWER CHOICES	RESPONSES	
Strongly agree	48.39%	15
Agree	41.94%	13
Mildly disagree	9.68%	3
Strongly disagree	0.00%	0
TOTAL		31

Q10 How well do you understand your schools Emergency procedures?

Answered: 31 Skipped: 0



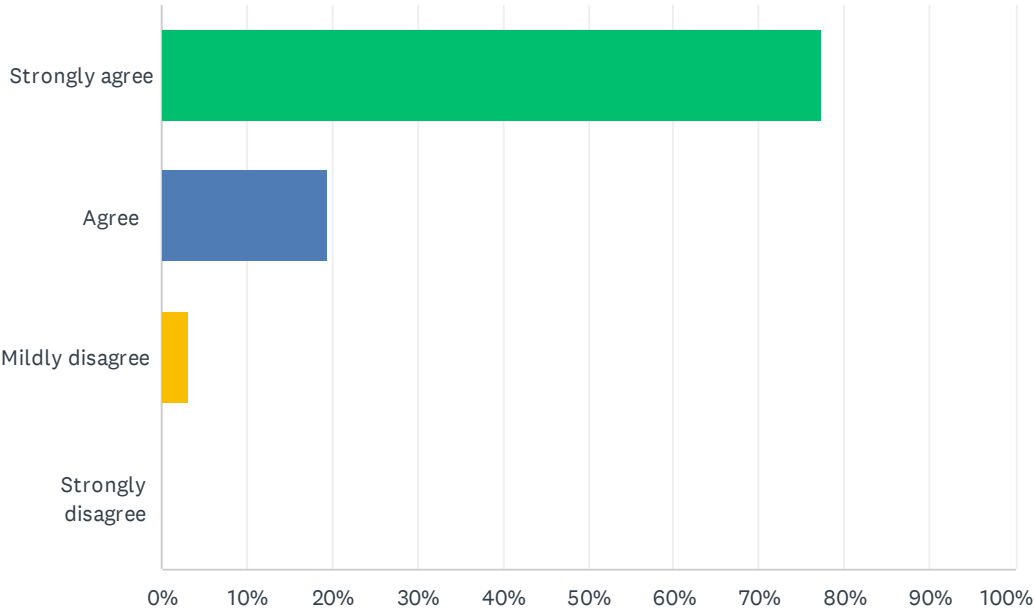
Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	77.42% 24	19.35% 6	0.00% 0	3.23% 1	0.00% 0	31
Earthquake Drill	77.42% 24	16.13% 5	3.23% 1	3.23% 1	0.00% 0	31
Shelter in Place	74.19% 23	16.13% 5	6.45% 2	0.00% 0	3.23% 1	31
Run, Hide, Defend	74.19% 23	16.13% 5	6.45% 2	0.00% 0	3.23% 1	31

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

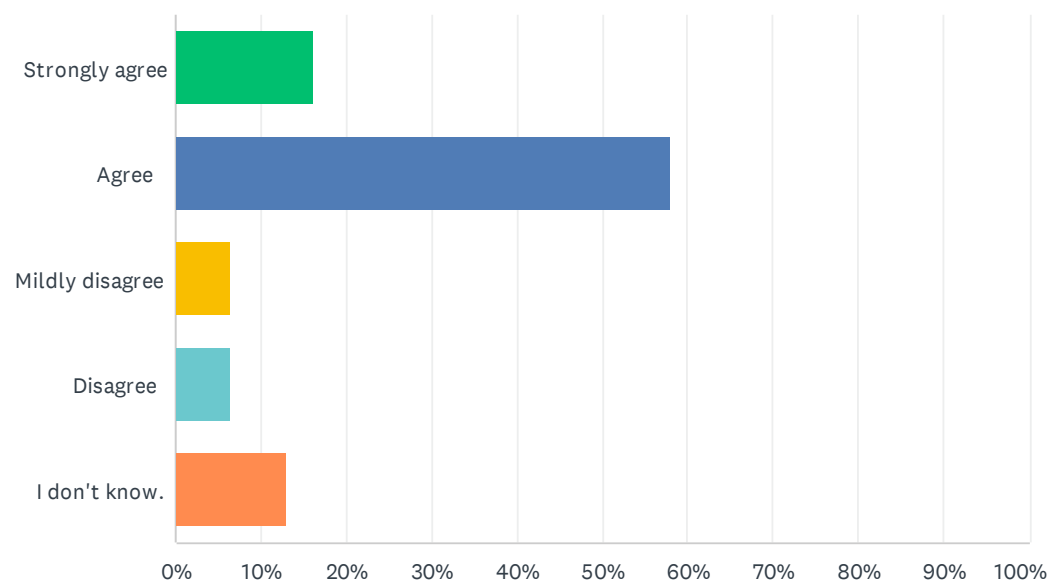
Answered: 31 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	77.42%	24
Agree	19.35%	6
Mildly disagree	3.23%	1
Strongly disagree	0.00%	0
TOTAL		31

Q12 The school has adequate resources to help students in an emergency or crisis.

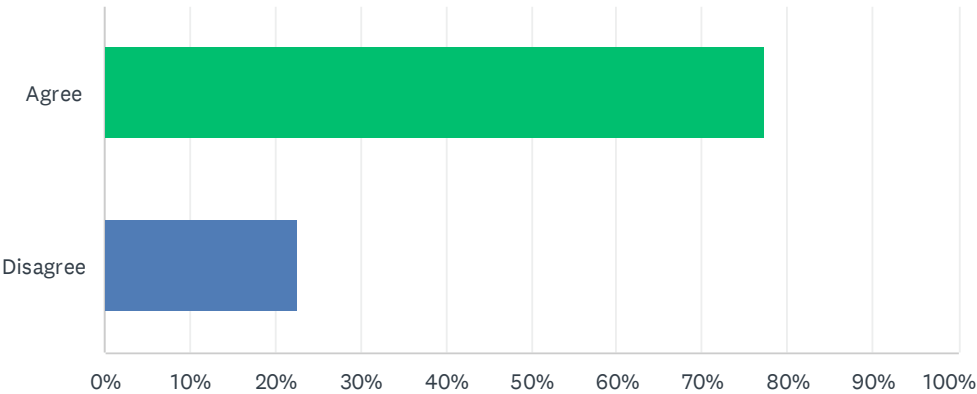
Answered: 31 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	16.13%	5
Agree	58.06%	18
Mildly disagree	6.45%	2
Disagree	6.45%	2
I don't know.	12.90%	4
TOTAL		31

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

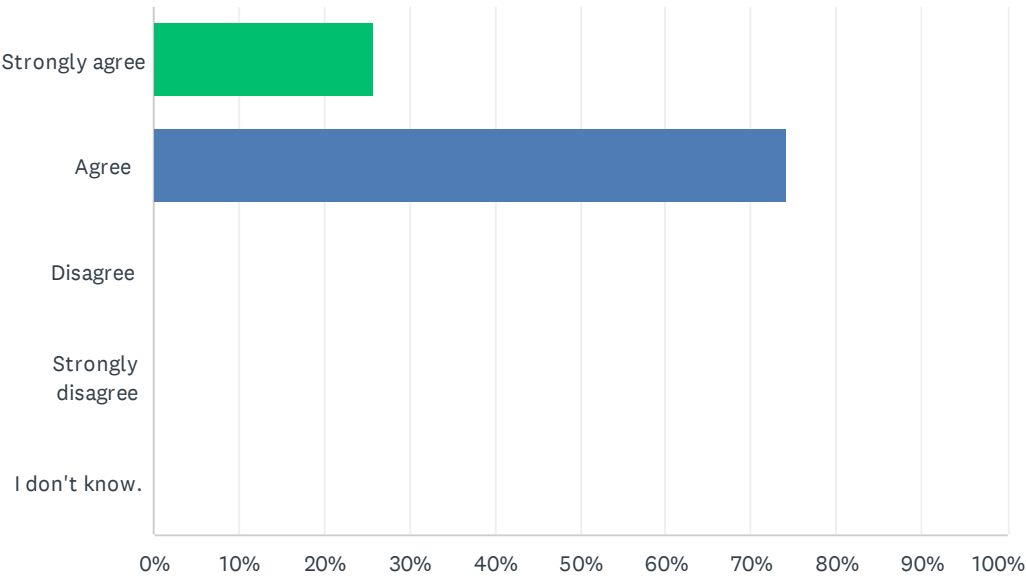
Answered: 31 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	77.42%	24
Disagree	22.58%	7
TOTAL		31

Q14 The facilities and grounds are well maintained at my school.

Answered: 31 Skipped: 0



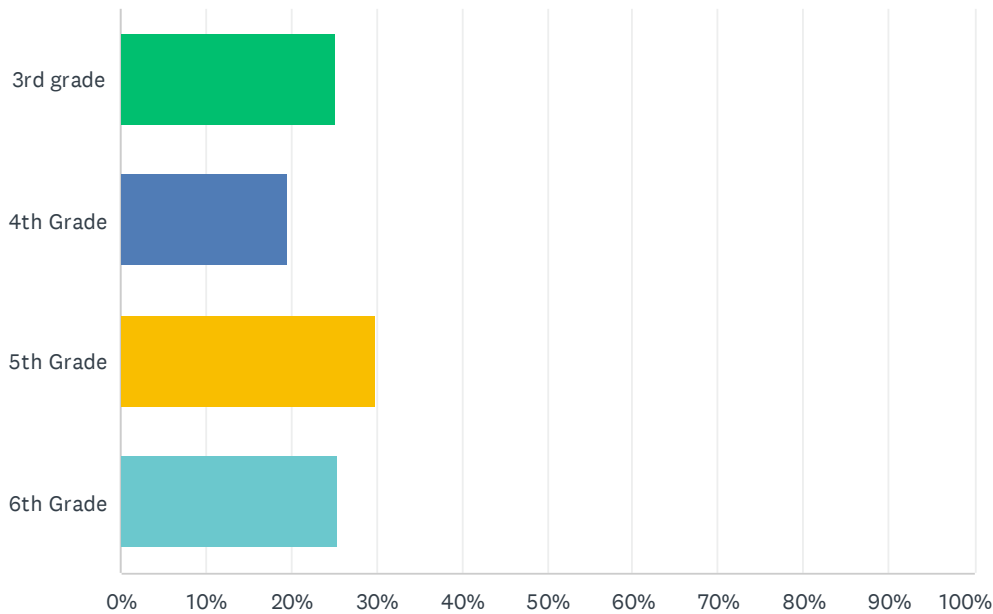
ANSWER CHOICES	RESPONSES	
Strongly agree	25.81%	8
Agree	74.19%	23
Disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		31

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 19 Skipped: 12

Q1 What is your current grade?

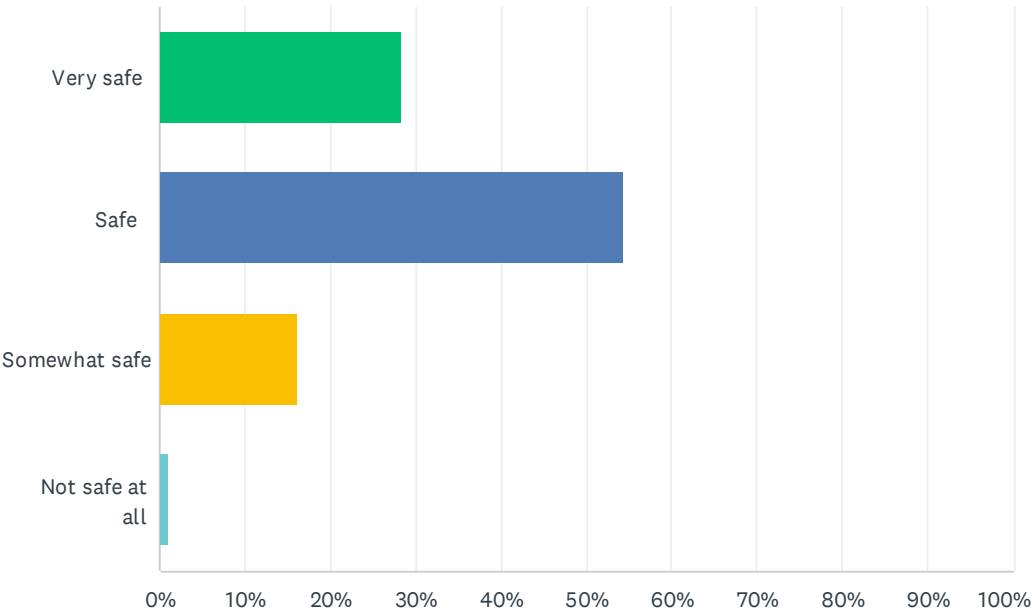
Answered: 355 Skipped: 5



ANSWER CHOICES	RESPONSES	
3rd grade	25.07%	89
4th Grade	19.72%	70
5th Grade	29.86%	106
6th Grade	25.35%	90
TOTAL		355

Q2 How safe do you feel at school?

Answered: 357 Skipped: 3



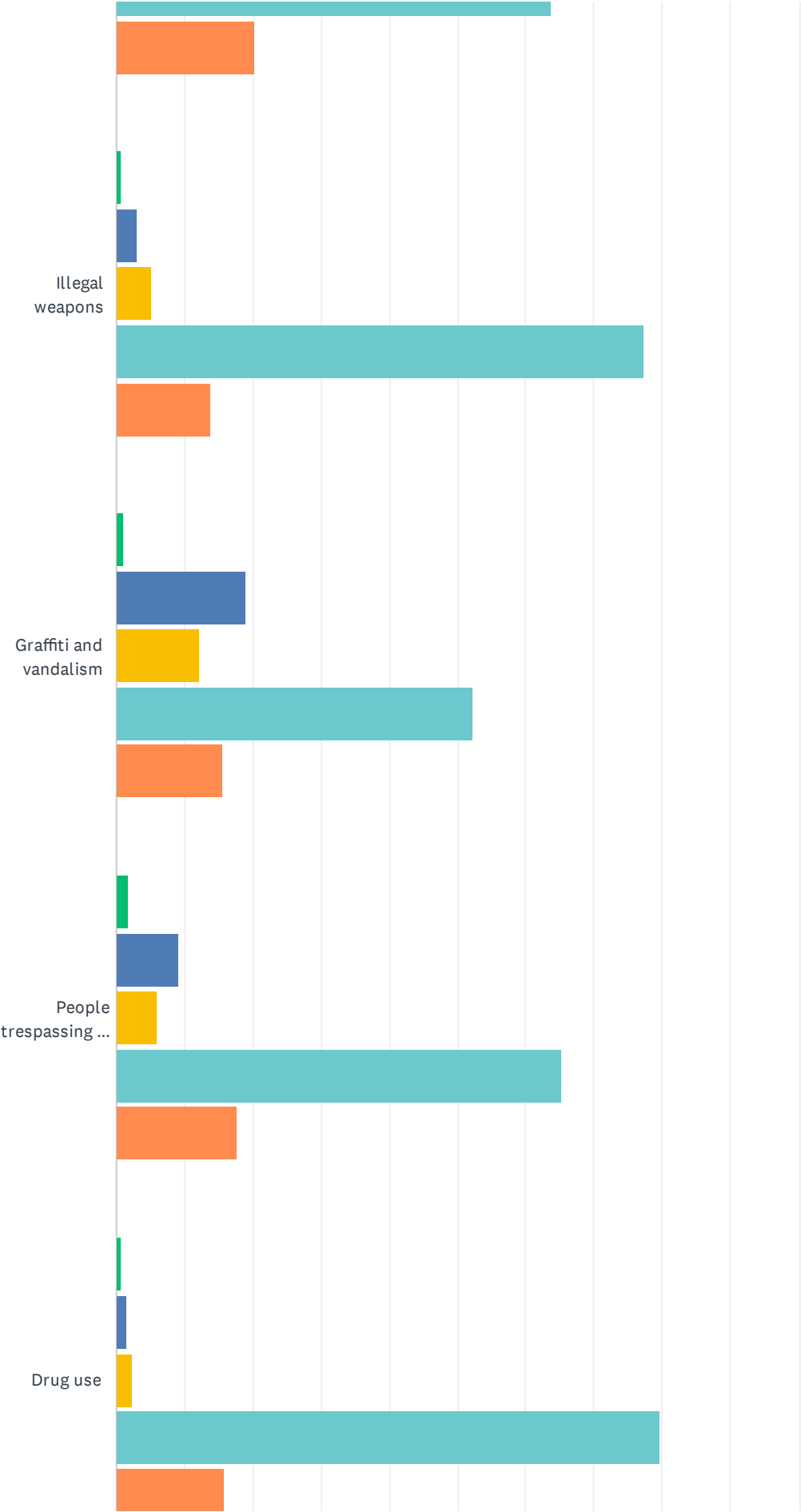
ANSWER CHOICES	RESPONSES	
Very safe	28.29%	101
Safe	54.34%	194
Somewhat safe	16.25%	58
Not safe at all	1.12%	4
TOTAL		357

Q3 How much do you find the following to be a problem at your school?

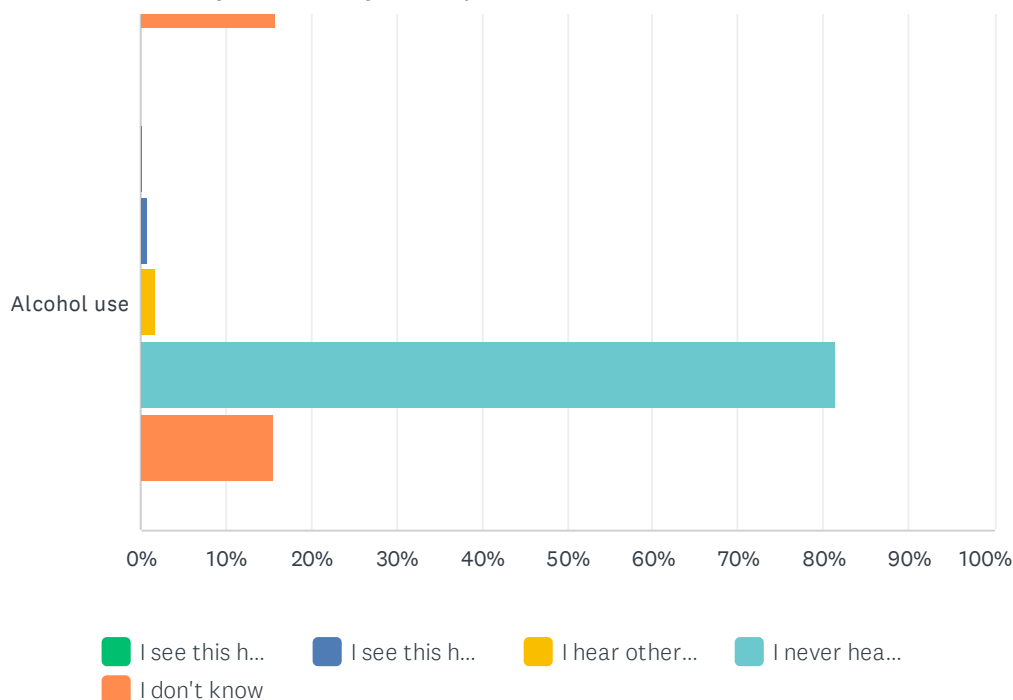
Answered: 359 Skipped: 1



Matsumoto Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Matsumoto Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

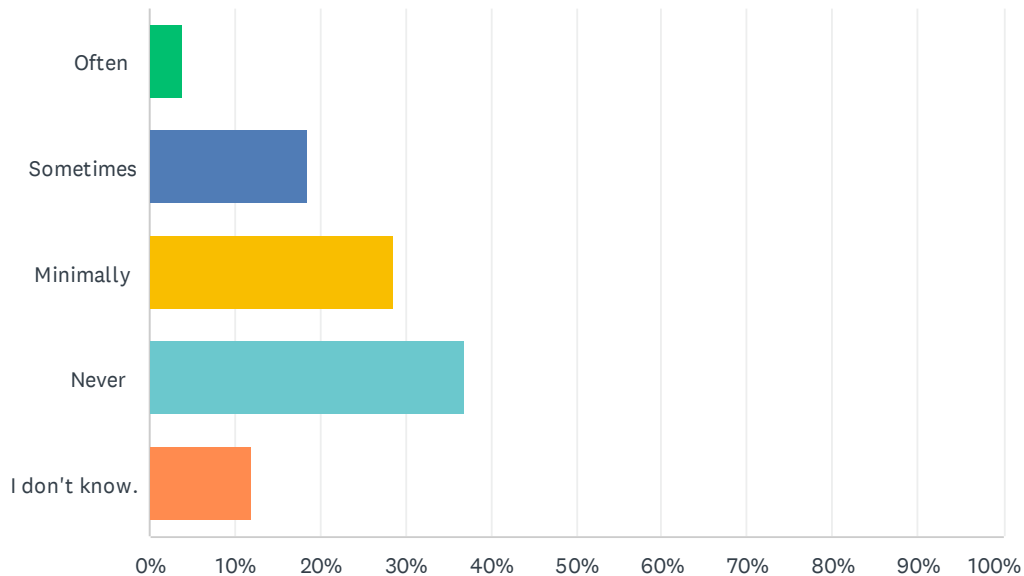


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	4.82% 17	17.85% 63	18.70% 66	40.23% 142	18.41% 65	353
Harassment, and intimidation	3.52% 12	15.25% 52	12.61% 43	45.16% 154	23.46% 80	341
Fights and assault	3.21% 11	10.50% 36	14.87% 51	56.56% 194	14.87% 51	343
Student interest in gangs	1.46% 5	5.56% 19	9.06% 31	63.74% 218	20.18% 69	342
Illegal weapons	0.58% 2	2.89% 10	5.20% 18	77.46% 268	13.87% 48	346
Graffiti and vandalism	1.15% 4	18.97% 66	12.07% 42	52.30% 182	15.52% 54	348
People trespassing on campus	1.73% 6	9.25% 32	6.07% 21	65.32% 226	17.63% 61	346
Drug use	0.58% 2	1.44% 5	2.31% 8	79.83% 277	15.85% 55	347
Alcohol use	0.29% 1	0.86% 3	1.73% 6	81.56% 283	15.56% 54	347

Q4 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

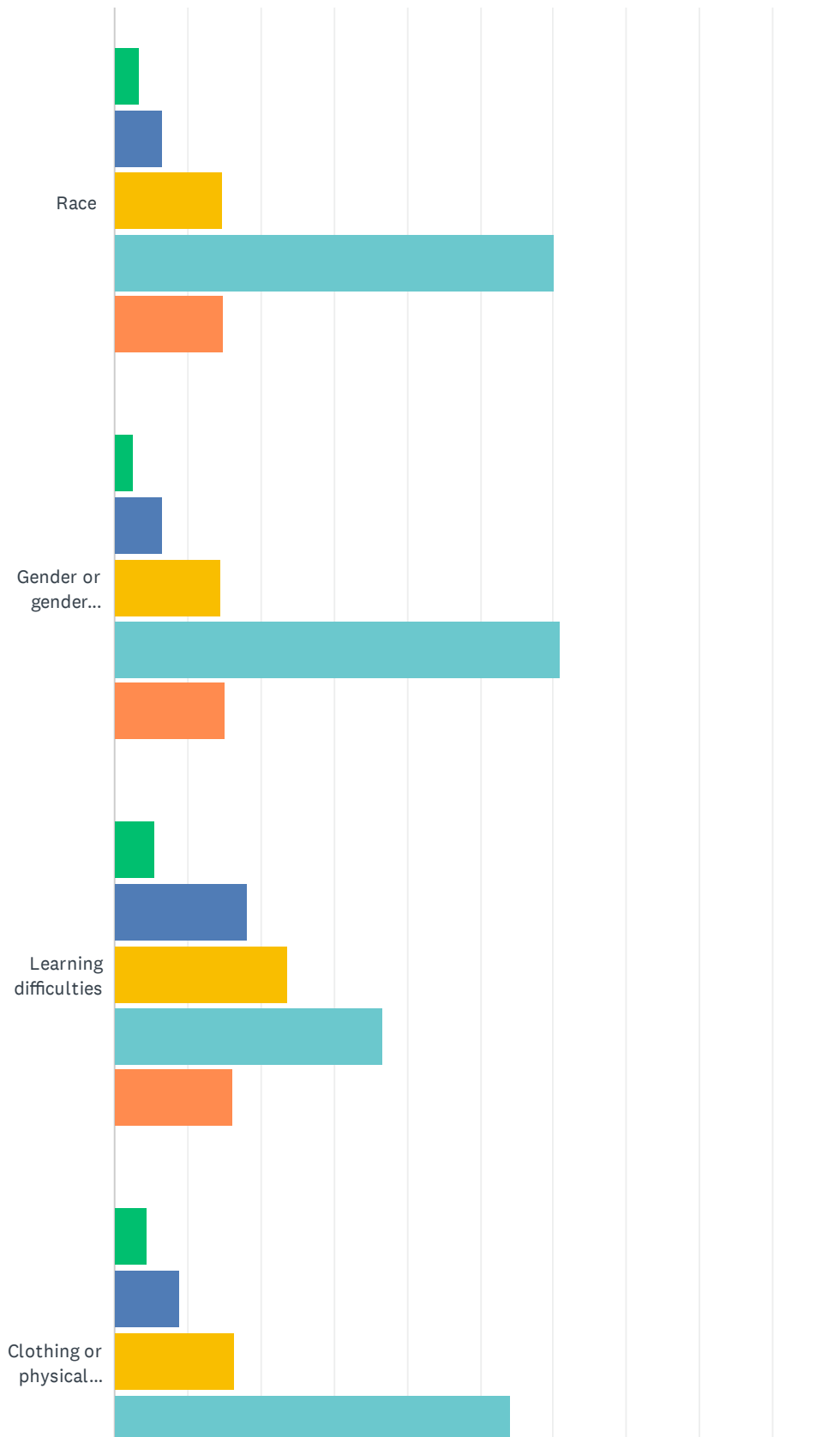
Answered: 357 Skipped: 3



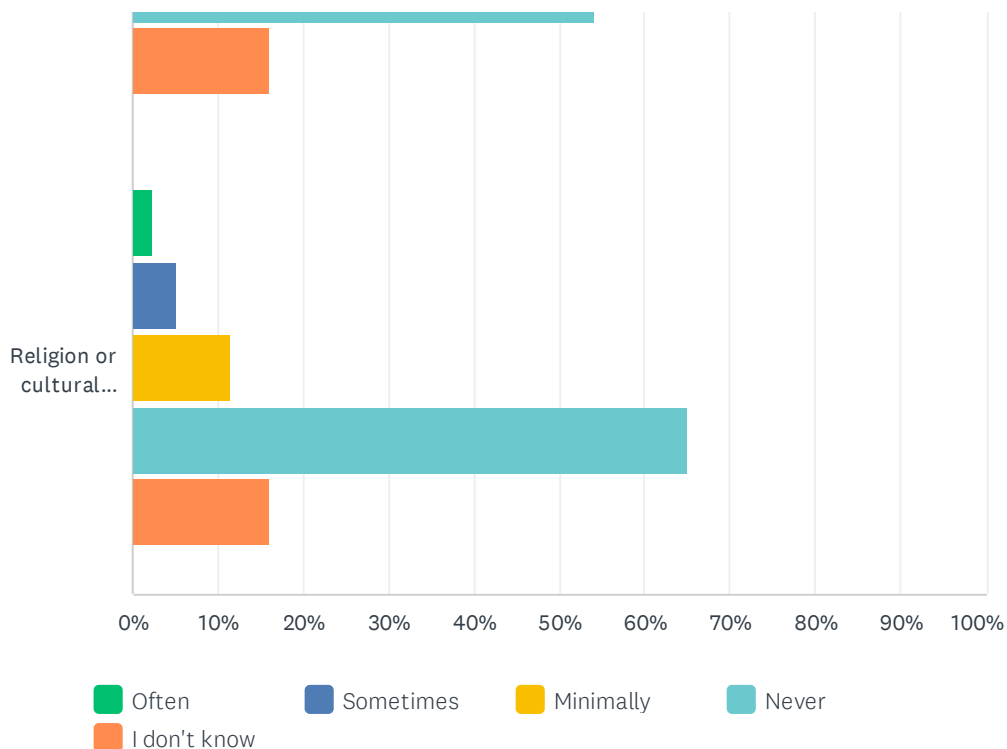
ANSWER CHOICES	RESPONSES	
Often	3.92%	14
Sometimes	18.49%	66
Minimally	28.57%	102
Never	36.97%	132
I don't know.	12.04%	43
TOTAL		357

Q5 Students at this school get put down because of their...

Answered: 357 Skipped: 3



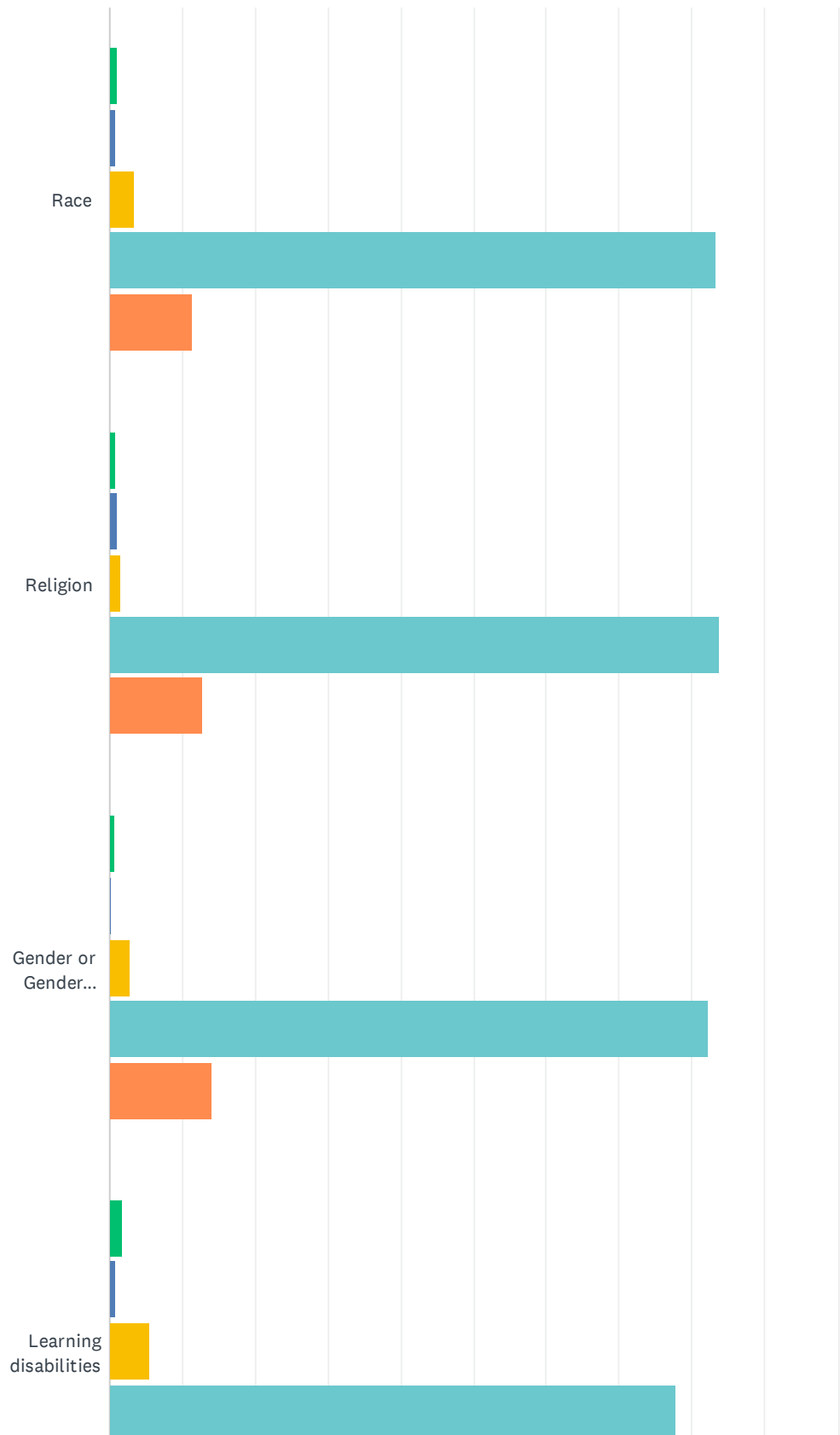
Matsumoto Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



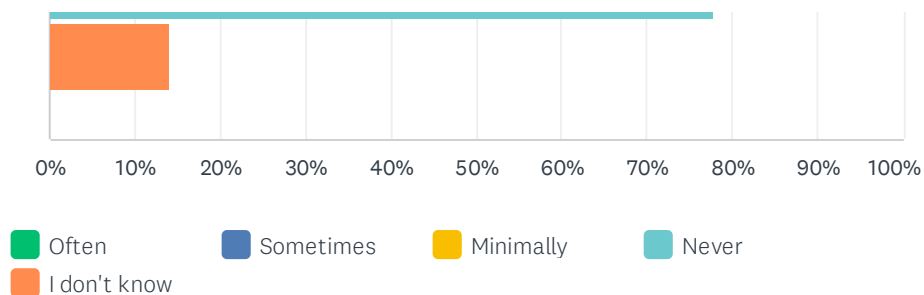
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	3.47% 12	6.65% 23	14.74% 51	60.12% 208	15.03% 52	346	3.77
Gender or gender identification	2.62% 9	6.71% 23	14.58% 50	60.93% 209	15.16% 52	343	3.79
Learning difficulties	5.48% 19	18.16% 63	23.63% 82	36.60% 127	16.14% 56	347	3.40
Clothing or physical appearance	4.37% 15	9.04% 31	16.33% 56	54.23% 186	16.03% 55	343	3.69
Religion or cultural practices	2.32% 8	5.22% 18	11.59% 40	64.93% 224	15.94% 55	345	3.87

Q6 ADULTS at school make fun of differences such as...

Answered: 356 Skipped: 4



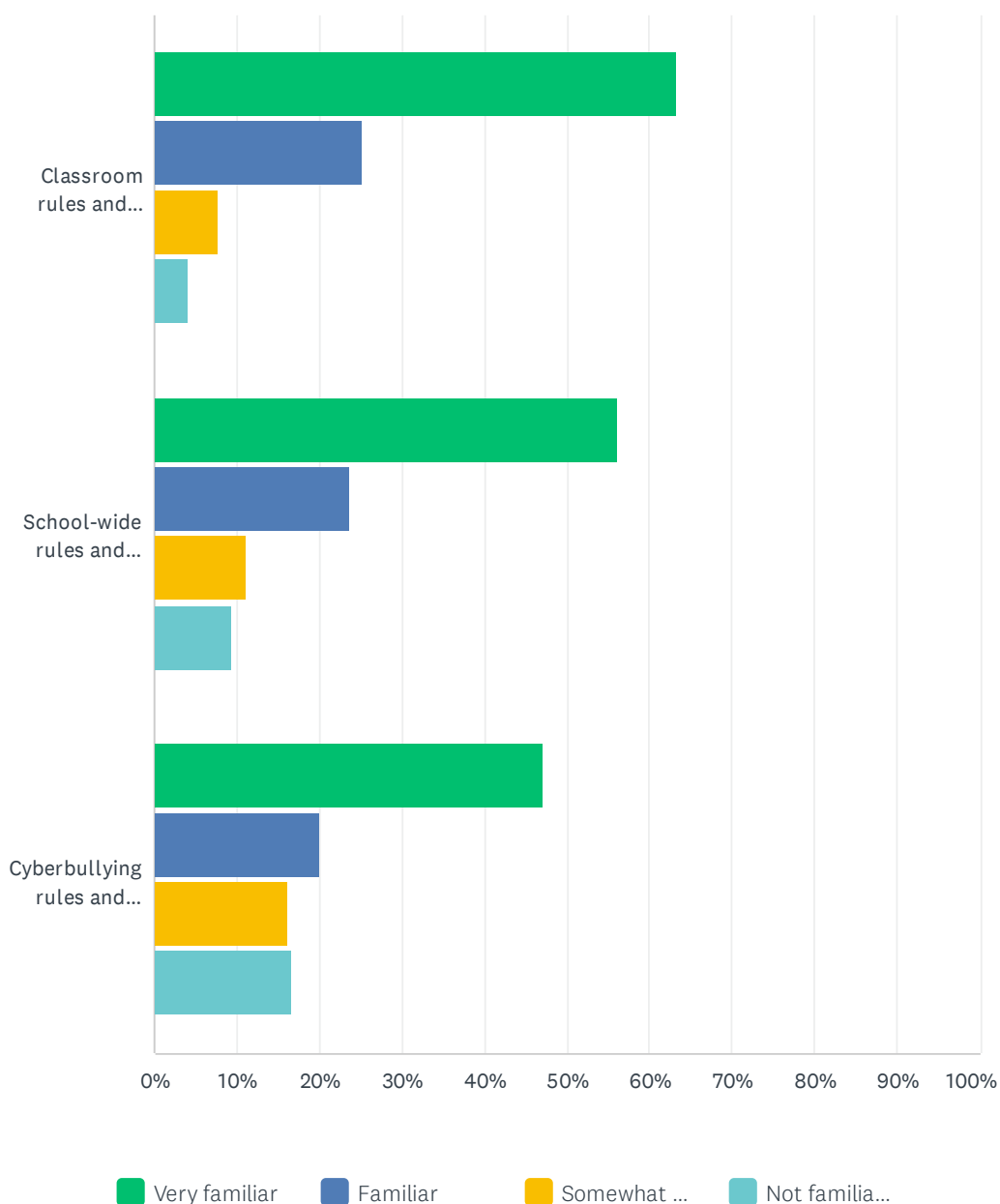
Matsumoto Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.13% 4	0.85% 3	3.40% 12	83.29% 294	11.33% 40	353	4.03
Religion	0.85% 3	1.14% 4	1.42% 5	83.76% 294	12.82% 45	351	4.07
Gender or Gender Identification	0.57% 2	0.29% 1	2.87% 10	82.23% 287	14.04% 49	349	4.09
Learning disabilities	1.72% 6	0.86% 3	5.46% 19	77.87% 271	14.08% 49	348	4.02

Q7 How familiar are you with the following?

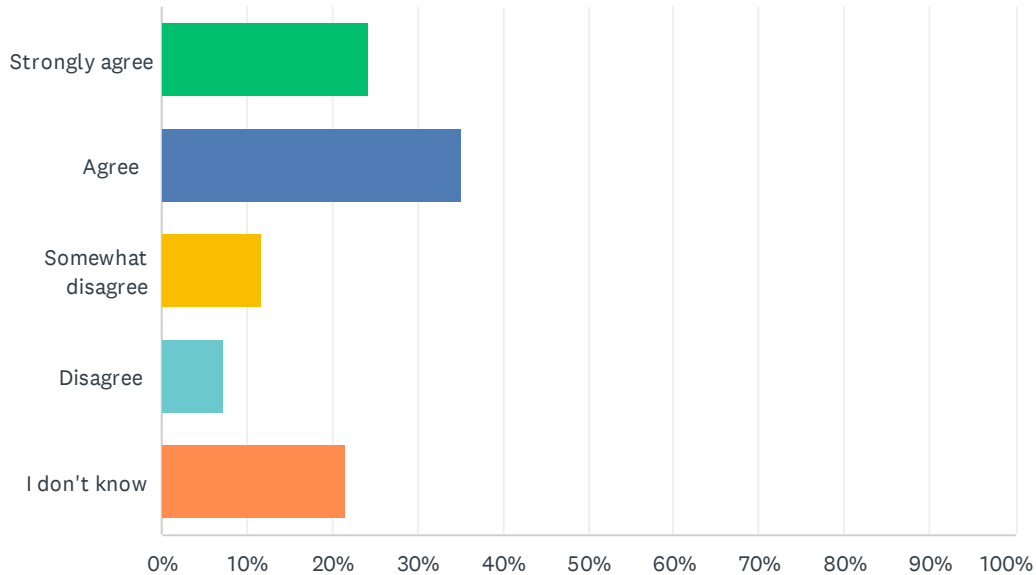
Answered: 358 Skipped: 2



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	63.28% 224	25.14% 89	7.63% 27	3.95% 14	354	1.52
School-wide rules and consequences when those rules are broken.	56.06% 199	23.66% 84	10.99% 39	9.30% 33	355	1.74
Cyberbullying rules and consequences when those rules are broken.	47.14% 165	20.00% 70	16.29% 57	16.57% 58	350	2.02

Q8 I think that suspensions and expulsions are assigned to students when necessary.

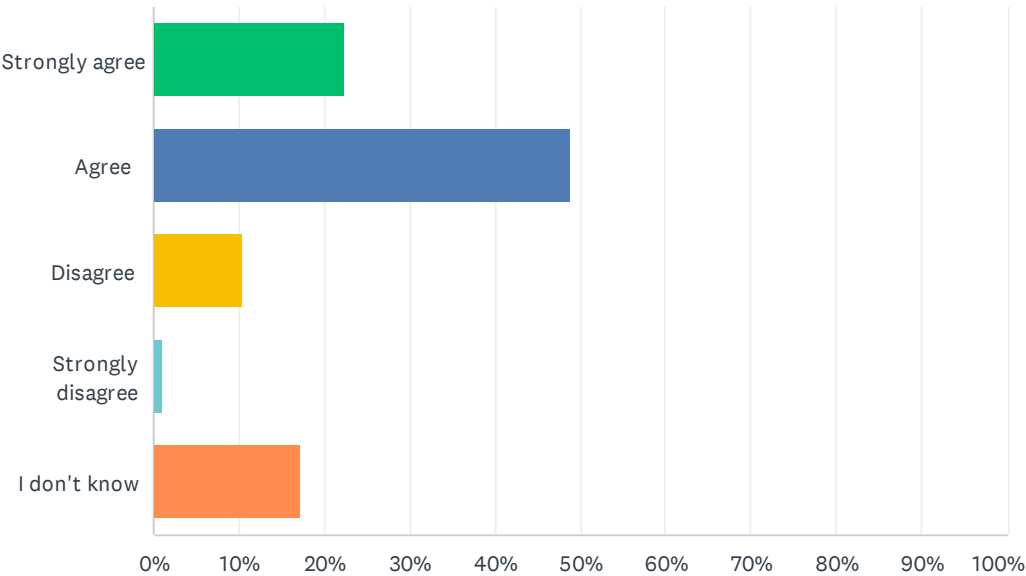
Answered: 358 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	24.30%	87
Agree	35.20%	126
Somewhat disagree	11.73%	42
Disagree	7.26%	26
I don't know	21.51%	77
TOTAL		358

Q9 The facilities and grounds are well maintained at my school.

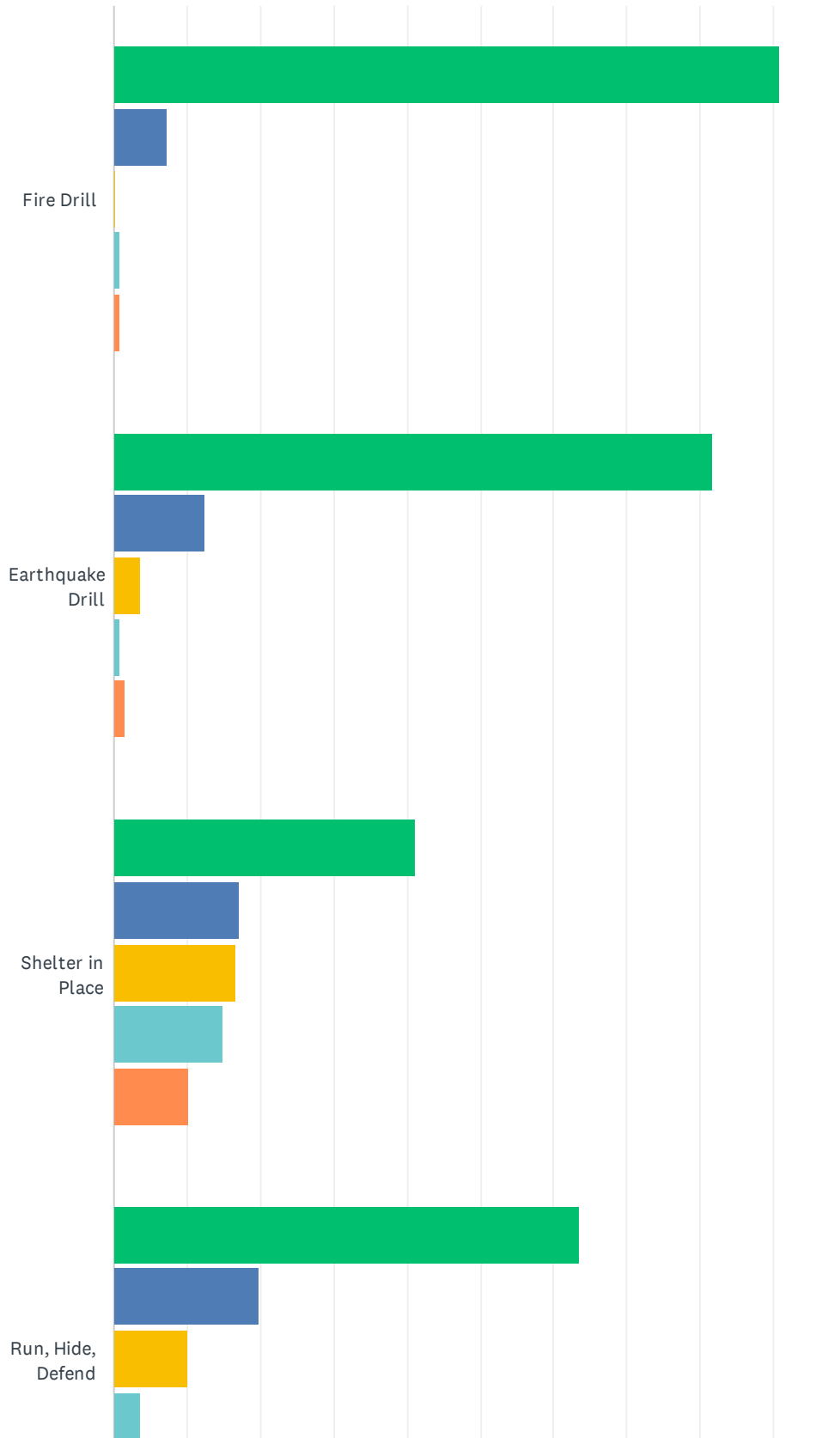
Answered: 357 Skipped: 3



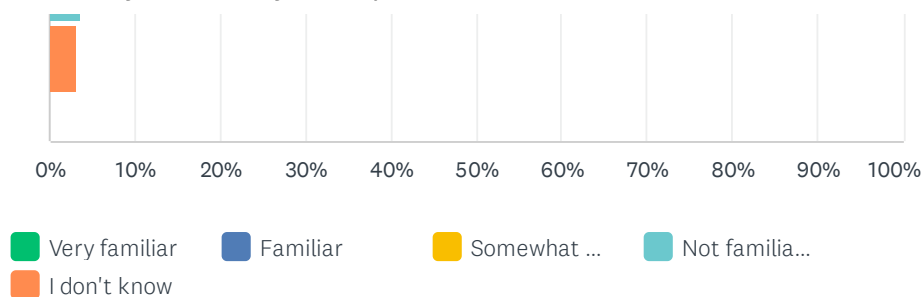
ANSWER CHOICES	RESPONSES	
Strongly agree	22.41%	80
Agree	48.74%	174
Disagree	10.36%	37
Strongly disagree	1.12%	4
I don't know	17.37%	62
TOTAL		357

Q10 How well do you understand your schools Emergency procedures?

Answered: 358 Skipped: 2



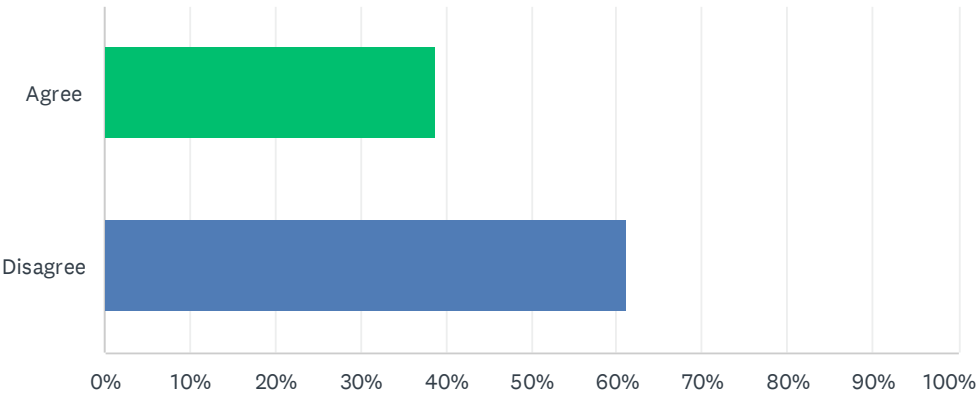
Matsumoto Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	90.76% 324	7.28% 26	0.28% 1	0.84% 3	0.84% 3	357
Earthquake Drill	81.69% 290	12.39% 44	3.66% 13	0.85% 3	1.41% 5	355
Shelter in Place	41.14% 144	17.14% 60	16.57% 58	14.86% 52	10.29% 36	350
Run, Hide, Defend	63.46% 224	19.83% 70	9.92% 35	3.68% 13	3.12% 11	353

Q11 I am aware of the district's Wellness Connections webpage.

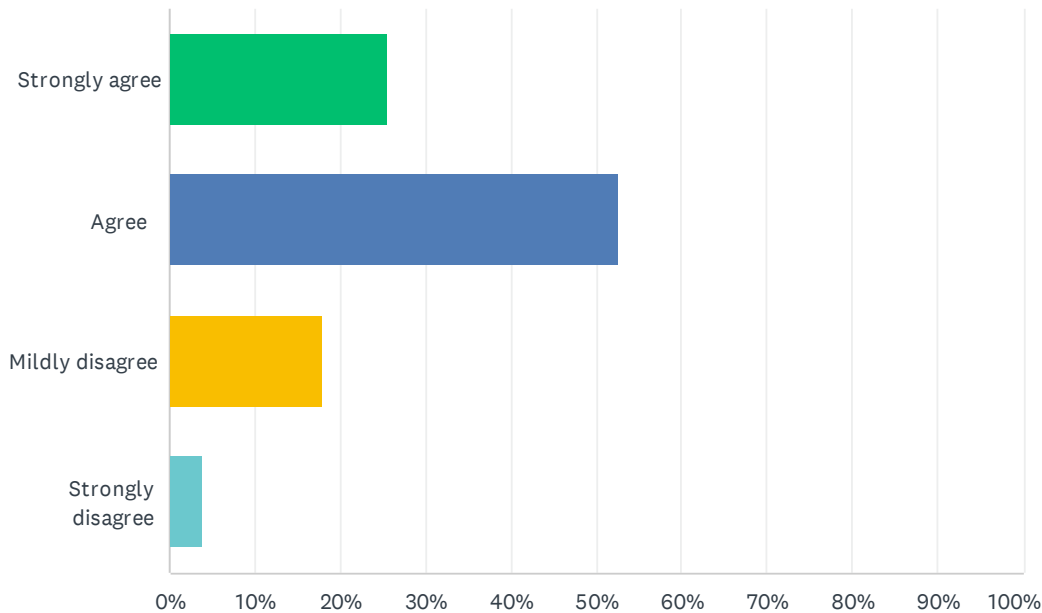
Answered: 356 Skipped: 4



ANSWER CHOICES	RESPONSES	
Agree	38.76%	138
Disagree	61.24%	218
TOTAL		356

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 359 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	25.63%	92
Agree	52.65%	189
Mildly disagree	17.83%	64
Strongly disagree	3.90%	14
TOTAL		359

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 314 Skipped: 46



EVERGREEN SCHOOL DISTRICT Business Services

General Fund Budget

2024-25

SCHOOL: MATSUMOTO

SITE # 017

ALLOCATION: \$ 70,561.00

Certificated Salaries (for timesheets)

	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	017	5,722
SEAT School Enrichment(required \$53 x 100 hours)	010-0000-0	1120	00-1170	1000	017	5,300
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	017	3,280
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081	
<i>Other*</i>	010-0000-0		00-1170		017	
21.71% Benefits	010-0000-0	3xx1	00-1170		017	3,105

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	017	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	017	500
Hourly Clerical	010-0000-0	2460	00-1170	2700	017	600
Hourly Health Aide	010-0000-0	2950	00-1170	3140	017	500
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	017	1,500
<i>Other*</i>	010-0000-0		00-1170		017	
36.61% Benefits	010-0000-0	3xx2	00-1170		017	1,135

Supplies (for POs & reimbursements)

Books	010-0000-0	4200	00-1170	1000	017	
Classroom Supplies	010-0000-0	4310	00-1170	1000	017	21,984
Office Supplies	010-0000-0	4351	00-1170	2700	017	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	017	7,000
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		017	
<i>Other*</i>	010-0000-0		00-1170		017	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	017	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	017	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	017	
Maintenance Repair	010-0000-0	5610	00-1170	8100	017	500
Computer Repair	010-0000-0	5611	00-1170	1000	017	
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	017	7,000
Consultant/Contractors	010-0000-0	5815	00-1170	1000	017	3,400
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	017	9,035
Field Trip	010-0000-0	5840	00-1170	1000	017	
<i>Other*</i>	010-0000-0		00-1170		017	

*Other**

010-0000-0

00-1170

*Fill out with Business Office - we're happy to help

TOTAL BUDGET

70,561

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

2024-25

SCHOOL: **MATSUMOTO** SITE # **017** ALLOCATION: \$ **5,941.00**
3 digits - 0##

Certificated Salaries (for timesheets)

	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	017	1,000
Hourly Teacher	060-4203-0-	1120	00-1551	1000	017	
Substitute Teachers (paid by site)	060-4203-0-	1150	00-1551	1000	017	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
Other*	060-4203-0-		00-1551		017	
21.71% Benefits	060-4203-0-	3xx1	00-1551			217

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	017	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	017	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	017	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	017	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	017	
Other*	060-4203-0-		00-1551		017	
36.61% Benefits	060-4203-0-	3xx2	00-1551			-

Supplies (for POs & reimbursements)

Books	060-4203-0-	4200	00-1551	1000	017	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	017	333
Office Supplies	060-4203-0-	4351	00-1551	2700	017	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	017	
Equipment \$500 -4,999 (function depends on use*)	060-4203-0-	4400	00-1551		017	
Other*	060-4203-0-		00-1551		017	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-4203-0-	5210	00-1551	1000	017	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	017	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	017	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	017	
Computer Repair	060-4203-0-	5611	00-1551	1000	017	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	017	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	017	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	017	596
Field Trip	060-4203-0-	5840	00-1551	1000	017	
Other*	060-4203-0-		00-1551		017	

596
RAZ/1.3

Other*	060-4203-0-		00-1551			
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*Fill out with Business Office - we're happy to help

TOTAL BUDGET

2,146

should match Allocation

variance: 3,795

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

859

65

3

54

981



EVERGREEN SCHOOL DISTRICT Business Services

Supplemental Site Budget

2024-25

SCHOOL: MATSUMOTO

SITE # 017

3 digits - 0##

ALLOCATION:

\$ 33,487.00

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	017	19,738
Hourly Teacher	010-0159-0	1120	00-1590	1000	017	
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	017	500
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
Other*	010-0159-0		00-1590		017	
21.71% Benefits	010-0159-0	3xx1	00-1590		017	4,394

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	017	6,400
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	017	
Hourly Clerical	010-0159-0	2460	00-1590	2700	017	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	017	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	017	
Other*	010-0159-0		00-1590		017	
36.61% Benefits	010-0159-0	3xx2	00-1590			2,343

Supplies (for POs & reimbursements)

Books	010-0159-0	4200	00-1590	1000	017	112
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	017	
Office Supplies	010-0159-0	4351	00-1590	2700	017	
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	017	
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		017	
Other*	010-0159-0		00-1590		017	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	017	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	017	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	017	
Maintenance Repair	010-0159-0	5610	00-1590	8100	017	
Computer Repair	010-0159-0	5611	00-1590	1000	017	
Copier Maintenance	010-0159-0	5615	00-1590	1000	017	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	017	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	017	-
Field Trip	010-0159-0	5840	00-1590	1000	017	
Other*	010-0159-0		00-1590		017	

Other*

010-0159-0

00-1590

*Fill out with Business Office - we're happy to help

TOTAL BUDGET

33,487

should match Allocation

variance: (0)

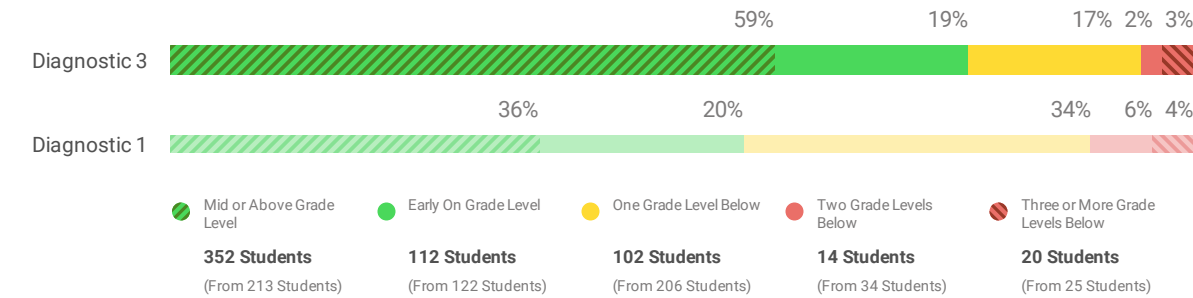
Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

School	TOM MATSUMOTO ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 600/750









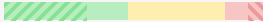





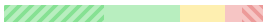


Placement by Domain



Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 7 of 7	
Grade		Overall Grade-Level Placement	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	Students Assessed/Total
Grade K	Diagnostic 3	—	—	—	—	—	—	0/113
	Diagnostic 1	—	—	—	—	—	—	
Grade 1	Diagnostic 3	<div></div>	49%	23%	28%	0%	0%	92/95
	Diagnostic 1	<div></div>	18%	11%	67%	3%	0%	

School	TOM MATSUMOTO ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

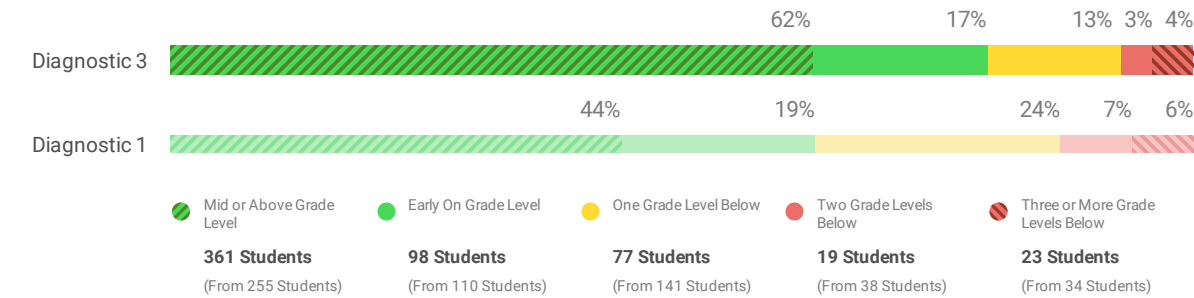
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		58%	15%	22%	5%	0%	79/96
	Diagnostic 1		29%	14%	43%	14%	0%	
Grade 3	Diagnostic 3		51%	18%	26%	3%	3%	97/101
	Diagnostic 1		31%	16%	37%	9%	6%	
Grade 4	Diagnostic 3		66%	19%	10%	1%	4%	103/105
	Diagnostic 1		46%	17%	31%	1%	5%	
Grade 5	Diagnostic 3		63%	19%	11%	3%	5%	107/113
	Diagnostic 1		47%	28%	20%	3%	3%	
Grade 6	Diagnostic 3		63%	18%	10%	2%	7%	122/127
	Diagnostic 1		38%	30%	17%	6%	9%	

School	TOM MATSUMOTO ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 578/750



Placement by Domain



Switch Table View		Choose to Show Results By					
Placement Summary		Grade					Showing 7 of 7
Grade		Overall Grade-Level Placement					Students Assessed/Total
Grade K	Diagnostic 3	—	—	—	—	—	0/113
	Diagnostic 1	—	—	—	—	—	

Diagnostic Results



School	TOM MATSUMOTO ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Diagnostic 3		66%	14%	20%	0%	0%	92/95
	Diagnostic 1		29%	8%	59%	4%	0%	
Grade 2	Diagnostic 3		67%	12%	16%	4%	0%	89/96
	Diagnostic 1		48%	19%	26%	7%	0%	
Grade 3	Diagnostic 3		64%	24%	6%	4%	2%	96/101
	Diagnostic 1		41%	31%	11%	11%	5%	
Grade 4	Diagnostic 3		68%	17%	9%	3%	4%	103/105
	Diagnostic 1		52%	17%	21%	3%	6%	
Grade 5	Diagnostic 3		59%	18%	14%	4%	5%	78/113
	Diagnostic 1		42%	23%	21%	10%	4%	
Grade 6	Diagnostic 3		53%	17%	16%	4%	11%	120/127
	Diagnostic 1		49%	17%	13%	5%	17%	



VISITOR POLICY

Tom Matsumoto Elementary School welcomes visitors to our school. For the protection of all students, please follow these policies.

- Only enter the campus via the front office.
- Sign in as a visitor/volunteer and wear your visitor sticker at all times.
- Children that require adult supervision are not allowed to attend volunteer opportunities in the classroom or on field trips.
- Children are not allowed in the staff room from 7 am to 4 pm.
- Adults may not use student restrooms, please use the restrooms in the office.
- Arrangements for classroom visits must be made with the teacher at least 24 hours in advance.



VOLUNTEER EXPECTATIONS

We appreciate your help and participation. Your involvement makes our community connected and inclusive. In order to best meet the needs of all children, please follow these expectations

- Curious
 - Observe the classroom environment, and reflect on the ways that your child can be most successful.
- Humble
 - Consider the needs of all children in the room.
 - Focus on the learning of the group assigned to your care.
 - Pictures taken should only be of your child, in consideration of all parent rights of privacy
- Equitable
 - Children learn and develop at different rates. Only discuss the needs of your child with staff.
 - It is not equitable to discuss your observations of other children with other families.
- Resilient
 - We want students to learn from failure. Encourage them to try again.
- Dependable
 - Schedule volunteer time with your teacher or PTA. Please give adequate notice if you can't attend scheduled time


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
<div><div>DocuSigned by:</div><div> 37D62D83E07D49F...</div></div>	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/24.

Attested:

<div><div>DocuSigned by:</div><div> 37D62D83E07D49F...</div></div>	Principal, Kristi Frankina on 5/22/24
<div><div>DocuSigned by:</div><div> 5789CD7E18FC4DF...</div></div>	SSC Chairperson, Charlene Anderson on 5/22/24