School Year: **2026-27**



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	5/20/26	6/18/26

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, faculty members and parents reviewed and provided feedback on the proposed goals on May 14,2026. The approval for the School Site Plan occurred on May 20,2026.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

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.

During the 2025 California School Dashboard cycle, Tom Matsumoto Elementary did not have any overall state indicators in the Red or Orange performance categories. The school demonstrated strong overall performance with Blue status in English Language Arts, Mathematics, Science, and Suspension Rate, Green status in Chronic Absenteeism, and Yellow status in English Learner Progress. English Learner Progress improved from Red in the previous year to Yellow in 2025, reflecting positive growth in English language acquisition outcomes.

Although no overall indicators were identified in the Red or Orange categories, English Learner Progress continues to remain an area of focus. The percentage of English Learners making progress toward English proficiency increased from 34.6% to 41.8%, an increase of 7.2 percentage points. Matsumoto Elementary will continue strengthening designated and integrated ELD instruction, targeted intervention supports, teacher professional development, and progress monitoring systems to further improve outcomes for English Learners.

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.

While overall school performance remained strong in multiple Dashboard indicators, several student groups performed two or more levels below the “All Students” performance level in specific indicators.

In Mathematics, all Students performed at the Blue level, while Students with Disabilities were identified in the Orange performance level. Hispanic students were identified in the Yellow performance level.

In Chronic Absenteeism, all Students performed at the Green level, while Socioeconomically Disadvantaged students, Students with Disabilities, and students identified as Two or More Races were identified in the Orange performance level. Hispanic students were identified in the Yellow performance level.

In Suspension Rate, all Students performed at the Blue level, while English Learners were identified in the Yellow performance level and Filipino students were identified in the Orange performance level.

To address these areas of need, Matsumoto Elementary will continue implementing targeted academic and behavioral supports through MTSS structures, PBIS systems, attendance monitoring, restorative practices, intervention programs, and differentiated small group instruction. The school will continue using i-Ready, CAASPP, ELPAC, and classroom-based assessments to monitor student progress and adjust supports for identified student groups.

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.

In the area of Reading, English Learners were 16% proficient on the T1 diagnostic. In T3, they scored 35% proficient, showing a growth of 19%. Non-English Learners were 79% proficient on the T3 diagnostic, meaning there was a proficiency gap for ELs of 44%.
In the area of Math, English Learners were 13% proficient on the T1 diagnostic. In T3, they scored 32% proficient, showing a growth of 19%. Non-English Learners were 80% proficient on the T3 diagnostic, meaning there was a proficiency gap for ELs of 48%.

In the area of Reading, students with Disabilities were 8% proficient on the T1 diagnostic. In T3, they scored 22%, showing growth of 14% from the T1 diagnostic. Students without Disabilities were 79% proficient on the T3 diagnostic, meaning there was a proficiency gap of 57%.
n the area of Math, students with Disabilities were 10% proficient on the T1 diagnostic. In T3, they scored 22%, showing growth of 12% from the T1 diagnostic. Students without Disabilities were 79% proficient on the T3 diagnostic, meaning there was a proficiency gap of 57%.

In the area of Reading, Hispanic and Latino students were 41% proficient on the T1 diagnostic. In T3, they scored 52%, showing growth of 11% from the T1 diagnostic. Non-hispanic/Latino students were %78 proficient on the T3 diagnostic, meaning there was a proficiency gap of 26%
In the area of Math, Hispanic and Latino students were 22% proficient on the T1 diagnostic. In T3 they scored 48%, showing growth of % 26 from the T1 diagnostic. Non-hispanic/Latino students were %78 proficient on the T3 diagnostic, meaning there was a proficiency gap of 30%.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.40%	0.28%	0.29%	3	2	2
African American	2.39%	2.61%	2.46%	18	19	17
Asian	69.06%	69.74%	68.45%	520	507	473
Filipino	4.52%	4.40%	4.78%	34	32	33
Hispanic/Latino	14.08%	14.31%	14.18%	106	104	98
Pacific Islander	0.13%	0.14%	0.14%	1	1	1
White	5.05%	4.26%	3.76%	38	31	26
Multiple/No Response	3.98%	4.26%	5.21%	30	31	36
			Total Enrollment	753	727	691

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	39
Kindergarten	83	75	75
Grade 1	94	74	75
Grade 2	95	100	77
Grade3	102	99	102
Grade 4	104	108	110
Grade 5	112	105	106
Grade 6	128	126	107
Total Enrollment	753	727	691

Conclusions based on this data:

1. Our enrollment is declining.

2. Our primary grade classes are smaller than our upper grade classes. According to our projections, we will loose one section of 3rd grade at the beginning of 26/27 school year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	107	87	91	18.5%	14.2%	13.2%
Fluent English Proficient (FEP)	249	216	197	30.1%	33.1%	28.5%
Reclassified Fluent English Proficient (RFEP)	87	73	56	8.2%	11.6%	8.10%

Conclusions based on this data:

1. Our percentage of ELs is slightly decreasing (from 14.2% to 13.2%)
2. Tom Matsumoto have 56 students who are Reclassified Fluent English Proficient (RFEP) in 25-26 school year, 17 students less than last year.
3. Our number of Fluent English Proficient (FEP) students decreased 5.4% and became 28.5% from 24-25 to 25-26.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	102	100	99	102	98	97	102	98	97	100.0	98	98
Grade 4	108	105	103	106	105	102	106	105	102	98.1	100	99
Grade 5	121	113	105	121	113	104	121	113	104	100.0	100	99
Grade 6	113	126	126	113	124	125	113	124	125	100.0	98.4	99.2
All Grades	444	444	433	442	440	428	442	440	428	99.5	99.1	98.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2504.	2485.	2504.	64.71	53.06	62.89	13.73	16.33	15.46	11.76	15.31	14.43	9.80	15.31	7.22
Grade 4	2557.	2557.	2552.	66.98	68.57	63.73	18.87	13.33	15.69	7.55	7.62	10.78	6.60	10.48	9.80
Grade 5	2574.	2588.	2589.	55.37	59.29	60.58	26.45	22.12	18.27	6.61	8.85	10.58	11.57	9.73	10.58
Grade 6	2623.	2596.	2618.	58.41	48.39	54.40	28.32	26.61	28.00	5.31	14.52	10.40	7.96	10.48	7.20
All Grades	N/A	N/A	N/A	61.09	57.05	60.05	22.17	20.00	19.86	7.69	11.59	11.45	9.05	11.36	8.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.18	40.82	34.02	48.04	51.02	62.89	10.78	8.16	3.09
Grade 4	42.45	45.71	47.06	53.77	50.48	47.06	3.77	3.81	5.88
Grade 5	46.28	44.25	42.31	44.63	46.02	51.92	9.09	9.73	5.77
Grade 6	49.56	43.55	44.00	40.71	45.16	48.80	9.73	11.29	7.20
All Grades	45.02	43.64	42.06	46.61	47.95	52.34	8.37	8.41	5.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53.92	43.88	54.64	34.31	42.86	37.11	11.76	13.27	8.25
Grade 4	55.66	61.90	45.10	42.45	29.52	45.10	1.89	8.57	9.80
Grade 5	42.15	58.41	53.85	47.93	35.40	34.62	9.92	6.19	11.54
Grade 6	49.56	43.55	53.60	44.25	45.16	37.60	6.19	11.29	8.80
All Grades	50.00	51.82	51.87	42.53	38.41	38.55	7.47	9.77	9.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.45	24.49	19.59	67.65	62.24	70.10	4.90	13.27	10.31
Grade 4	16.04	27.62	26.47	75.47	64.76	67.65	8.49	7.62	5.88
Grade 5	33.88	32.74	25.00	58.68	61.95	68.27	7.44	5.31	6.73
Grade 6	31.86	23.39	28.00	63.72	67.74	65.60	4.42	8.87	6.40
All Grades	27.60	27.05	25.00	66.06	64.32	67.76	6.33	8.64	7.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.14	38.78	35.05	46.08	44.90	57.73	10.78	16.33	7.22
Grade 4	41.51	41.90	47.06	54.72	52.38	46.08	3.77	5.71	6.86
Grade 5	36.36	39.82	37.50	54.55	52.21	57.69	9.09	7.96	4.81
Grade 6	43.36	34.68	40.00	49.56	56.45	55.20	7.08	8.87	4.80
All Grades	40.95	38.64	39.95	51.36	51.82	54.21	7.69	9.55	5.84

Conclusions based on this data:

1. 79.91% of students were proficient in 24-25 CAASPP for ELA.
2. The percentage of students below standard in Reading decreased about 2.8% (8.41% to 5.61%)

3. The percentage of students below standard in Writing is decreased slightly 0.2% from last year (9.77% to 9.58%)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	102	100	99	102	98	99	102	98	99	100.0	98	100
Grade 4	108	105	103	107	105	102	107	105	102	99.1	100	99
Grade 5	121	113	105	121	113	105	121	113	105	100.0	100	100
Grade 6	113	126	126	113	126	126	113	126	126	100.0	100	100
All Grades	444	444	433	443	442	432	443	442	432	99.8	99.5	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2507.	2496.	2514.	61.76	50.00	61.62	21.57	24.49	22.22	5.88	10.20	8.08	10.78	15.31	8.08
Grade 4	2571.	2567.	2550.	62.62	59.05	57.84	25.23	22.86	17.65	9.35	11.43	13.73	2.80	6.67	10.78
Grade 5	2574.	2586.	2583.	57.85	55.75	59.05	14.88	17.70	14.29	16.53	14.16	13.33	10.74	12.39	13.33
Grade 6	2622.	2600.	2621.	57.52	51.59	57.94	17.70	21.43	17.46	16.81	13.49	14.29	7.96	13.49	10.32
Grade 11															
All Grades	N/A	N/A	N/A	59.82	54.07	59.03	19.64	21.49	17.82	12.42	12.44	12.50	8.13	11.99	10.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	68.63	58.16	69.70	20.59	30.61	22.22	10.78	11.22	8.08
Grade 4	68.22	63.81	60.78	28.97	26.67	24.51	2.80	9.52	14.71
Grade 5	57.85	52.21	54.29	30.58	37.17	29.52	11.57	10.62	16.19
Grade 6	54.87	50.79	53.17	36.28	37.30	35.71	8.85	11.90	11.11
Grade 11									
All Grades	62.08	55.88	59.03	29.35	33.26	28.47	8.58	10.86	12.50

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	49.02	47.96	55.56	41.18	38.78	35.35	9.80	13.27	9.09
Grade 4	62.62	52.38	44.12	33.64	39.05	44.12	3.74	8.57	11.76
Grade 5	47.11	50.44	46.67	40.50	41.59	40.00	12.40	7.96	13.33
Grade 6	48.67	42.06	50.79	39.82	38.89	38.10	11.50	19.05	11.11
All Grades	51.69	47.96	49.31	38.83	39.59	39.35	9.48	12.44	11.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	57.84	50.00	52.53	31.37	38.78	43.43	10.78	11.22	4.04
Grade 4	55.14	54.29	52.94	37.38	40.00	36.27	7.48	5.71	10.78
Grade 5	39.67	40.71	44.76	51.24	46.90	43.81	9.09	12.39	11.43
Grade 6	51.33	46.83	50.00	43.36	43.65	41.27	5.31	9.52	8.73
All Grades	50.56	47.74	50.00	41.31	42.53	41.20	8.13	9.73	8.80

Conclusions based on this data:

1. 76.85% of students were proficient in Math; 1.29% improvement from previous year.
2. The overall percentage of students who were below standard decreased from 11.99% to 10.65% in year 24-25 in Math.
3. 11.34% of students were below standard in problem solving, 8.80% of students were below standard in communicating and reasoning and 12.50% of students were below standard in concepts and procedures.

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1479.6	1439.3	1467.2	1485.7	1451.0	1475.9	1465.2	1412.1	1446.8	21	27	16
1	*	1489.3	1432.0	*	1488.7	1444.5	*	1489.2	1419.2	7	11	11
2	*	*	*	*	*	*	*	*	*	7	4	9
3	1467.6	*	*	1485.8	*	*	1448.8	*	*	12	10	8
4	1507.0	*	1503.9	1496.8	*	1508.5	1516.5	*	1498.6	13	10	11
5	1519.6	*	*	1543.4	*	*	1495.4	*	*	14	8	9
6	*	1494.8	*	*	1491.7	*	*	1497.5	*	7	15	10
All Grades										81	85	74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	47.62	25.93	43.75	33.33	25.93	31.25	14.29	37.04	25.00	4.76	11.11	0.00	21	27	16
1	*	18.18	0.00	*	72.73	36.36	*	0.00	27.27	*	9.09	36.36	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	16.67	*	*	25.00	*	*	16.67	*	*	41.67	*	*	12	*	*
4	38.46	*	27.27	30.77	*	54.55	0.00	*	9.09	30.77	*	9.09	13	*	11
5	42.86	*	*	14.29	*	*	14.29	*	*	28.57	*	*	14	*	*
6	*	26.67	*	*	20.00	*	*	20.00	*	*	33.33	*	*	15	*
All Grades	33.33	20.00	21.62	33.33	36.47	36.49	12.35	23.53	22.97	20.99	20.00	18.92	81	85	74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.38	29.63	37.50	28.57	25.93	37.50	14.29	33.33	12.50	4.76	11.11	12.50	21	27	16
1	*	45.45	18.18	*	36.36	27.27	*	9.09	36.36	*	9.09	18.18	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	33.33	*	*	33.33	*	*	8.33	*	*	25.00	*	*	12	*	*
4	53.85	*	45.45	15.38	*	36.36	0.00	*	9.09	30.77	*	9.09	13	*	11
5	50.00	*	*	21.43	*	*	0.00	*	*	28.57	*	*	14	*	*
6	*	26.67	*	*	33.33	*	*	6.67	*	*	33.33	*	*	15	*
All Grades	46.91	29.41	36.49	25.93	35.29	29.73	7.41	18.82	16.22	19.75	16.47	17.57	81	85	74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		22.22	31.25		14.81	25.00		48.15	37.50		14.81	6.25		27	16
1		18.18	0.00		45.45	18.18		27.27	36.36		9.09	45.45		11	11
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	18.18		*	36.36		*	27.27		*	18.18		*	11
5		*	*		*	*		*	*		*	*		*	*
6	*	0.00	*	*	20.00	*	*	33.33	*	*	46.67	*	*	15	*
All Grades	17.28	11.76	13.51	28.40	27.06	27.03	27.16	34.12	32.43	27.16	27.06	27.03	81	85	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	57.14	29.63	50.00	38.10	66.67	50.00	4.76	3.70	0.00	21	27	16
1	*	81.82	27.27	*	9.09	54.55	*	9.09	18.18	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
4	30.77	*	54.55	46.15	*	36.36	23.08	*	9.09	13	*	11
5	42.86	*	*	42.86	*	*	14.29	*	*	14	*	*
6	*	20.00	*	*	46.67	*	*	33.33	*	*	15	*
All Grades	41.98	31.76	35.14	41.98	52.94	48.65	16.05	15.29	16.22	81	85	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.86	25.93	37.50	47.62	62.96	50.00	9.52	11.11	12.50	21	27	16
1	*	9.09	9.09	*	81.82	72.73	*	9.09	18.18	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	41.67	*	*	16.67	*	*	12	*	*
4	61.54	*	18.18	7.69	*	63.64	30.77	*	18.18	13	*	11
5	71.43	*	*	0.00	*	*	28.57	*	*	14	*	*
6	*	60.00	*	*	13.33	*	*	26.67	*	*	15	*
All Grades	50.62	31.76	31.08	29.63	52.94	50.00	19.75	15.29	18.92	81	85	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	18.52	18.75	61.90	70.37	81.25	9.52	11.11	0.00	21	27	16
1	*	18.18	9.09	*	63.64	45.45	*	18.18	45.45	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	8.33	*	*	25.00	*	*	66.67	*	*	12	*	*
4	23.08	*	18.18	53.85	*	54.55	23.08	*	27.27	13	*	11
5	21.43	*	*	35.71	*	*	42.86	*	*	14	*	*
6	*	6.67	*	*	20.00	*	*	73.33	*	*	15	*
All Grades	24.69	11.76	13.51	46.91	54.12	48.65	28.40	34.12	37.84	81	85	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.38	29.63	56.25	42.86	51.85	37.50	4.76	18.52	6.25	21	27	16
1	*	36.36	0.00	*	54.55	63.64	*	9.09	36.36	*	11	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	25.00	*	*	25.00	*	*	50.00	*	*	12	*	*
4	7.69	*	9.09	61.54	*	81.82	30.77	*	9.09	13	*	11
5	14.29	*	*	42.86	*	*	42.86	*	*	14	*	*
6	*	6.67	*	*	66.67	*	*	26.67	*	*	15	*
All Grades	29.63	23.53	25.68	44.44	58.82	52.70	25.93	17.65	21.62	81	85	74

Conclusions based on this data:

1. Our overall EL population declined in 24-25 from the previous year. (85 students to 74 students)

2. 37.84% of EL students scored beginning level in the Reading domain.

3. 52.70% of students scored somewhat/moderately developed in the Writing Domain, and scores show a 6% decrease from the previous year.

School and Student Performance Data

Student Population

The 2025 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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
727	**13.3%**	**12%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	12%
Foster Youth	0	0.0%
Homeless	3	0.4%
Socioeconomically Disadvantaged	97	13.3%
Students with Disabilities	86	11.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.6%
American Indian	2	0.3%
Asian	507	69.7%
Filipino	32	4.4%
Hispanic	104	14.3%
Two or More Races	31	4.3%
Pacific Islander	1	0.1%
White	31	4.3%

Conclusions based on this data:

1. The majority of our student population is Asian (70%).

2. 13.3% of our student population is socioeconomically disadvantaged, 5.7% increase from previous year.

3. 11.8 % of our population are students with disabilities, same as previous year.

School and Student Performance Data

Overall Performance

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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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Green	**Suspension Rate**  Blue
Mathematics  Blue		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Matsumoto is academically strong in blue performance level in English Language Arts and Math.
2. There is room for improvement in English Learner progress, should improve to Green or Blue performance level as all of our categories.
3. Matsumoto has low suspension rate, and is in blue performance level.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
82.3 points above standard	54.4 points above standard	Fewer than 11 students - No Data for Privacy
Increased 7.9 points	Increased 25.4 points	2 Students
425 Students	98 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	7.9 points above standard
	3 Students	Increased 31.3 points
		63 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
52.4 points below standard	42.1 points above standard	0 Students
Increased 21.5 points	11 Students	
52 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
100.2 points above standard	44.2 points above standard	8.7 points above standard
Increased 4 points	Maintained -2.1 points	Increased 35.7 points
305 Students	24 Students	54 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
79.2 points above standard	Fewer than 11 students - No Data for Privacy	93 points above standard
Increased 14.7 points	1 Student	Increased 28.3 points
15 Students		15 Students

Conclusions based on this data:

1. English Learners' performance improved by 25.4 points, and they were 54.4 point above standard in the blue performance level.
2. Hispanic students scored 8.7 points below standard, but increased 35.7 points from previous year.
3. Students with disabilities were 52.4 points below standard, but increased 21.5 points from previous year.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
67.9 points above standard	36.6 points above standard	Fewer than 11 students - No Data for Privacy
Increased 3.9 points	Increased 10.2 points	2 Students
428 Students	101 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	20 points below standard
	3 Students	Increased 14.2 points
		63 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
71.2 points below standard	8.2 points below standard	0 Students
Declined 7.4 points	11 Students	
52 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
93 points above standard	9.7 points above standard	27 points below standard
Increased 3.2 points	Declined 13.5 points	Increased 20.8 points
308 Students	24 Students	54 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
66.8 points above standard	Fewer than 11 students - No Data for Privacy	56.2 points above standard
Maintained 2.6 points	1 Student	Increased 12.7 points
15 Students		15 Students

Conclusions based on this data:

1. Asian students at Tom Matsumoto performing 93 points above state standards in the area of Math.
2. English Learner students' math scores increased 10.2 points from the previous year and performed 36.6 points above the standard.
3. Our economically disadvantaged students, students with disabilities, and Hispanic students are performing below the state standards.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
70.7 science points	61.5 science points	0 Students
Maintained -0.8 points	Maintained -1.6 points	
104 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	50.8 science points
		Declined 3.9 points
		15 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
38.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
13 Students	3 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 No Performance Color
75.1 science points	Fewer than 11 students - No Data for Privacy	57.5 science points
Maintained 0.2 points	8 Students	12 Students
74 Students		

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
5 Students		2 Students

Conclusions based on this data:

1. Our students maintained their blue category with 70.7 Science points.
2. Asian students at Tom Matsumoto performing at blue category for Science Standards.
3. 15 students under the category of socioeconomically disadvantaged scored 50.8 science points with a slight decline of 3.9 points from previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
41.8 making progress.	making progress.
Number Students: 55 Students	Number Students: 1 Student

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.

2025 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**
17.3%	40.4%	1.9%	40.4%

Conclusions based on this data:

1. 40.4% of EL students progressed at least one ELPI Level, showing 11.2% improvement from previous year.
2. 40.4% of EL students maintained their ELPI level.
3. Tom Matsumoto moved from Red to Yellow performance level in 24-25 in the area of overall English learner progress.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
4.7% Chronically Absent	6.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.2	Declined 0.6	2 Students
738 Students	91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	14.7% Chronically Absent
	4 Students	Increased 2.6
		109 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
15.2% Chronically Absent	0% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 4.9	Declined 4.8	2 Students
99 Students	19 Students	

Asian	Filipino	Hispanic
 Blue	 Blue	 Yellow
2.5% Chronically Absent	0% Chronically Absent	15% Chronically Absent
Declined 0.5	Declined 2.9	Declined 6.3
510 Students	32 Students	107 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
5.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.7% Chronically Absent
Increased 5.6	1 Student	Declined 1.1
36 Students		31 Students

Conclusions based on this data:

1. 15.2% of student with disabilities were chronically absent with the highest percentage among all sub groups.
2. Hispanic/Latino students were 15% chronically absent, and declined 6.3% from previous year.
3. The socioeconomically disadvantaged students were 15.2% chronically absent, which is increased 5% from the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Blue	Yellow	No Performance Color
0.1% suspended at least one day	1.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.4%	Maintained 0.2%	2 Students
739 Students	91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
	4 Students	Declined 0.9%
		110 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1%	Maintained 0%	2 Students
99 Students	19 Students	

Asian	Filipino	Hispanic
 Blue	 Orange	 Blue
0% suspended at least one day	3.1% suspended at least one day	0% suspended at least one day
Declined 0.4%	Increased 3.1%	Declined 1.8%
510 Students	32 Students	108 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
36 Students		31 Students

Conclusions based on this data:

1. Overall, Matsumoto had very few suspensions, and had a blue performance level on CA Dashboard Data System.
2. Suspension rate for students with disabilities is 1% and in the green performance level.
3. Suspension rate for Filipino students is 3.1%, and in the orange performance level as a result of one suspension.

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.

A review of Dashboard and local data indicates several areas needing continued improvement. While Matsumoto Elementary is rated Blue for Suspension Rate, subgroup data shows a need to monitor and support Socioeconomically Disadvantaged students and students identifying as Two or More Races.

On the 2024 CAASPP, 79% of students met or exceeded standards in Mathematics and 83% met or exceeded standards in English Language Arts. However, achievement gaps existed for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities in both subjects. English Learner progress remains an area of focus, with 54.4% of EL students making progress toward English proficiency and only 7% scoring a Level 4 on the ELPAC, making them eligible for reclassification.

On the CAST, 62.6% of students met or exceeded standards, with achievement gaps for English Learners, Hispanic students, and Students with Disabilities. Local i-Ready data showed that 78% of students were at or above grade level in Reading and 74% in Mathematics, with English Learners, Hispanic students, and Students with Disabilities identified as groups needing additional support.

To address these needs, the school continues to provide designated and integrated ELD instruction, targeted academic interventions, small-group instruction, PLC data analysis, progress monitoring, and positive behavioral supports aimed at closing achievement gaps and improving outcomes for all students.

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 0.1%, declined 0.4% from previous year. The suspension rate will increase on CA Dashboard data for year 25-26.	The overall suspension rate will stay less than %0.5 .
CAASPP ELA	Overall proficiency level for all students in CAASPP- ELA is 78.74% (sum of met standards +exceed standards) Students in the following sub groups achieved proficiency at lower rates than all students.	The proficiency gap of all subgroups will decrease by 3%.

	-51.2% of Hispanic, a gap of 27.5%. -21.11% of English Learners, a gap of 57.63% -61.6% of Filipino , a gap of 17.14% -12.9% of students with disabilities, a gap of 65.8%	
CAASPP Math	Overall proficiency level for all students in CAASPP- MATH is 77.30% (sum of met standards +exceed standards) Students in the following sub groups achieved proficiency at lower rates than all students. -31.80% of English Learners, a gap of 45.5%. -46.3% of Hispanic, a gap of 31%. -25.8% of students with disabilities, a gap of 51.5%.	The proficiency gap of all subgroups will decrease by 3%.
CAST	Overall proficiency level for all students in CAST (5th grade only) is 68.31% (sum of met standards +exceed standards) Students in the following sub groups achieved proficiency at lower rates than all students. -54.6% of Hispanic students, a gap of 13.7%. -33.3% of African American Students, a gap of 35.01%	The proficiency gap of all subgroups will decrease by 3%.
CA Dashboard of English Learner Progress	40.4%% of English Learners that progressed one level towards English language proficiency, increased 13.5% than previous year.	45% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. Overall students scored 79% on T3 Diagnostic. 35% of English Learners, a gap of 44%. 52% of Hispanic students, a gap of 27%. 22% of Students with Disabilities, a gap of 57%.	The proficiency gap of all subgroups will decrease by 3%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. Overall students scored 78% on T3 Diagnostic. 32% of English Learners, a gap of 46%.	The proficiency gap of all subgroups will decrease by 3 %.

	48% of Hispanic students, a gap of 30%. 22% of Students with Disabilities, a gap of 56%. .	

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	Strategy 1.1 Professional Development 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.	All Students	1000 General Fund 1000-1999: Certificated Personnel Salaries Providing substitutes for teacher release days. Providing teachers overtime for attending PD outside of contracted hours. 218 General Fund 3000-3999: Employee Benefits Certificated personnel 700 Supplemental Fund 2000-2999: Classified Personnel Salaries Substitutes for teacher release to attend SST and IEP meetings. 254.8 Supplemental Fund 3000-3999: Employee Benefits 1330 General Fund 5800: Professional/Consulting Services And Operating Expenditures Potential services include de-escalation and EL strategies.
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	All Students	17200 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention Staffing for Math and ELA 3749.5 Supplemental Fund 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			945.2 Supplemental Fund 4000-4999: Books And Supplies Intervention materials.
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science.	All Students	16600 General Fund 5800: Professional/Consulting Services And Operating Expenditures Digital content to support all students. 1213.5 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Intervention software support 4851 Title III 5800: Professional/Consulting Services And Operating Expenditures Software to support English Learner vocabulary acquisition and comprehension.
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	2200 General Fund 2000-2999: Classified Personnel Salaries Provide staff with overtime for special projects that are outside of regular working hours + benefits 800 General Fund 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on analysis of both quantitative and qualitative data, implementation of Goal 1 during the 2024–2025 school year showed overall strong effectiveness in several areas, including academic achievement growth, suspension reduction, and English Learner progress. Student achievement remained strong school-wide; however, achievement gaps for

English Learners, Hispanic students, and Students with Disabilities continue to identify areas needing additional targeted support.

Strategy 1.1: Professional Development
Professional development focused heavily on English Language Development, designated ELD instruction, instructional strategies, PBIS supports, and data analysis. Staff participated in SCCOE-supported ELD trainings, data dives, and collaborative planning throughout the year. The professional focus on English Language Development and designated ELD instruction helped Tom Matsumoto improve outcomes for English Learners. California Dashboard data for English Learner Progress moved from the Red performance category to Yellow, increasing two performance levels. The percentage of English Learners making progress toward English proficiency also increased significantly during the 2024–2025 school year. Matsumoto plans to continue strengthening integrated and designated ELD implementation through walkthroughs, instructional rounds, and targeted coaching support.

Strategy 1.2: Intervention and Instructional Support
Academic intervention systems showed stronger implementation during the 2024–2025 school year. Overall student proficiency remained strong, with 78.74% proficiency in CAASPP ELA and 77.30% proficiency in CAASPP Math. Local i-Ready T3 diagnostic data showed 79% proficiency in Reading and 78% proficiency in Mathematics.

Despite strong overall performance, achievement gaps remained among student groups. Staffing continued to be an area of challenge for intervention services. Due to staffing limitations, math intervention was only provided to 4th and 5th grade students and was facilitated after school by classroom teachers rather than through a dedicated intervention teacher model. These challenges limited intervention supports across additional grade levels.

Strategy 1.3: Digital Content and Instructional Resources
Digital instructional resources such as BrainPop, Mystery Science, i-Ready, and IXL continued to support classroom instruction and student engagement across grade levels. Staff feedback identified these programs as valuable instructional supports, particularly for intervention, visual learning, and independent practice opportunities.

Strategy 1.4: Behavioral Supports and School Climate
Behavioral supports and PBIS implementation demonstrated strong effectiveness during the 2024–2025 school year. Matsumoto maintained a Blue performance level on the California Dashboard Suspension Indicator, with suspension rates decreasing to 0.1%. PBIS systems, restorative practices, and student recognition programs contributed positively to student behavior and school climate. Parent and staff survey feedback identified continued needs for stronger behavioral intervention supports, anti-bullying education, and social-emotional supports.

Strategy 1.5: Facility Management and Campus Supports
Facility management continued to effectively support campus safety and operations throughout the school year. Parent and staff survey feedback identified additional needs including cleaner restrooms, improved playground equipment, traffic safety, and campus beautification projects. These areas will continue to be priorities moving forward.

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

During the 2025-26 school year, Tom Matsumoto successfully implemented most planned strategies and activities with some adjustments based on staffing realities and operational needs.

Under Strategy 1.1, Professional Development, all planned trainings and collaboration opportunities were implemented successfully. Professional development focused heavily on English Language Development, designated ELD instruction, PBIS supports, and data analysis. District and SCCOE personnel facilitated many of these trainings instead of outside consultants, allowing the school to continue high-quality staff development while adjusting expenditures within the approved budget.

Strategy 1.3, Digital Content and Instructional Resources, was implemented as planned. Funding was used to maintain instructional programs such as BrainPop, Mystery Science, i-Ready, and IXL, which continued to support classroom instruction, intervention, and student engagement across grade levels. Staff feedback remained positive regarding the effectiveness of these programs.

Facility management and campus support expenditures under Strategy 1.5 were also implemented as planned. Funding supported campus maintenance, custodial needs, playground supervision, and overall school safety. Parent and staff feedback identified continued needs related to restroom cleanliness, traffic safety, and playground improvements, which will continue to be areas of focus moving forward.

The most significant implementation challenge continued to be within Strategy 1.2, Intervention and Instructional Support. Staffing remained an area of challenge for intervention services throughout the school year. Due to limited staffing availability, math intervention services were only provided to 4th and 5th grade students and were facilitated after school by classroom teachers rather than through a dedicated intervention teacher model as originally intended. While intervention support was still provided, staffing shortages limited the ability to expand intervention services across additional grade levels and impacted the full implementation of planned supports. The school will continue exploring staffing solutions and earlier intervention implementation for the 2025–2026 school year.

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.

During the 2024–2025 school year, Tom Matsumoto Elementary continued to demonstrate strong overall academic performance and maintained Blue performance levels on the California Dashboard in both ELA and Math. Suspension rates also remained very low, and the school continued implementing PBIS systems, student recognition programs, and restorative practices to maintain a safe and supportive school environment.

One of the most significant areas of growth was English Learner Progress. Through a stronger focus on English Language Development, designated ELD instruction, SCCOE-supported professional development, and increased monitoring of ELD implementation, Tom Matsumoto improved English Learner Progress from the Red performance category to Yellow on the California Dashboard, moving up two performance levels. This improvement confirmed that targeted ELD supports and professional development positively impacted student outcomes. As a result, the school will continue prioritizing integrated and designated ELD instruction as a major focus area in the SPSA for 2025–2026.

Although overall academic performance remained strong, achievement gaps continued to exist among English Learners, Hispanic students, and Students with Disabilities. Local i-Ready data also showed slight decreases in overall proficiency rates compared to the previous year. Based on this analysis, the school will continue strengthening intervention systems, differentiated instruction, and small-group academic supports.

Intervention implementation continued to face staffing challenges during the 2024–2025 school year. Due to limited staffing availability, math intervention was only provided to 4th and 5th grade students after school by classroom teachers rather than through a dedicated intervention teacher model as originally intended. As a result, intervention support could not be expanded to additional grade levels. For the 2025–2026 school year, the SPSA includes continued focus on earlier intervention implementation, expanded intervention opportunities when staffing is available, and additional academic supports for students performing below grade level in ELA and Math.

The school will also continue funding digital instructional programs such as BrainPop, Mystery Science, i-Ready, and IXL, as staff feedback identified these resources as effective instructional supports for student engagement and intervention.

Parent and staff survey feedback also identified the need for stronger behavioral supports, anti-bullying education, social-emotional supports, improved facilities, and increased family engagement opportunities. As a result, the SPSA continues to include PBIS implementation, student wellness supports, attendance interventions, and campus improvement priorities.

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. Chronic Absenteeism is a measure of engagement determined by the CA School Dashboard. Matsumoto rated in the Green category with 4.7% of all students being chronically absent. In particular, Socioeconomically disadvantaged students were 14.7% chronically absent and students with disabilities were 15.2 % chronically absent.

Suspension rate indicates the amount of engagement that students have at school. Matsumoto Elementary is rated in the blue. Increase in referrals in Kindergarten level in 25-26 School year.

According to the PowerSchool Incident Management Report, there were 56 referrals to the office from August of 2025 to May of 2026. Other means of correction (OMC) were used as a consequence in 85% of those incidents. The report indicated a need to focus on male kindergarten students.
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 100% of staff, 92 % of students, and 85% of the community are somewhat familiar, 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 0.1% suspended at least one day. Suspension rate for students with disabilities is 1% and in the green performance level.Suspension rate for Hispanic students is blue performance level with 0 suspensions.	The overall suspension rate will be kept under 0.5%.
Dashboard Engagement	Overall Student Chronic Absentee Rate is Green with 4.7% chronically absent. Student groups of concern: 14.7 % of Socioeconomically Disadvantaged 15.2 % of Students with Disabilities	Socioeconomically Disadvantaged and students with disabilities will move to Yellow on the dashboard from orange performance level.

PowerSchool Chronic Absenteeism Report	1% of all students were identified as Chronically Absent from August 2025 to May 2026 in PowerSchool.	2% or less of all students will be chronically absent from August 2026 to May of 2027
PowerSchool Incident Management	85% of all office referrals resulted in Other Means of Correction (OMC) from August 2025 to April 2026 in PowerSchool. Student groups that were referred disproportionately included: 93.8% of referrals were male students, which are 52% of the population. 31.3% of referrals were White students, which are 3.8% of the population. 50% of the referrals were for Kindergarten students.	90% of all referrals will result in OMC from August 2026 to April of 2027. Student groups that were referred disproportionately will decrease in office referrals as follows: 75% of male students. 10% of White Students. 20% of Kinder students.
Safety survey school wide rules	In fall 2025, 100% of staff are somewhat familiar, familiar or very familiar with the school wide rules. 92% of students are somewhat familiar, familiar or very familiar with the school wide rules. 84% of students feels safe or very safe at school, and an additional 13% feel somewhat safe. 95% of students agree that the school has clear and effective systems for recognizing positive behavior. 85% of community are somewhat familiar, familiar or very familiar with the school wide rules	In fall 2026, 100% of staff will be familiar or very familiar with the school wide rules. 95% of students will be familiar or very familiar with the school wide rules. 85% 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	Strategy 2.1 PBIS 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.	All Students	1000 General Fund 4000-4999: Books And Supplies PBIS Incentives 750 General Fund 1000-1999: Certificated Personnel Salaries Release days for teachers to participate in PD. 163 General Fund 3000-3999: Employee Benefits 1000 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Funding noon duties to support students with behavioral and academic needs, outside of lunch hours. 363 General Fund 3000-3999: Employee Benefits 3000 Supplemental Fund 2000-2999: Classified Personnel Salaries Funding classified personnel to support school wide PBIS System 1092 Supplemental Fund 3000-3999: Employee Benefits
2.2	Strategy 2.2 Family Engagement Opportunities 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.	All Students	3500 General Fund 1000-1999: Certificated Personnel Salaries Overtime for teachers organizing evening events for family engagement, and working with PTA. 763 General Fund 3000-3999: Employee Benefits
2.3	Strategy 2.3 Family Communication 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.	All Students	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.
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include Student Council, Expect Respect, peer mentors, and social skills lessons.		5000 General Fund 1000-1999: Certificated Personnel Salaries Paying teachers for work with student council and expect respect outside of school hours.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.		1090 General Fund 3000-3999: Employee Benefits 500 General Fund 5000-5999: Services And Other Operating Expenditures Maintenance of VAPA equipment. 3500 General Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies 2000 General Fund 4000-4999: Books And Supplies PE Equipment
2.5			

Annual Review

SPSA Year Reviewed: 2025-26

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.

Implementation of Goal 2 actions at Tom Matsumoto demonstrated continued progress in strengthening student engagement, school climate, and family communication during the 2025–2026 school year. Matsumoto maintained a Green rating for Chronic Absenteeism on the California School Dashboard, with 4.7% of all students identified as chronically absent. Matsumoto also maintained a Blue rating for Suspension Rate, reflecting a safe and supportive school environment overall. However, data continues to identify Socioeconomically Disadvantaged students and Students with Disabilities as student groups needing additional attendance and engagement support, with chronic absenteeism rates of 14.7% and 15.2% respectively.

Strategy 2.1: PBIS Implementation
Matsumoto continued implementing schoolwide PBIS systems through behavior expectations, Mustang Merits, student recognition programs, monthly rallies, and restorative practices. According to the PowerSchool Incident Management Report, there were 56 office referrals between August 2025 and May 2026. Other Means of Correction (OMC) were used in approximately 85% of incidents, reflecting the school's continued focus on restorative and supportive discipline practices. Referral data also identified an increased need to support male kindergarten students, as Kindergarten referrals increased during the 2025–2026 school year.

Strategy 2.2: Family Engagement Opportunities
The school continued partnering with PTA and community organizations to provide family engagement opportunities, assemblies, spirit days, volunteer opportunities, and schoolwide events throughout the year. Parent participation

remained strong during family nights, rallies, cultural events, and community-building activities. Parent survey feedback also indicated a desire for additional after-school programs, enrichment opportunities, and increased opportunities for parent involvement and communication.

Strategy 2.3: Family Communication
Communication with families remained consistent through ParentSquare, newsletters, translated communication, school meetings, and teacher outreach. According to the EESD Safety Survey conducted in fall 2025, 100% of staff, 92% of students, and 85% of families reported being somewhat familiar, familiar, or very familiar with schoolwide rules and expectations. These results demonstrate continued effectiveness in communicating behavioral expectations and schoolwide systems to students, staff, and families.

Strategy 2.4: Enrichment Opportunities
Students continued participating in enrichment and leadership opportunities including Student Council, school rallies, assemblies, spirit activities, and additional schoolwide programs. Parent and staff survey feedback identified a strong interest in expanding after-school enrichment opportunities such as sports, STEAM, music, robotics, and academic clubs. Matsumoto plans to continue exploring additional enrichment opportunities and partnerships during the 2026–2027 school year.

Overall, Goal 2 actions contributed to maintaining a positive school climate, low suspension rates, improved attendance outcomes, and strong family communication systems while also identifying continued areas of focus related to attendance, behavior support, and student engagement.

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

Overall, Goal 2 implementation during the 2025–2026 school year remained closely aligned with planned activities and budgeted expenditures. Strategies focused on PBIS, family engagement, communication systems, and student enrichment opportunities were largely implemented as intended and contributed positively to school climate, attendance, and student engagement outcomes.

Successful Implementation
Action 2.1 PBIS – Matsumoto continued strong implementation of schoolwide PBIS systems, including Mustang Merits, student recognition programs, monthly rallies, restorative practices, and behavior supports. According to the PowerSchool Incident Management Report, there were 56 office referrals between August 2025 and May 2026, a decrease from previous years. Approximately 85% of incidents resulted in Other Means of Correction (OMC), reinforcing the school's continued restorative approach to discipline. Matsumoto also maintained a Blue rating for Suspension Rate on the California Dashboard.

Action 2.2 Family Engagement Opportunities – The school continued hosting family engagement activities in partnership with PTA, including Open House, spirit days, rallies, cultural activities, assemblies, and volunteer opportunities. Participation remained strong throughout the year, and parent feedback reflected appreciation for community-building activities and increased communication opportunities.

Action 2.3 Family Communication – Communication systems remained consistent through ParentSquare, newsletters, translated communication, and teacher outreach. EESD Safety Survey results showed that 100% of staff, 92% of students, and 85% of families reported being somewhat familiar, familiar, or very familiar with schoolwide rules and expectations, demonstrating continued effectiveness in schoolwide communication systems.

Action 2.4 Enrichment Opportunities – Students continued participating in leadership and enrichment opportunities including Student Council, assemblies, rallies, and additional schoolwide activities. Parent survey feedback also identified strong interest in expanding after-school enrichment opportunities including sports, STEAM, music, robotics, and academic clubs.

Implementation Challenges
The primary implementation challenge during the 2025–2026 school year continued to be staffing limitations related to student behavioral and social-emotional supports. Referral data indicated an increased need to support male kindergarten students due to increased referrals at the Kindergarten level. Additionally, both parent and staff feedback identified continued needs for additional behavior intervention support staff, counseling supports, and expanded after-school programs.

Modified Implementation

Some planned enrichment and family engagement opportunities were adjusted based on staff availability, volunteer support, and scheduling limitations during the busy end-of-year period. However, the school continued offering alternative activities and events whenever possible to maintain family and student engagement opportunities.

Non-Implemented Actions
No major Goal 2 actions were fully unimplemented. All major engagement, PBIS, communication, and enrichment strategies continued throughout the school year, although some activities were modified based on staffing capacity and scheduling needs.

Expenditure Differences
There were no major differences between planned and actual expenditures for Goal 2 during the 2025–2026 school year. Budget allocations remained stable and supported PBIS systems, communication tools, family engagement activities, enrichment opportunities, and student recognition programs as intended. Similar funding allocations will continue to support student engagement and school climate efforts during the 2026–2027 school year.

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.

The goal of improving student and family engagement will remain the same for the 2026–2027 school year; however, several updates will be made based on this year's analysis and stakeholder feedback.

Matsumoto maintained a Green rating for Chronic Absenteeism on the California Dashboard with an overall chronic absenteeism rate of 4.7%, showing continued improvement from previous years. However, subgroup data continues to identify Socioeconomically Disadvantaged students (14.7%) and Students with Disabilities (15.2%) as areas needing additional attendance support. As a result, the updated SPSA will continue to include subgroup-focused attendance monitoring, attendance interventions, and family outreach strategies.

The school also maintained a Blue rating for Suspension Rate during the 2025–2026 school year. Referral data improved overall, with only 56 office referrals between August 2025 and May 2026, and approximately 85% of incidents resulting in Other Means of Correction (OMC). However, referral trends identified an increased need for behavioral and social-emotional support at the Kindergarten level, particularly for male Kindergarten students. Staff feedback also identified a need for additional support for Transitional Kindergarten and Kindergarten students at the beginning of the school year. Increased supervision, behavioral redirection, and structured support systems are needed to help students adjust to school routines, expectations, and social-emotional regulation. As a result, the SPSA will include continued focus on additional staff support, playground supervision, PBIS implementation, and early intervention strategies for TK and Kindergarten students during the first months of school.

Parent and staff survey feedback identified a strong interest in expanding after-school enrichment opportunities, student leadership programs, family engagement events, and social-emotional supports. The updated SPSA will continue prioritizing enrichment opportunities such as clubs, assemblies, PBIS activities, and community-building events while also exploring additional partnerships and expanded extracurricular opportunities.

Survey feedback also identified continued needs related to anti-bullying education, student behavior support, school communication, and campus safety. As a result, Goal 2 strategies will continue emphasizing PBIS implementation, family communication systems, attendance supports, and school climate initiatives.

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 student scores on the CAASPP assessments in English Language Arts, Mathematics, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students meeting grade level standards. Students in grades 3–6 participate in the CAASPP assessments in English Language Arts and Mathematics.

For the 2024–2025 school year, Matsumoto Elementary scored in the Blue performance category for both English Language Arts and Mathematics on the California School Dashboard. In English Language Arts, students scored 79.8% proficient, demonstrating continued high academic achievement and growth. In Mathematics, students scored 76.74% proficient, also maintaining strong academic performance and growth trends.

The California Science Test (CAST) measures progress toward California Science Standards for 5th grade students. During the 2024–2025 school year, Matsumoto Elementary students scored 68.3% proficient on the CAST assessment, reflecting a slight decline of approximately 2% from the previous year's performance.

Locally, Evergreen School District uses i-Ready Diagnostic assessments in grades Kindergarten through 6th grade to monitor student progress toward grade level proficiency. In Reading, 75% of students were identified as "Early On Grade Level" or "Mid or Above Grade Level" on the end-of-year diagnostic assessment, reflecting a slight decrease (2%) from the previous school year. In Mathematics, 74% of students were identified as "Early On Grade Level" or "Mid or Above Grade Level" on the end-of-year diagnostic assessment, also reflecting a slight decrease (4%) from the previous year. Despite these slight decreases in local diagnostic measures, Matsumoto Elementary continues to demonstrate strong overall academic performance through CAASPP results and ongoing intervention and instructional support systems.

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	79.81% of all students are proficient.	80% of all students will be proficient.
CAASPP Math Results	76.74% of all students are proficient.	80% of all students will be proficient.
CAST Results	67.31% of all students are proficient.	70% of all students will be proficient.
iReady Reading T3 Diagnostic	79% of all students are proficient.	80% of all students will be proficient.
iReady Math T3 Diagnostic	79% of all students are proficient.	80% 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	Strategy 3.1 Effective Learning Environments 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.	All Students	7000 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.
3.2	Strategy 3.2 Academic Progress Monitoring 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.	All Students	1100 General Fund 1000-1999: Certificated Personnel Salaries Substitutes for release time, funding for teacher overtime. 240 General Fund 3000-3999: Employee Benefits 2500 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Small group InstructionTrainings 500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures MTSS Conferences

Annual Review

SPSA Year Reviewed: 2025-26

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.

Implementation of Goal 3 strategies at Tom Matsumoto continued to support strong academic performance during the 2024–2025 school year. Matsumoto maintained Blue performance levels on the California School Dashboard in both English Language Arts and Mathematics, demonstrating continued high achievement compared to district and state averages. CAASPP results showed 79.8% proficiency in ELA and 76.74% proficiency in Math, reflecting strong overall academic outcomes.

Strategy 3.1: Effective Learning Environments
Staff continued to receive classroom supplies, instructional materials, technology resources, and operational support necessary to maintain effective learning environments. Department budgets, copier systems, and instructional supply allocations supported consistent classroom instruction throughout the year. Parent and staff survey feedback identified continued needs for additional classroom supplies, technology updates, and hands-on learning materials, particularly in TK and primary grades.

Strategy 3.2: Academic Progress Monitoring
PLC collaboration, data discussions, walkthroughs, and ongoing progress monitoring continued consistently throughout the school year. Teachers used i-Ready diagnostics, classroom-based assessments, CAASPP interim data, and ELPAC data to monitor student progress and adjust instruction. Local i-Ready data showed that 75% of students in Reading and 74% of students in Math were identified as “Early On Grade Level” or “Mid or Above Grade Level” on the end-of-year diagnostic assessment. Although this reflected a slight decline from the previous year, overall proficiency levels remained strong.

CAASPP results demonstrated continued strong performance schoolwide, with Matsumoto maintaining Blue Dashboard ratings in both ELA and Math. However, achievement gaps continued among English Learners, Hispanic students, and Students with Disabilities, indicating the continued need for differentiated instruction, small-group intervention, and targeted academic support.

Strategy 3.3: Science and Enrichment Opportunities
Science instruction and enrichment opportunities continued throughout the year through classroom instruction, assemblies, hands-on activities, and supplemental digital resources. During the 2024–2025 school year, 5th grade students scored 68.3% proficient on the California Science Test (CAST), reflecting a slight decline from the previous year. While overall science performance remained strong, the school identified a need to continue strengthening hands-on science instruction, inquiry-based learning opportunities, and NGSS-aligned instructional practices.

Overall, Goal 3 strategies continued to effectively support strong academic performance, instructional consistency, and student achievement while also identifying areas for continued focus related to intervention systems, subgroup achievement gaps, and science instruction.

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

There were no major differences between the intended implementation and actual expenditures for Goal 3 during the 2024–2025 school year. Most strategies and activities related to academic achievement, instructional support, and progress monitoring were implemented as planned, and expenditures remained closely aligned with budget allocations.

Strategy 3.1: Effective Learning Environments
Classroom and department budgets, instructional materials, copier services, technology resources, and overtime funding for schoolwide projects were utilized as planned to support effective learning environments across the campus. These resources helped maintain instructional continuity and classroom readiness throughout the school year. Parent and staff feedback identified continued needs for additional classroom supplies, hands-on materials, and technology support, particularly in TK and primary grade classrooms.

Strategy 3.2: Academic Progress Monitoring
Academic progress monitoring systems were implemented consistently throughout the school year. Teachers continued participating in PLC collaboration, data discussions, walkthroughs, and instructional planning using i-Ready, CAASPP, ELPAC, and classroom-based assessment data. Early-release collaboration time supported ongoing analysis of student progress and instructional adjustments. While formal instructional rounds and walkthrough schedules were occasionally adjusted due to competing site priorities and end-of-year activities, instructional monitoring and data review continued regularly through site administration and grade-level collaboration.

Strategy 3.3: Science and Enrichment Opportunities
Science instruction and enrichment activities continued as planned through classroom instruction, assemblies, supplemental digital programs, and hands-on learning opportunities. While CAST proficiency showed a slight decline compared to the previous year, overall science achievement remained strong, and no significant expenditure changes were required within this area.

No major budget reallocations were necessary during the implementation of Goal 3. Existing instructional systems, intervention supports, and academic monitoring practices continued to effectively support strong student achievement and overall implementation of the SPSA academic goals.

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.

As a result of this year's analysis, the overall goal will remain the same, but several adjustments will be made to strengthen academic achievement and student support systems for the 2026–2027 school year.

Matsumoto Elementary maintained Blue performance levels on the California School Dashboard in both ELA and Math, with 79.8% proficiency in ELA and 76.74% proficiency in Math. While overall achievement remained strong, the SPSA will continue focusing on subgroup performance, early intervention, differentiated instruction, and small-group academic supports for English Learners, Hispanic students, Students with Disabilities, and students performing below grade level.

CAST proficiency slightly declined to 68.3%, so the SPSA will include continued focus on hands-on science instruction and NGSS-aligned learning experiences. Local i-Ready Reading and Math proficiency rates also showed slight declines, reinforcing the need for continued intervention systems, PLC collaboration, and academic progress monitoring.

No major changes will be made to Strategy 3.1 (Effective Learning Environments). Under Strategy 3.2 (Academic Progress Monitoring), the school will continue strengthening PLC collaboration, walkthroughs, instructional rounds, and intervention supports with additional focus on subgroup achievement gaps and intervention effectiveness.

Parent and staff feedback also identified a need for increased family engagement opportunities. In addition to Coffee with the Principal morning meetings, Matsumoto Elementary will add "Evenings with the Principal" meetings during the 2026–2027 school year to better accommodate working families and strengthen school-family partnerships.

These updates are reflected in the revised SPSA under Goal 3 action items related to intervention, instructional monitoring, science instruction, family engagement, and subgroup-focused academic supports, as well as within the updated Annual Measurable Outcomes and metrics sections for Goal 3.

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	$96,123.00
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	$4,851.00

Subtotal of additional federal funds included for this school: $4,851.00

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	$60,117.00
Supplemental Fund	$31,155.00

Subtotal of state or local funds included for this school: $91,272.00

Total of federal, state, and/or local funds for this school: $96,123.00

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	60117	0.00
Title III	4851	0.00
Supplemental Fund	31155	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	60,117.00
Supplemental Fund	31,155.00
Title III	4,851.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,550.00
2000-2999: Classified Personnel Salaries	6,900.00
3000-3999: Employee Benefits	8,733.30
4000-4999: Books And Supplies	13,945.20
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	36,994.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	11,350.00
2000-2999: Classified Personnel Salaries	General Fund	3,200.00
3000-3999: Employee Benefits	General Fund	3,637.00
4000-4999: Books And Supplies	General Fund	13,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	500.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	28,430.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	17,200.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	3,700.00
3000-3999: Employee Benefits	Supplemental Fund	5,096.30
4000-4999: Books And Supplies	Supplemental Fund	945.20
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	3,713.50
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,851.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,062.00
Goal 2	26,721.00
Goal 3	18,340.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Gokcen Ceran	Principal
Stephanie Hinman	Other School Staff
Dorian Kryml	Classroom Teacher
Nicole Matts	Classroom Teacher
Kousy Dass	Parent or Community Member
Karthick Murekasan	Parent or Community Member
Evin Gultepe	Parent or Community Member
Charlene Anderson	Parent or Community Member
	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 5/20/26.

Attested:

	Principal, Gokcen Ceran on 5/20/26
	SSC Chairperson, Charlene Anderson on 5/20/26

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

TOM MATSUMOTO

COMPREHENSIVE SCHOOL

SAFETY PLAN



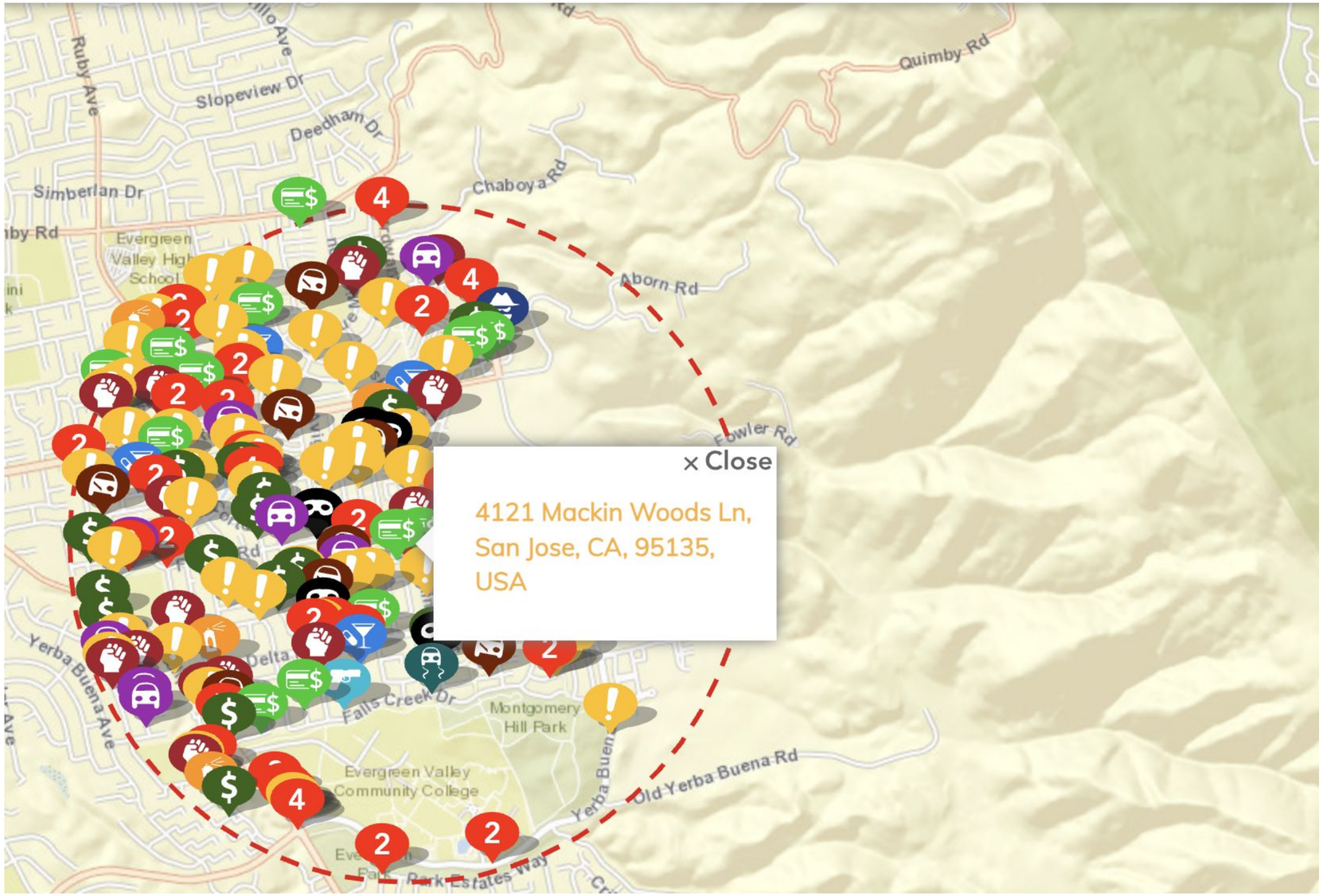
TM COMPREHENSIVE SCHOOL SAFETY PLAN

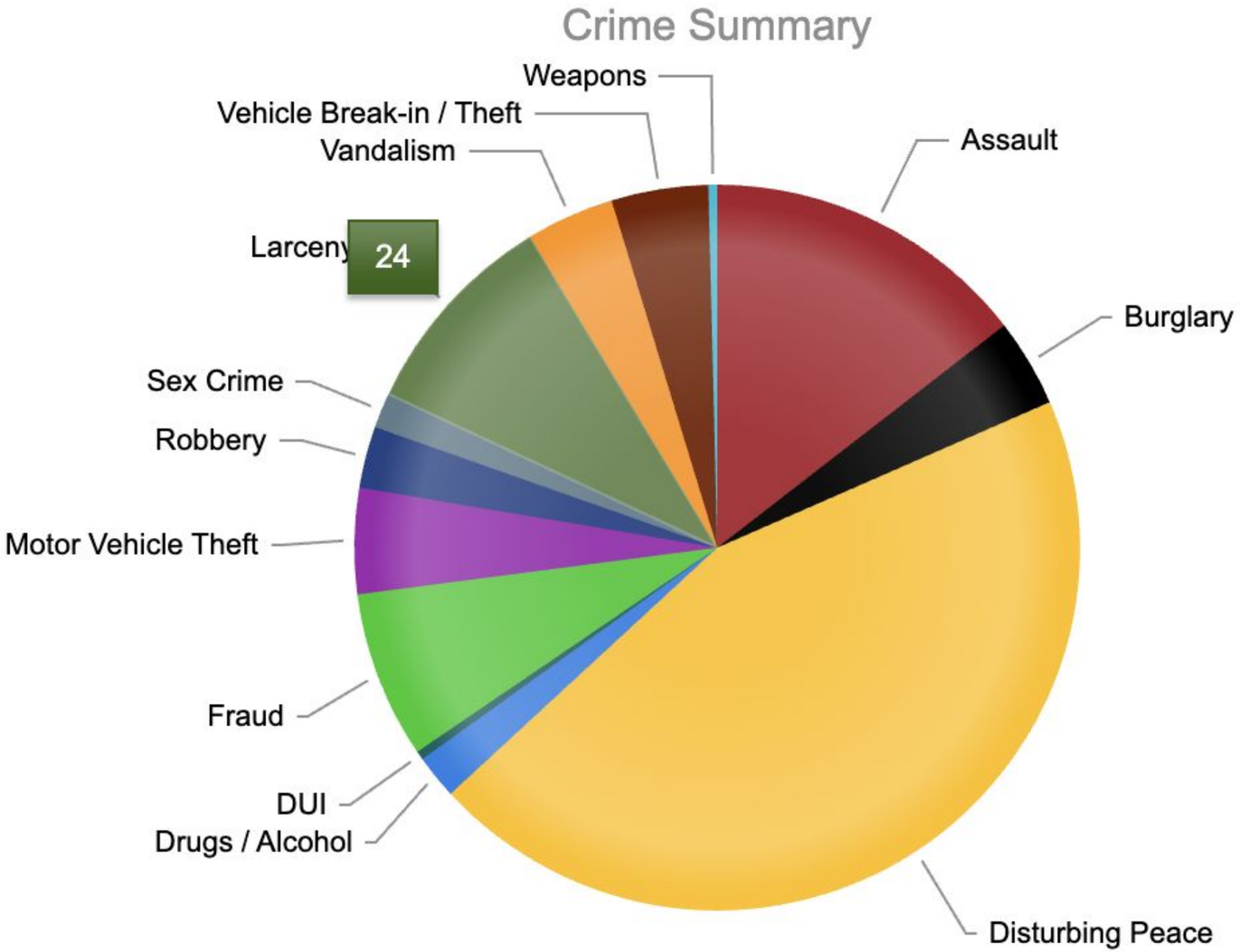
External Data :

Between May 2025 and November 2025, CrimeMapping.com reported 255 crime incidents within one mile of the school.
Of these incidents:
114 (45%) were disturbing the peace
82 (32%) involved theft or fraud
6 (2%) were drug or alcohol related
52 (20%) were violent in nature, including weapons, assault, and sex-related crimes

255 Records

Date Range: 5-20-2025 to 11-15-2025 (180 Days)




Crime Summary
Weapons
Vehicle Break-in / Theft
Vandalism
Assault
Larceny
24
Burglary
Sex Crime
Robbery
Motor Vehicle Theft
Fraud
DUI
Drugs / Alcohol
Disturbing Peace

Component I – People and Programs

Goal

Students at Tom Matsumoto Elementary School will be encouraged to participate in school-wide activities and be aware of school-wide procedures, rules, and instructional strategies.

All parents will be encouraged to participate in school-wide activities and be more involved in their child's educational experience.

Measurable Objectives:

By March 2026, fewer than five bullying incidents will be documented in Incident Management.

By March 2026, all parents will participate in one or more activities at Matsumoto as recorded by sign-in sheets.

Actions:

1) Social Emotional Learning
2) Implement PBIS
3) Community Involvement

Component II – Place

Goal

Create and maintain a secure campus, and increase communication around health procedures, safety drills, and safe transport to and from school.

Measurable Objective:

By March 2026, 90% of students will report that they feel safe at school. (This is a 5% increase from Sep 2025 data)

Actions

1) Arrival and Dismissal Procedures
2) Facility Improvements
3) Campus Security

TOM MATSUMOTO ELEMENTARY

PARENT/GUARDIANS SURVEY

25-26

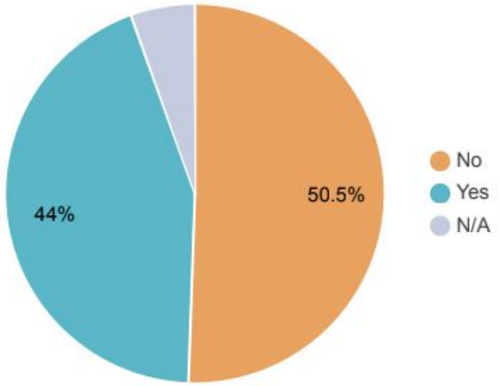


Parent Survey Data Summary:

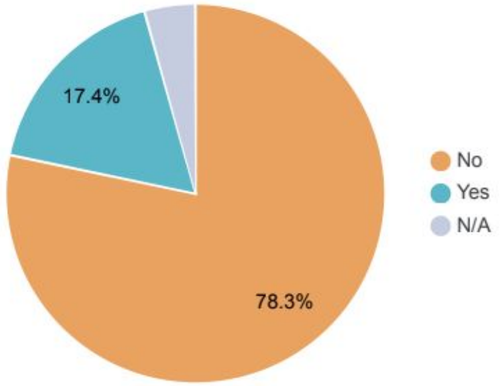
- Parents continue to express overall confidence in the school's climate and safety systems:
- 96% of parents agree that the school effectively recognizes positive student behavior.
- Only 4% of parents expressed concerns about people trespassing on campus.
- Regarding facilities and grounds: 11% mildly disagree and 2% strongly disagree that the campus is well maintained.
- Parents also continue to identify arrival and dismissal traffic, limited waiting areas for walking families, and the need for consistent
- traffic enforcement as ongoing concerns. Many parents supported strengthening Walk 'n Roll participation and improving congestion near key intersections.

Matsumoto Elementary: Are you the Parent/Guardian of:

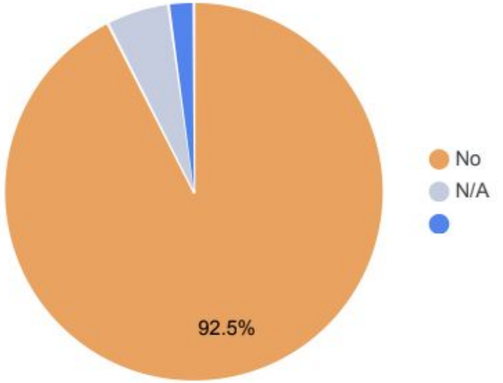
English Learner



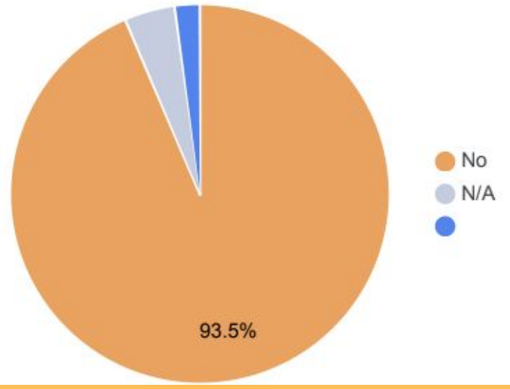
Receiving special education services



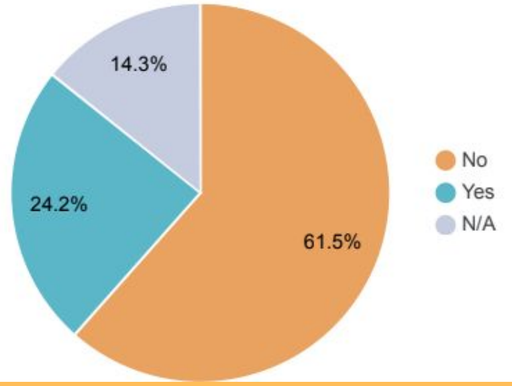
Foster youth



Migrant education program



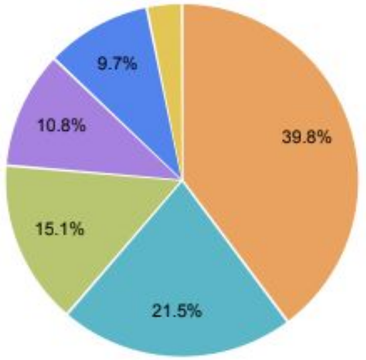
Free or reduced lunch



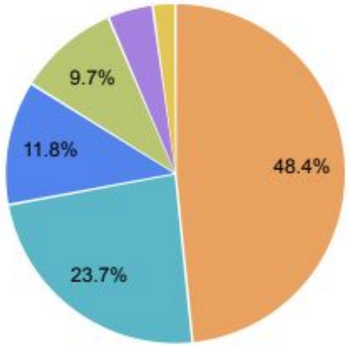
Matsumoto Elementary: How much do you find the following to be a problem at your child's school?

I never hear or see this happening at my school.
I don't know
I hear other students talk about this happening at my sch.
I see this happening sometimes at my school.
I see this happening a lot at my school.

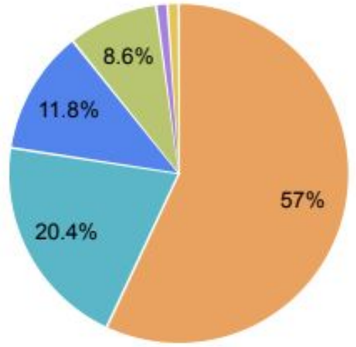
Bullying



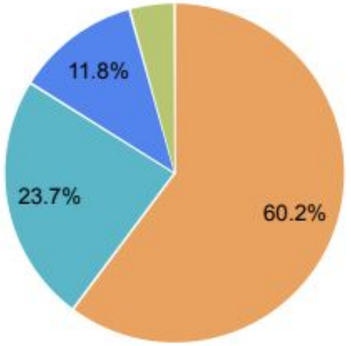
Harassment, and intimidation



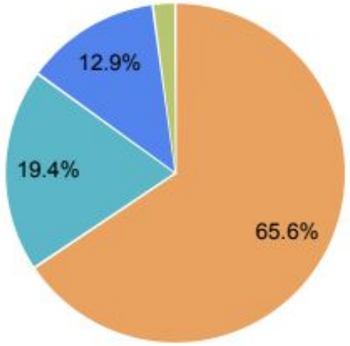
Fights and Assault



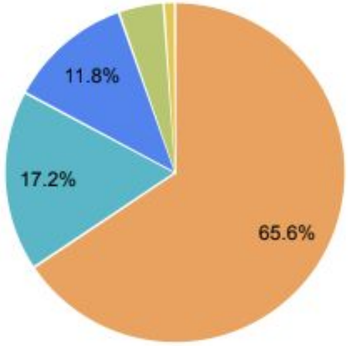
Student interest in gangs



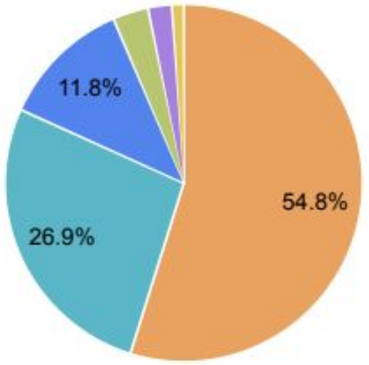
Illegal weapons



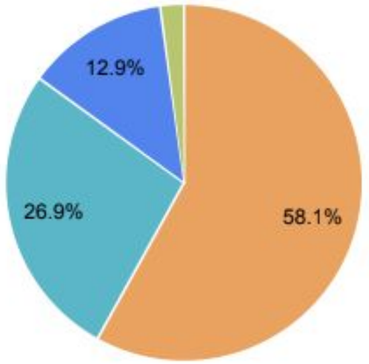
Graffiti and vandalism



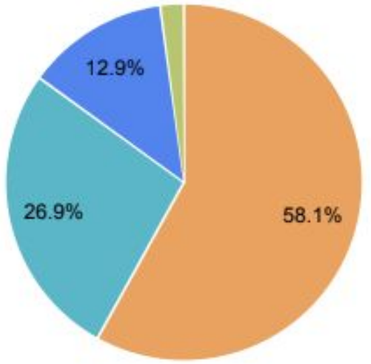
People trespassing on campus



Drug use



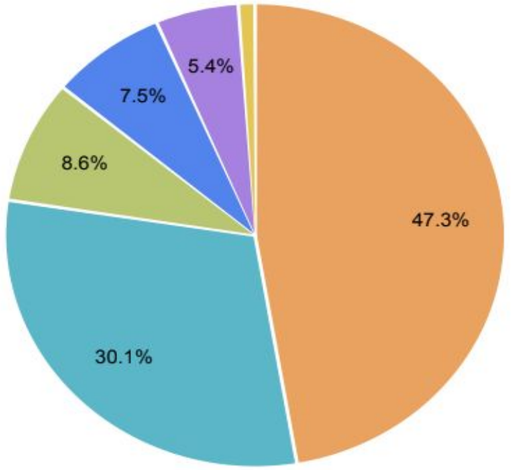
Alcohol use



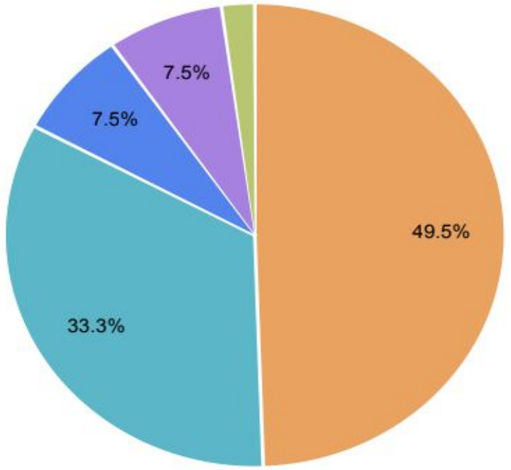
- I never hear or see this happening at my school.
- I don't know
- I hear other students talk about this happening at my sch.
-
- I see this happening sometimes at my school.
- I see this happening a lot at my school.

Matsumoto Elementary: Students at my child's school get put down because of their___.

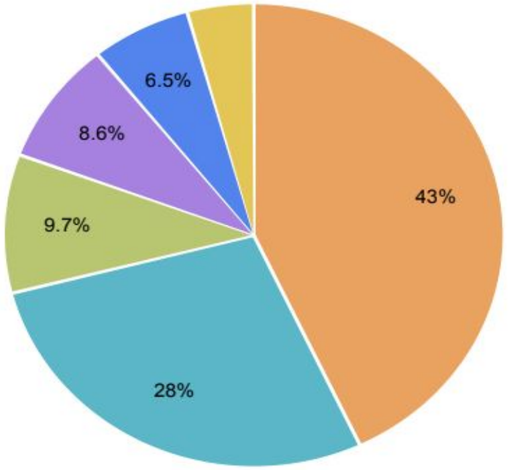
Race



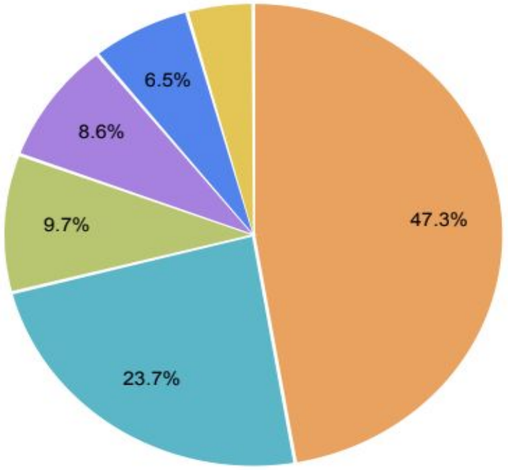
Gender or gender identification



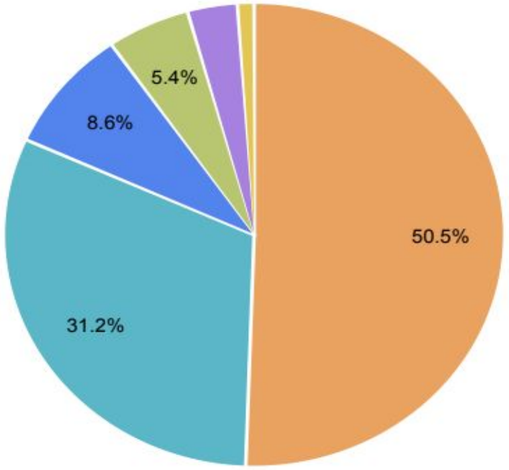
Learning difficulties



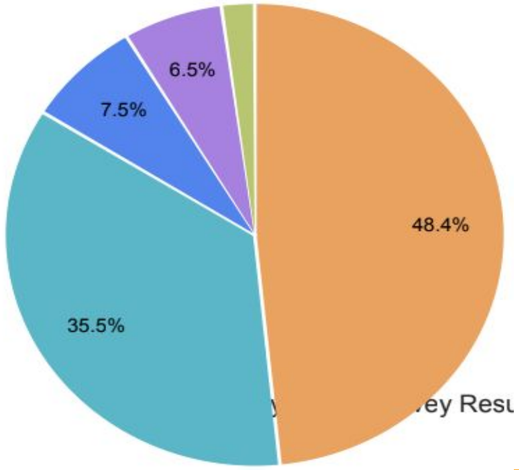
Clothing or physical appearance



Religion or cultural practices



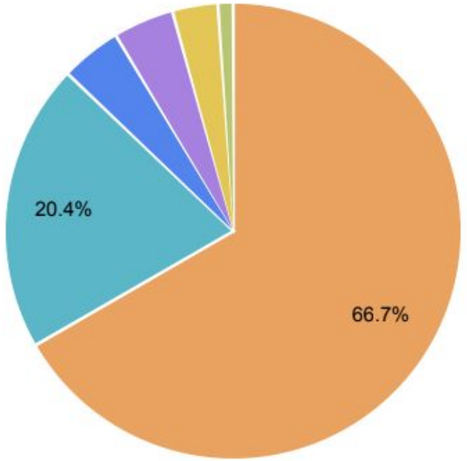
Sexual orientation



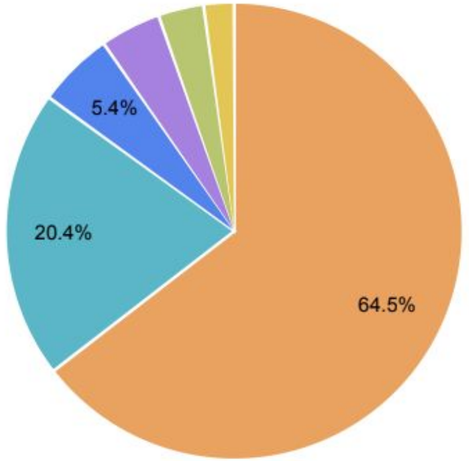


Matsumoto Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?

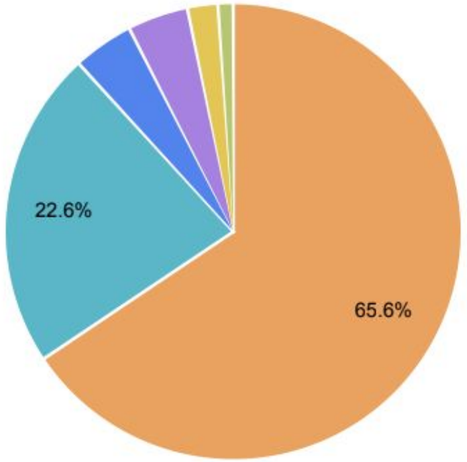
Race



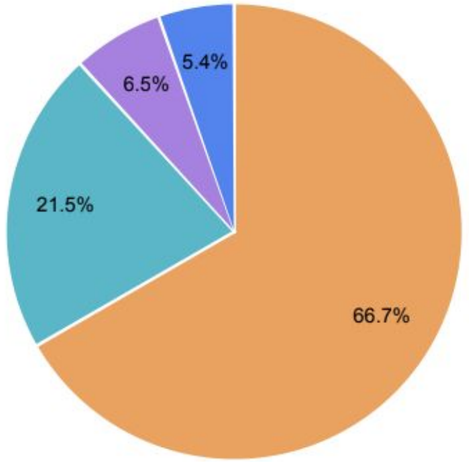
Learning difficulties



Religion or Cultural Practices



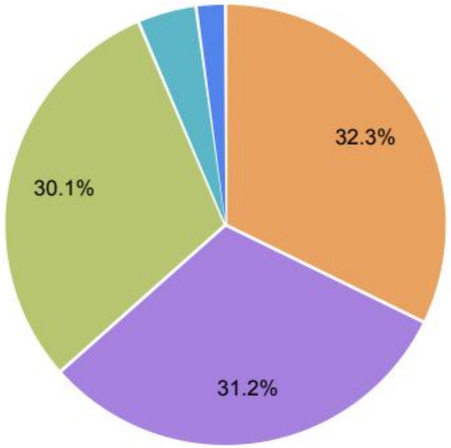
Sexual orientation



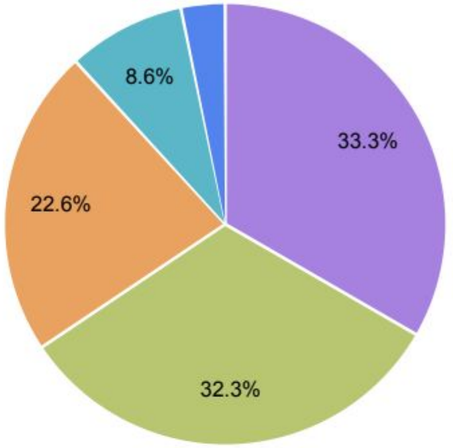


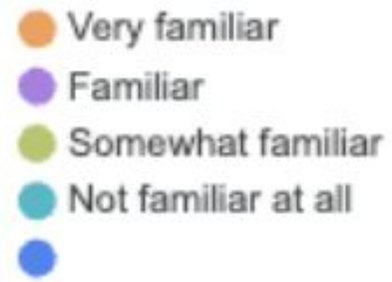
Matsumoto Elementary: How familiar are you with the following at your child's school?

Classroom rules and consequences

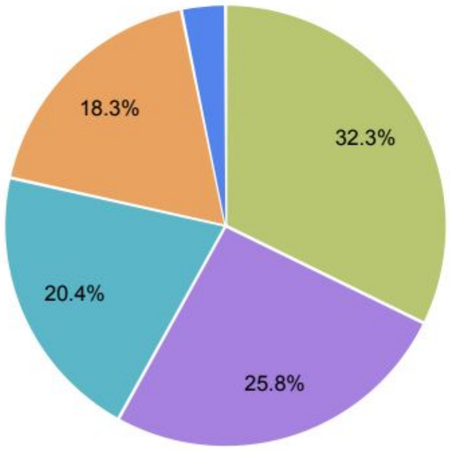


School-wide rules and consequences

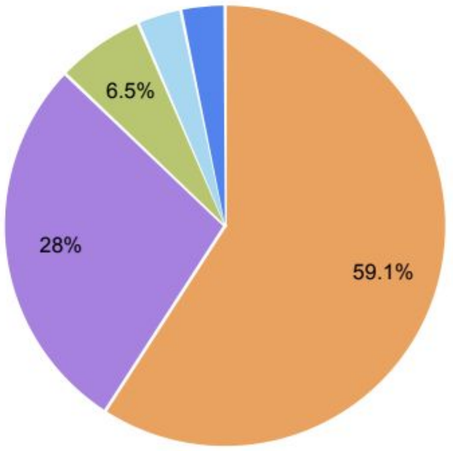




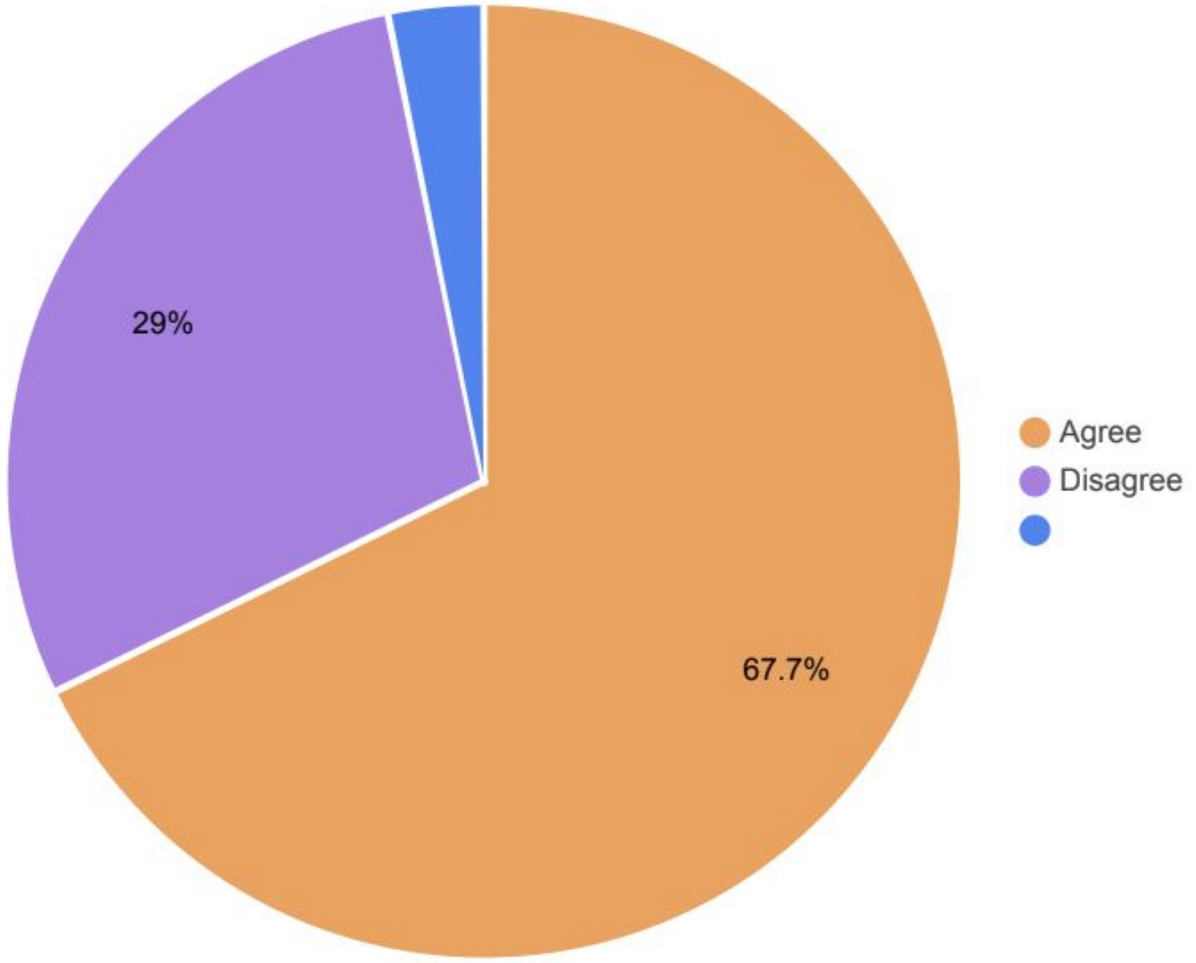
Cyberbullying rules and consequences

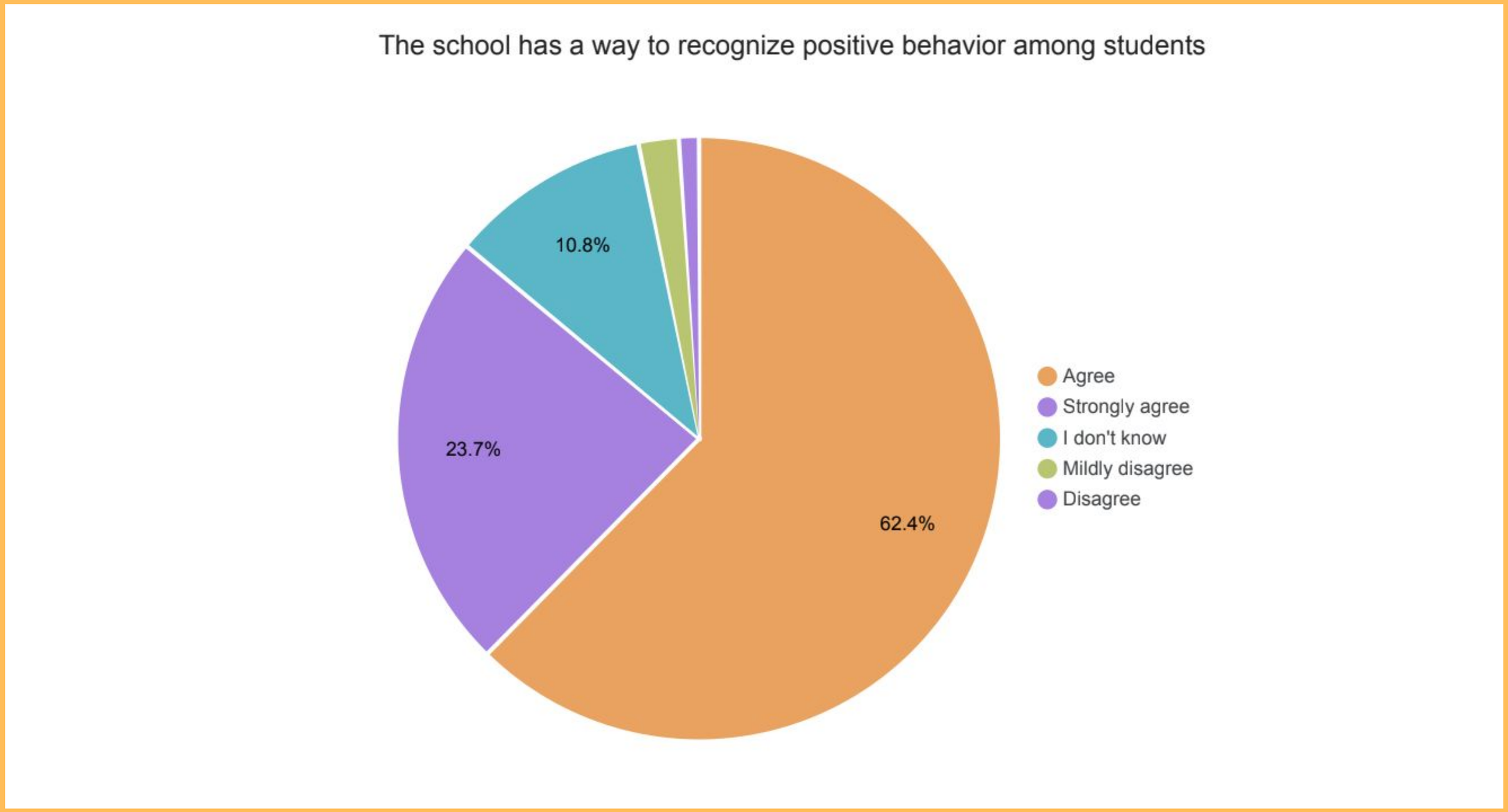


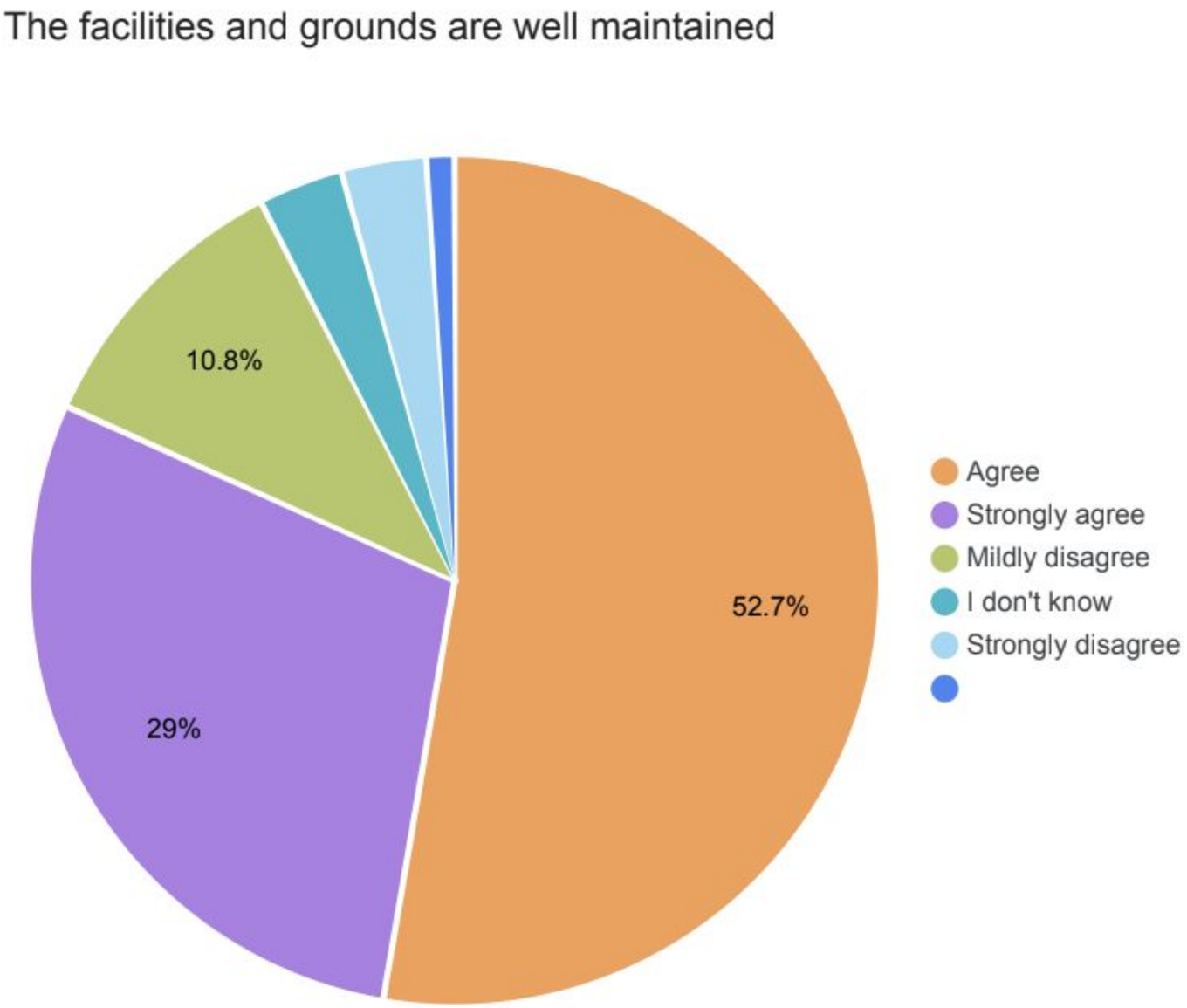
Rules and expectations of the school are clear and well known to me



I am aware of the District's Wellness Connections webpage




The school has a way to recognize positive behavior among students
10.8%
23.7%
62.4%
Agree
Strongly agree
I don't know
Mildly disagree
Disagree


The facilities and grounds are well maintained
10.8%
52.7%
29%
Agree
Strongly agree
Mildly disagree
I don't know
Strongly disagree

EVERGREEN SCHOOL DISTRICT

Mental Health & Wellness

· CONNECTIONS ·

https://wellness.eesd.org/

TOM MATSUMOTO ELEMENTARY

STUDENT SURVEY

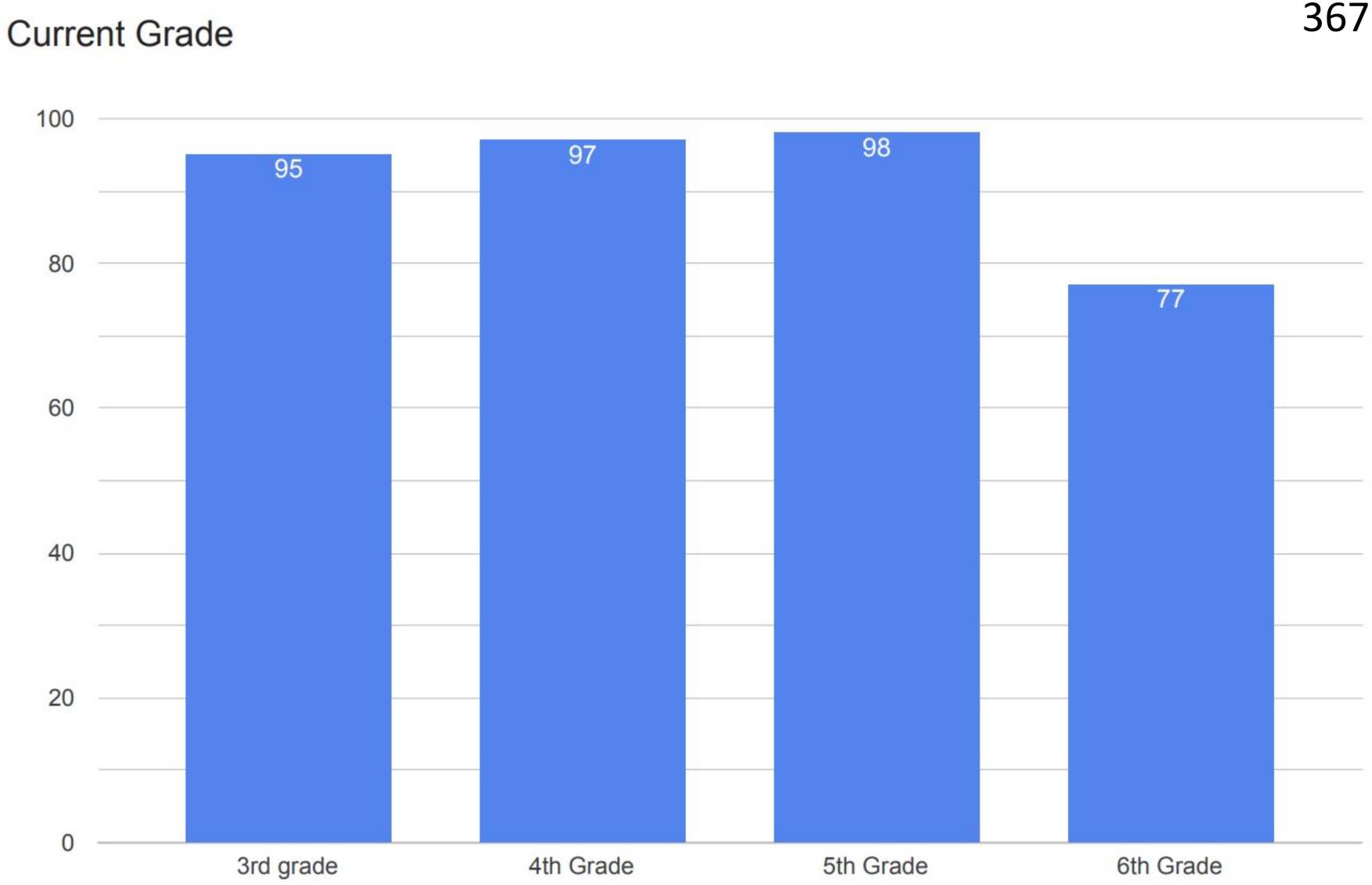
25-26

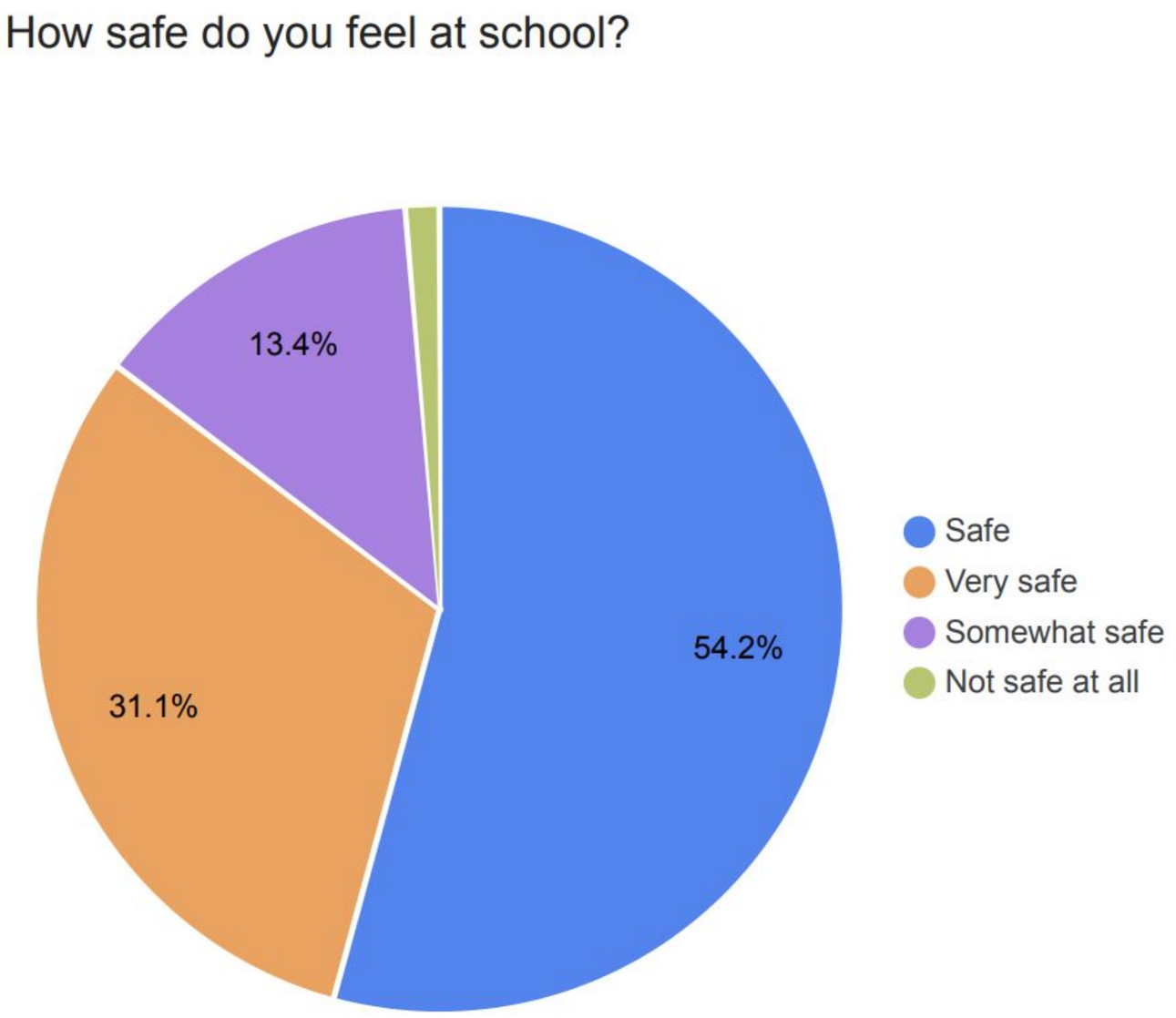


Student Survey Data Summary:

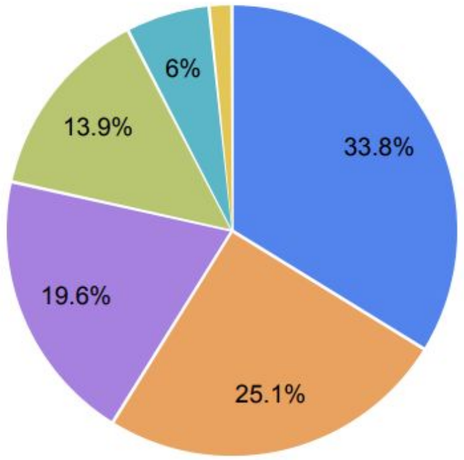
- 85% of students feel safe or very safe at school, and an additional 13% feel somewhat safe.
- 73% report that they minimally or never hear put-downs about learning.
- 29.5% report witnessing acts of bullying — a 3.5% increase from last year.
- 95% report they do not hear adults making fun of differences such as race, religion, disabilities, or other factors.
- 82% are familiar or very familiar with schoolwide rules.
- 96% know fire drill procedures well or very well, and 93% know earthquake procedures well or very well.
- 95% of students agree that the school has clear and effective systems for recognizing positive behavior.
- Students also shared that they feel respected by teachers, engaged in their learning, and comfortable expressing their perspectives.

367 Students

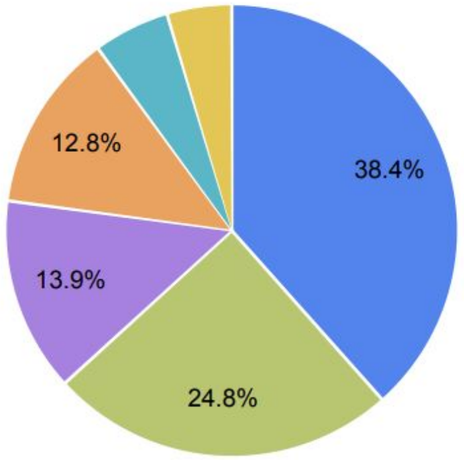



How safe do you feel at school?
13.4%
54.2%
31.1%
Safe
Very safe
Somewhat safe
Not safe at all

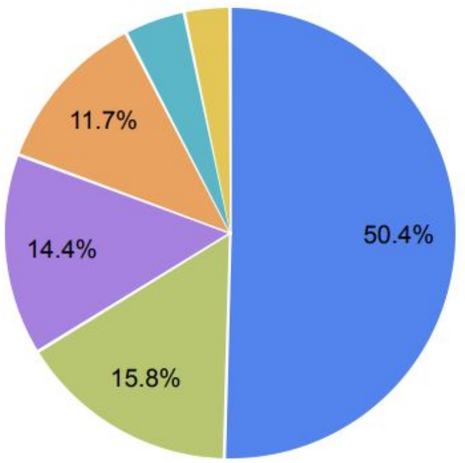
Bullying



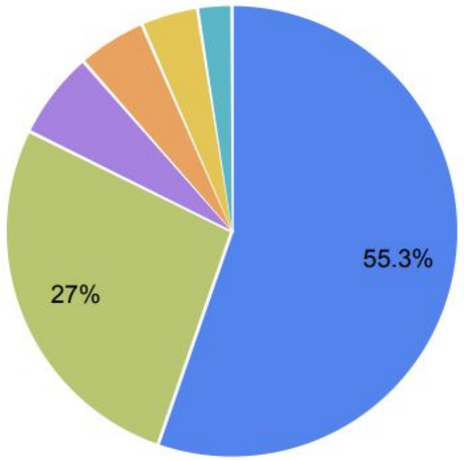
Harassment & Intimidation



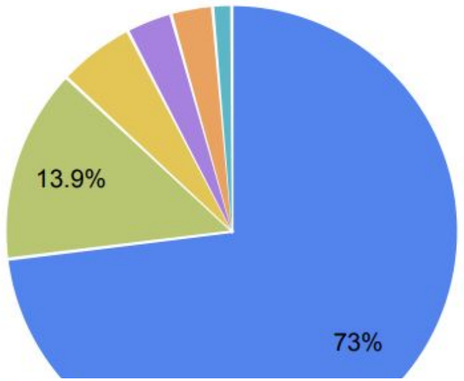
Fights & Assault



Student interest in Gangs

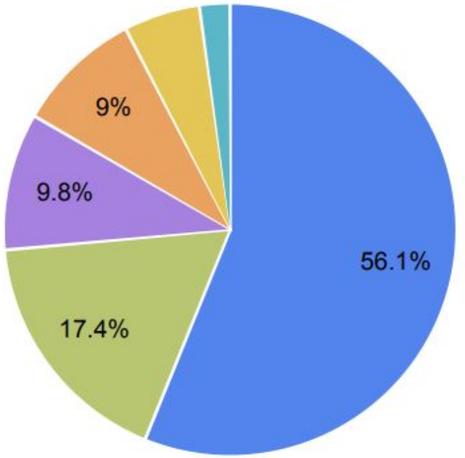


Illegal weapons

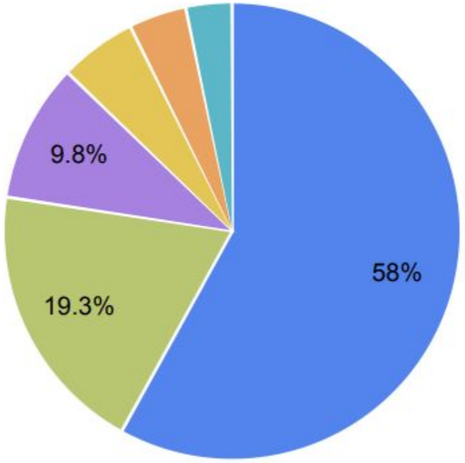


I never hear or see this happening at my school.
I see this happening sometimes at my school.
I hear other students talk about this happening at my school.
I don't know.
I see this happening a lot at my school.

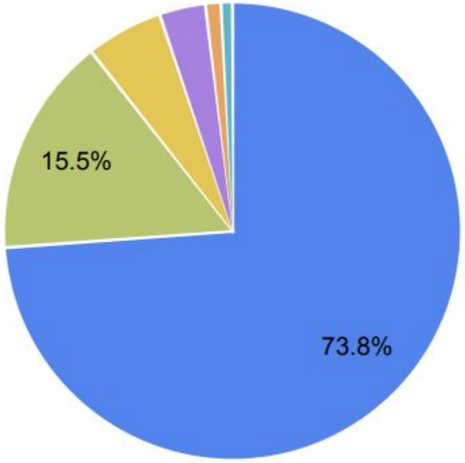
Graffiti & Vandalism



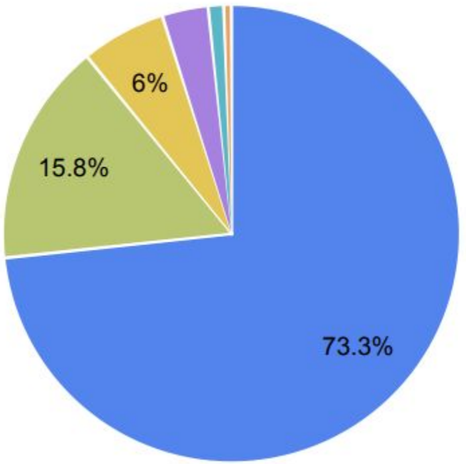
People trespassing on campus



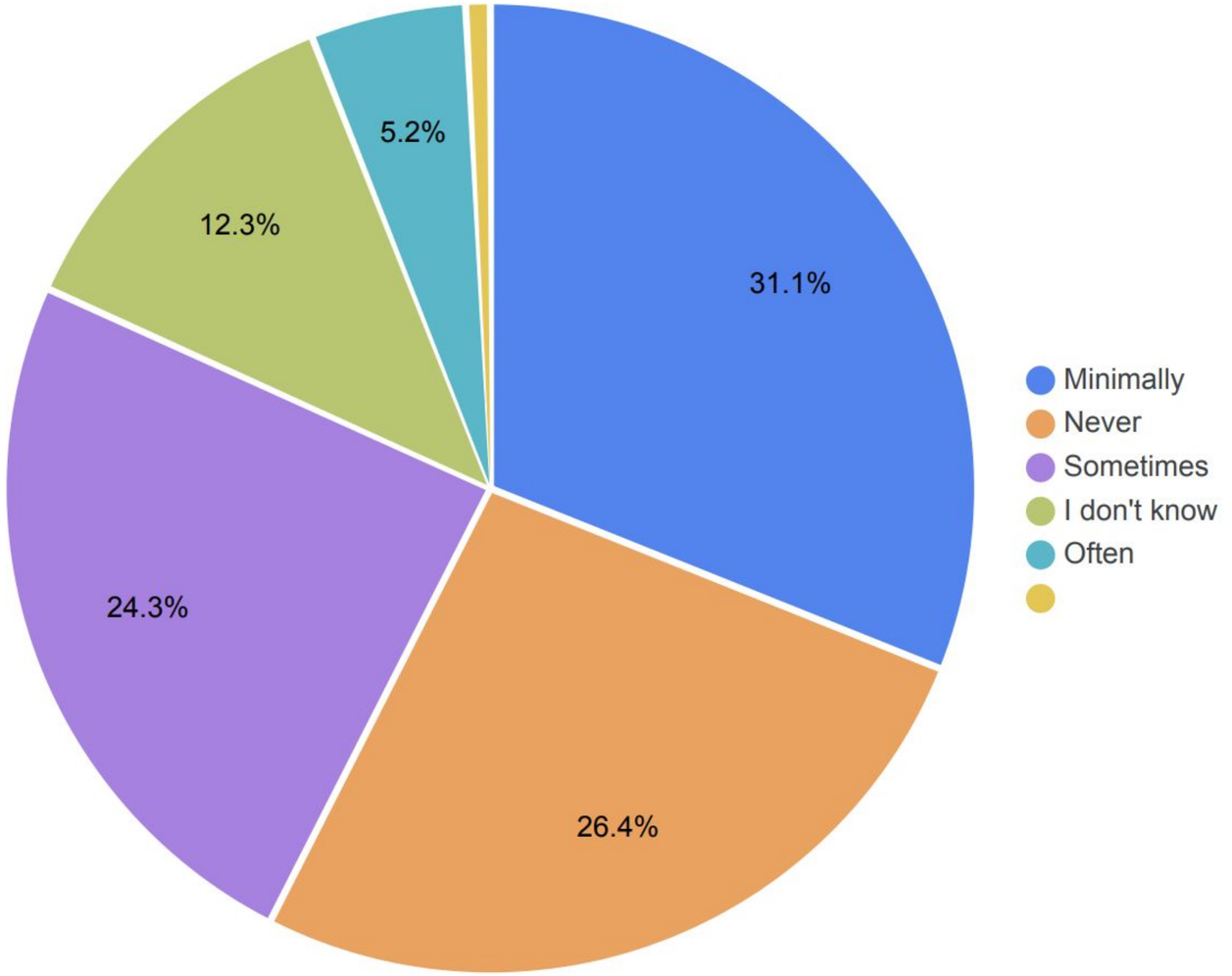
Drug use



Alcohol use

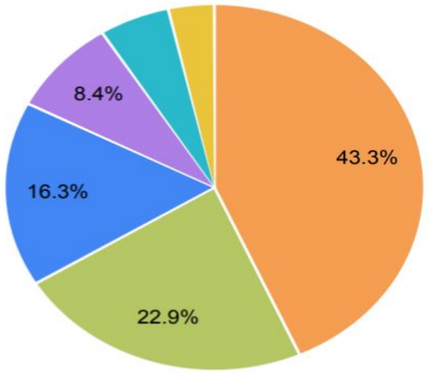


Matsumoto Elementary: How often do you hear or see any act of bullying at your school?

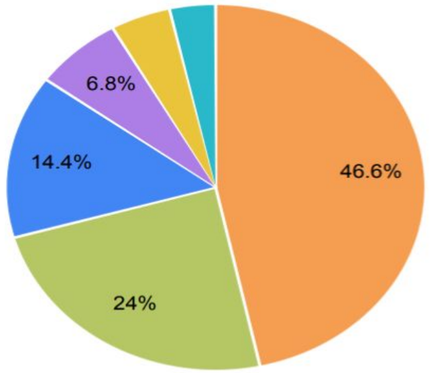


Matsumoto Elementary: Students at my school get put down because of their ___.

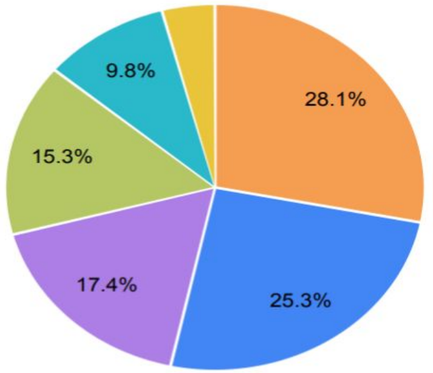
Race



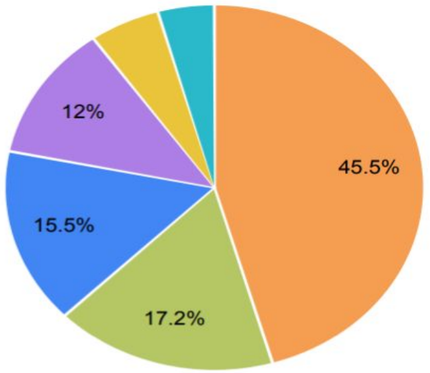
Gender or Gender Identification



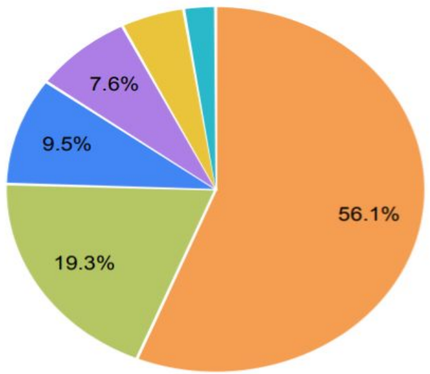
Learning difficulties

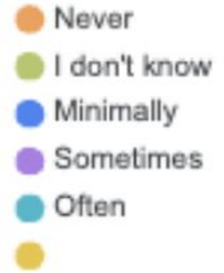


Clothing or physical appearance



Religion or cultural practices

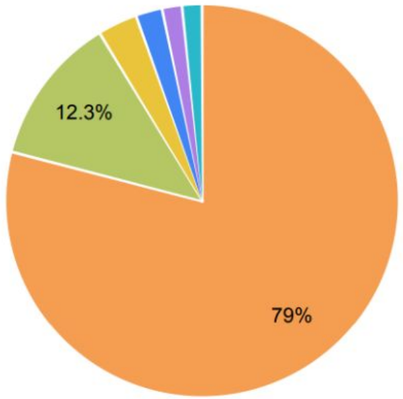




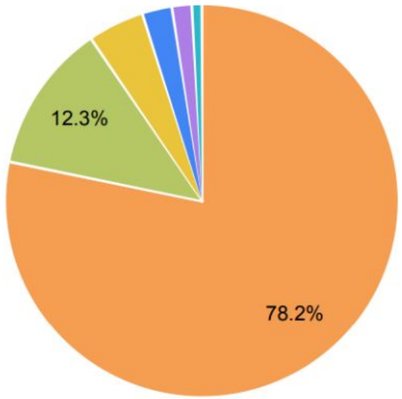
Matsumoto Elementary: How often do you hear ADULTS at your school make fun of differences such as___.

Never
I don't know
Minimally
Sometimes
Often

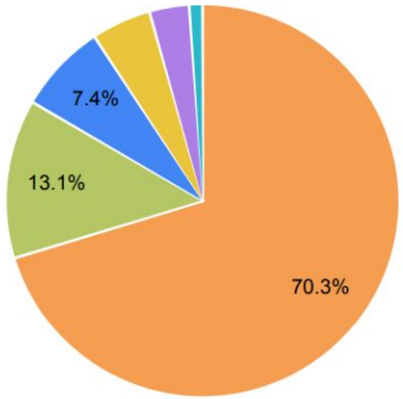
Race



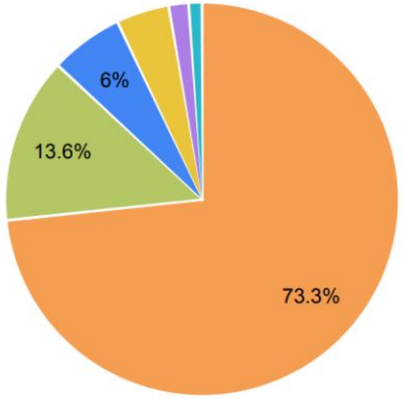
Gender or Gender Identification



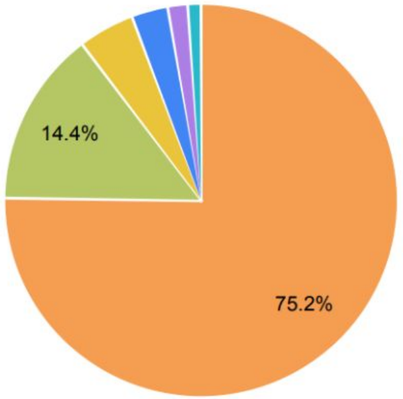
Learning difficulties



Clothing or physical appearance



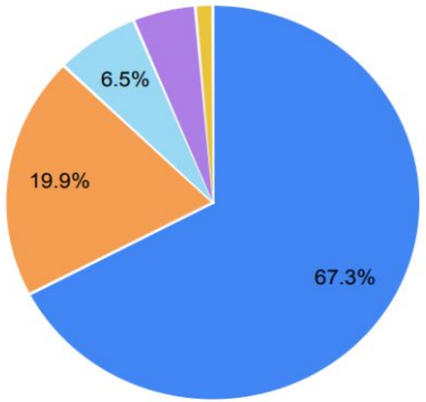
Religion or cultural practices



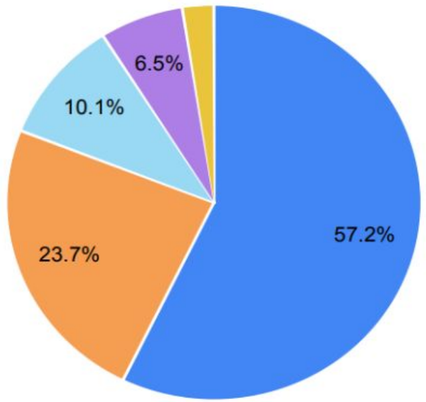
Matsumoto Elementary: How familiar are you with the following?



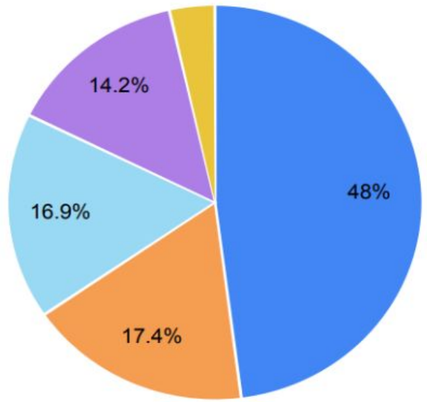
Classroom rules and consequences



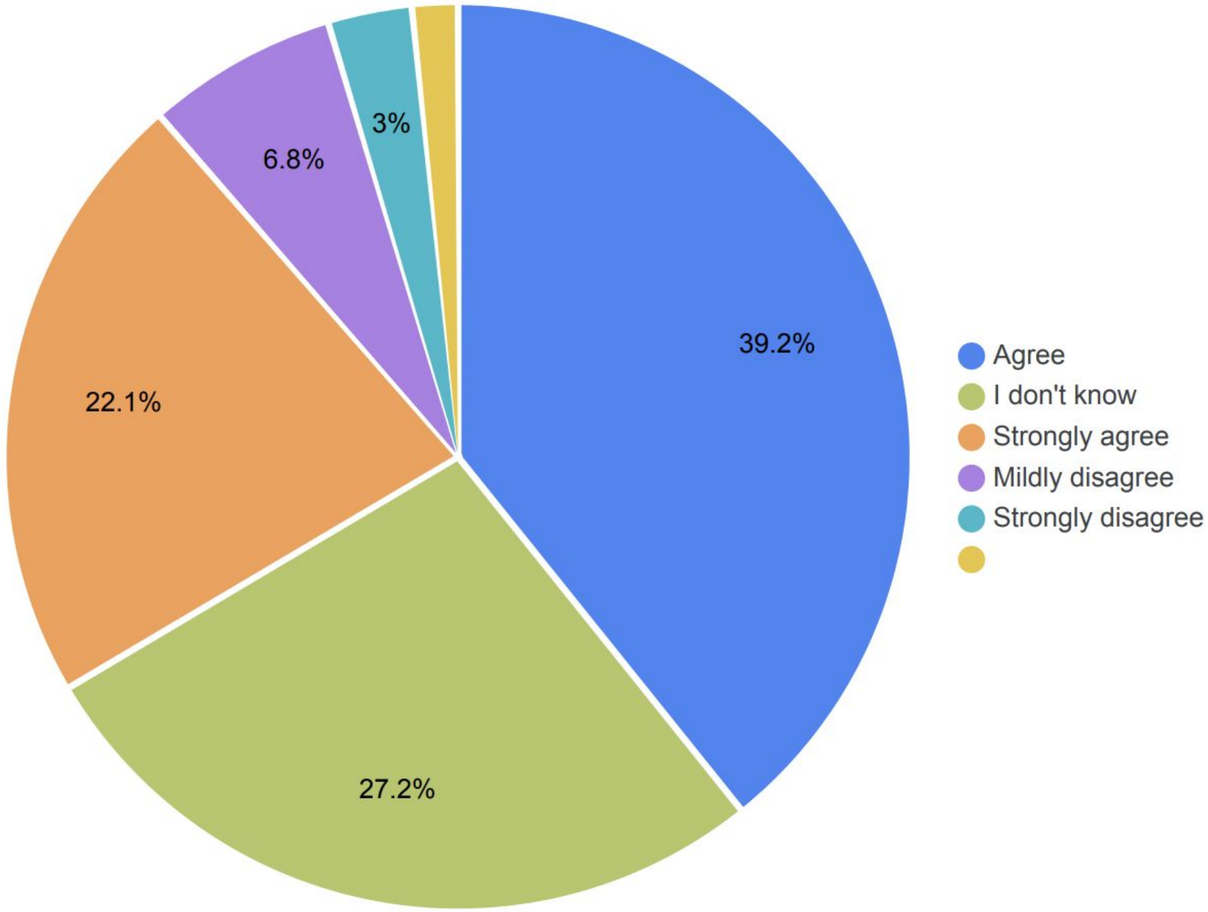
School-wide rules and consequences



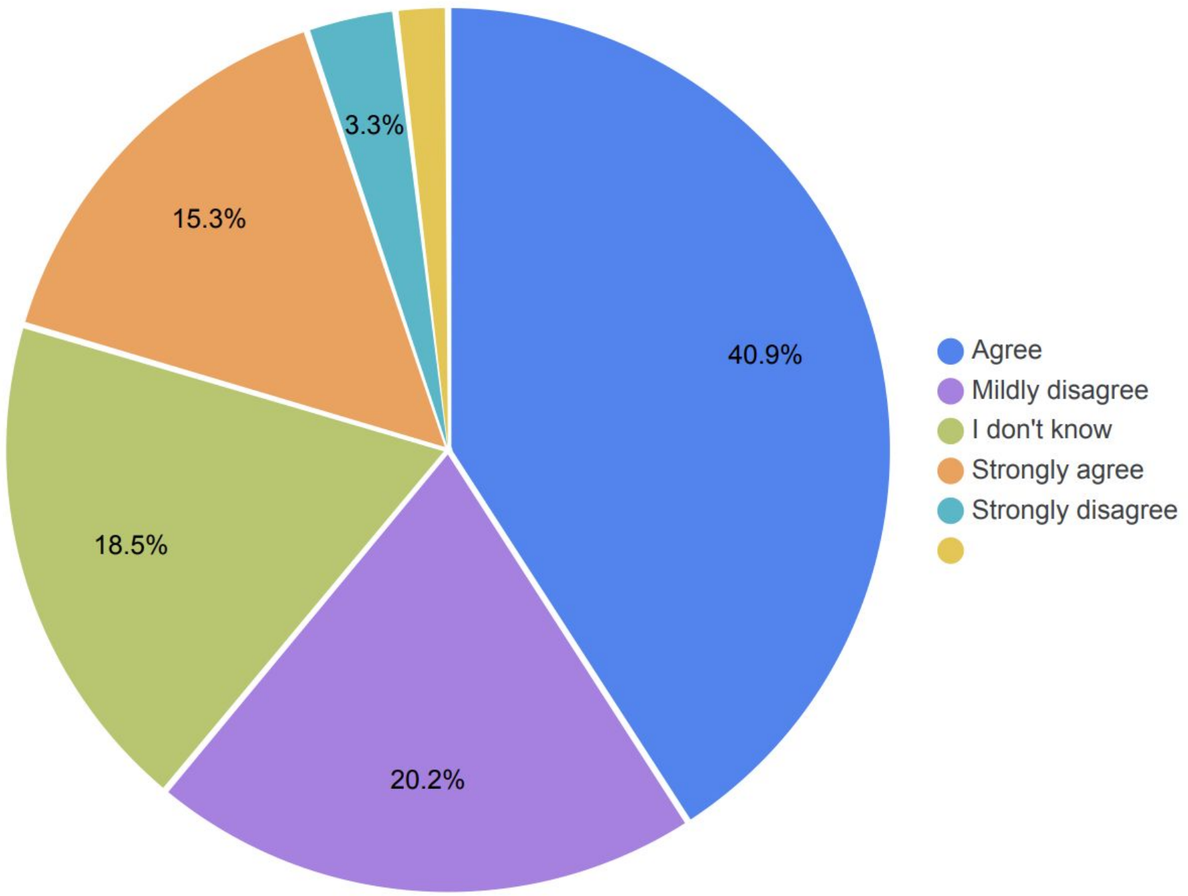
Cyberbullying rules and consequences



Matsumoto Elementary: I think that suspensions and expulsions are assigned when necessary.

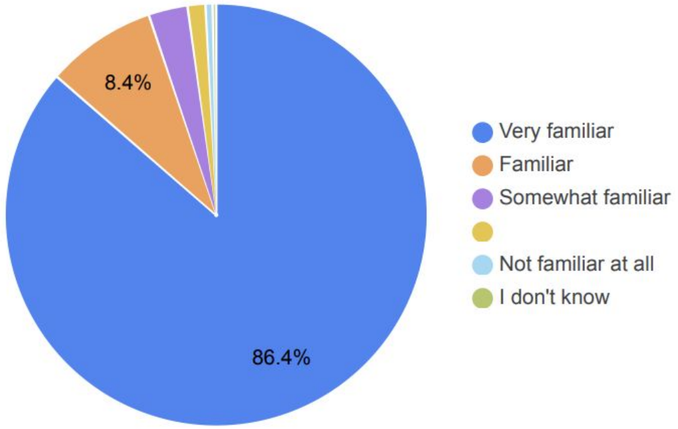


Matsumoto Elementary: The facilities and grounds are well maintained at my school.

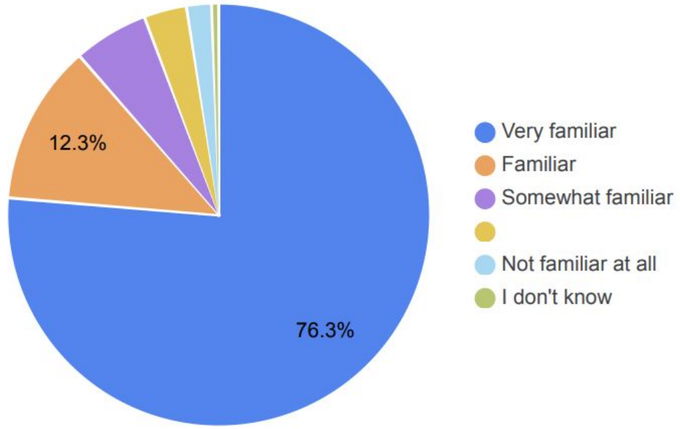


Matsumoto Elementary: How well do understand your school Emergency procedures?

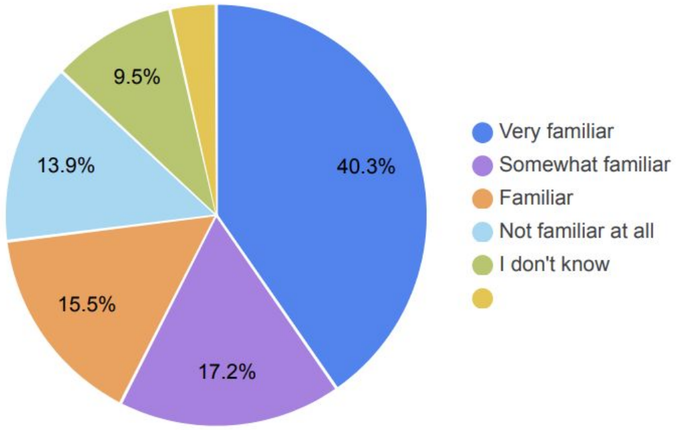
Fire Drill



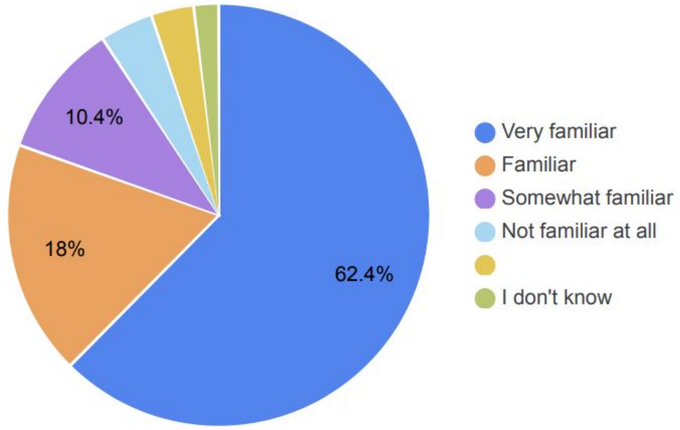
Earthquake Drill



Shelter in Place

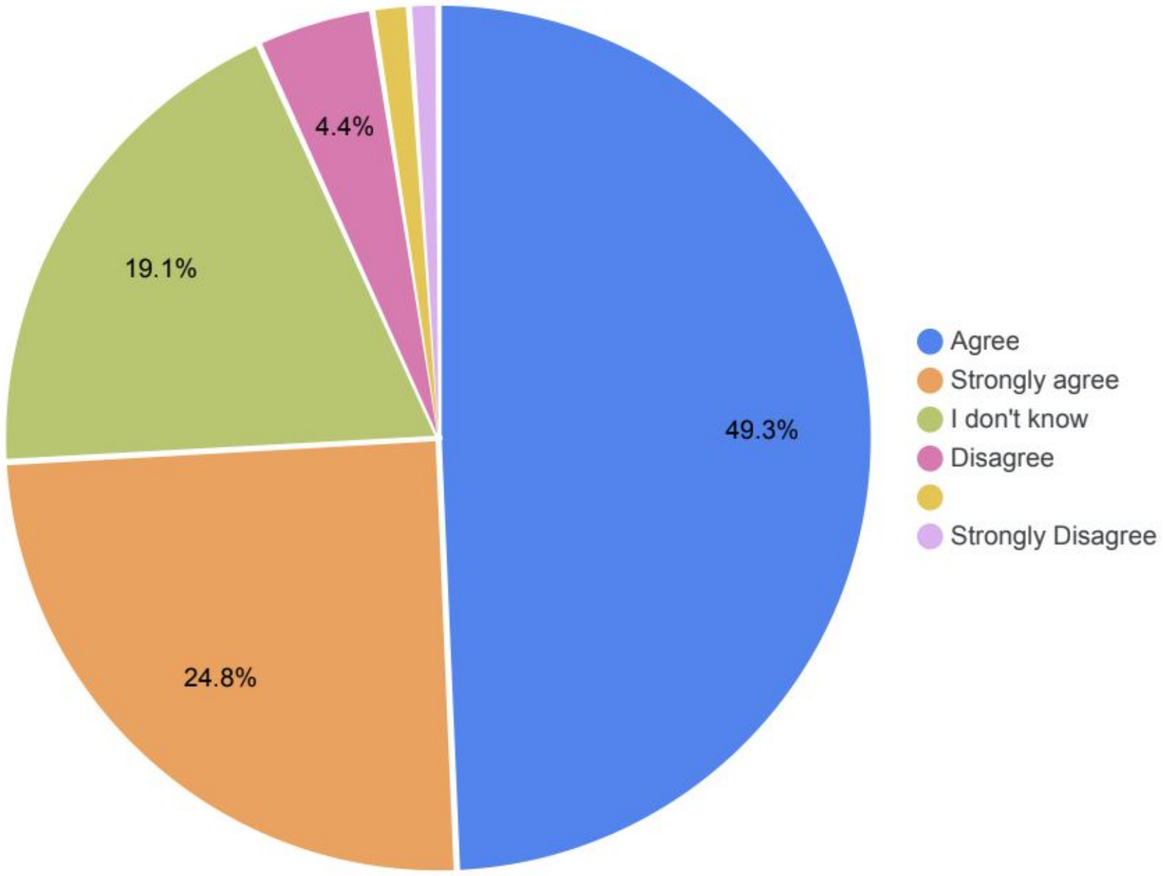


Run, Hide, Defend

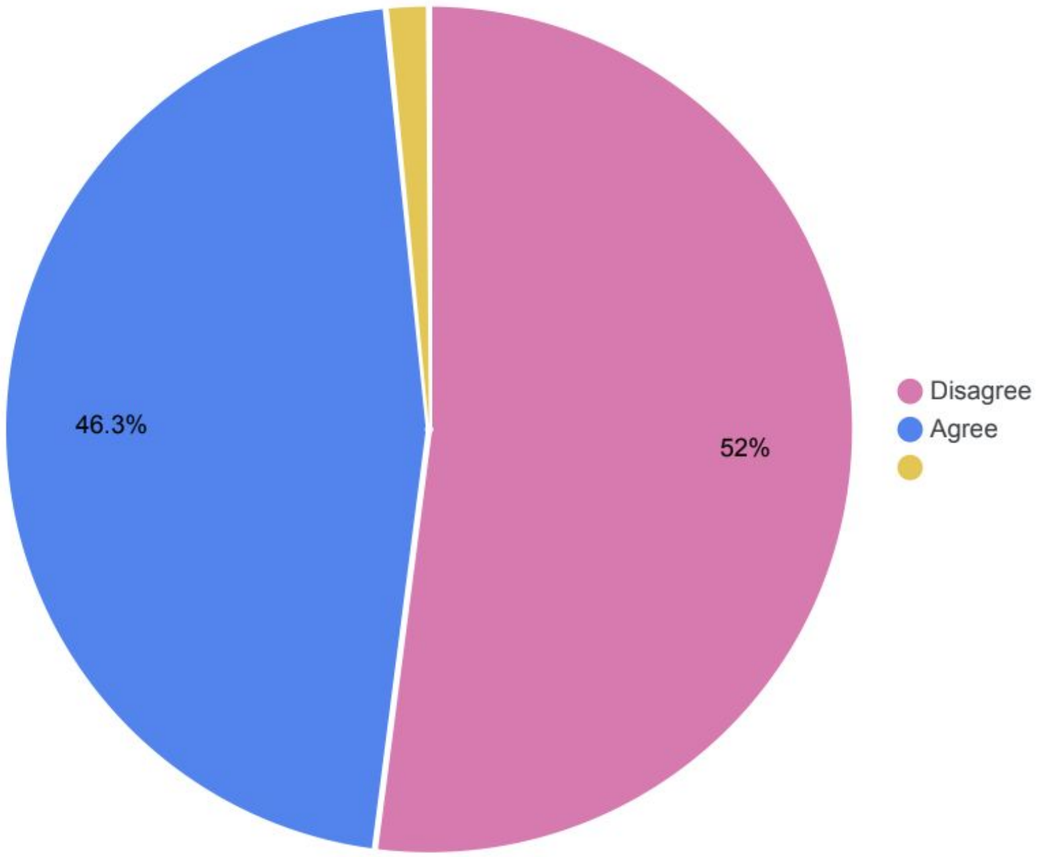




Matsumoto Elementary: My school has a way to recognize positive behavior among students.



Matsumoto Elementary: I am aware of the District's Wellness Connections webpage.



TOM MATSUMOTO ELEMENTARY

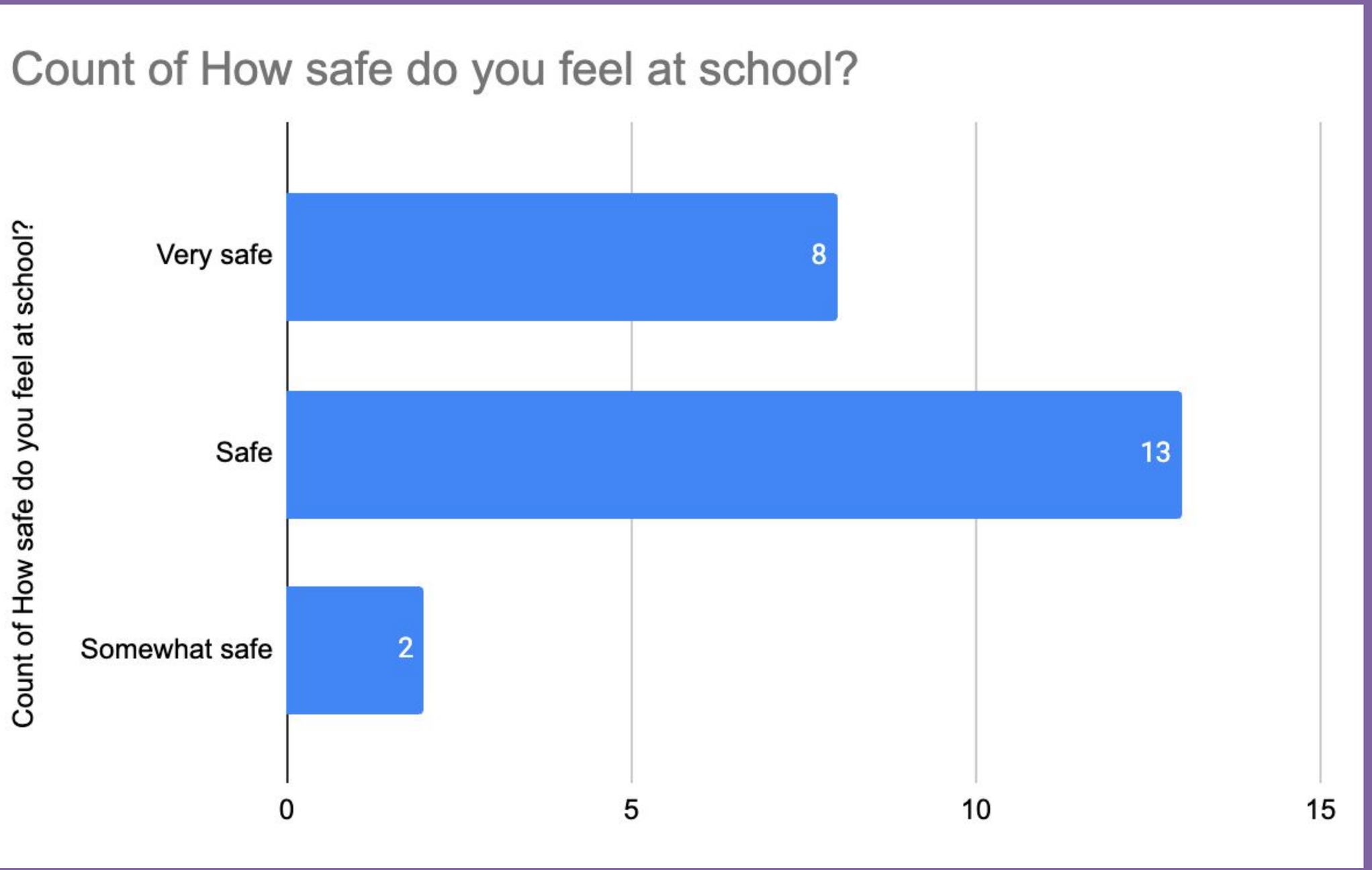
STAFF SAFETY SURVEY

25-26

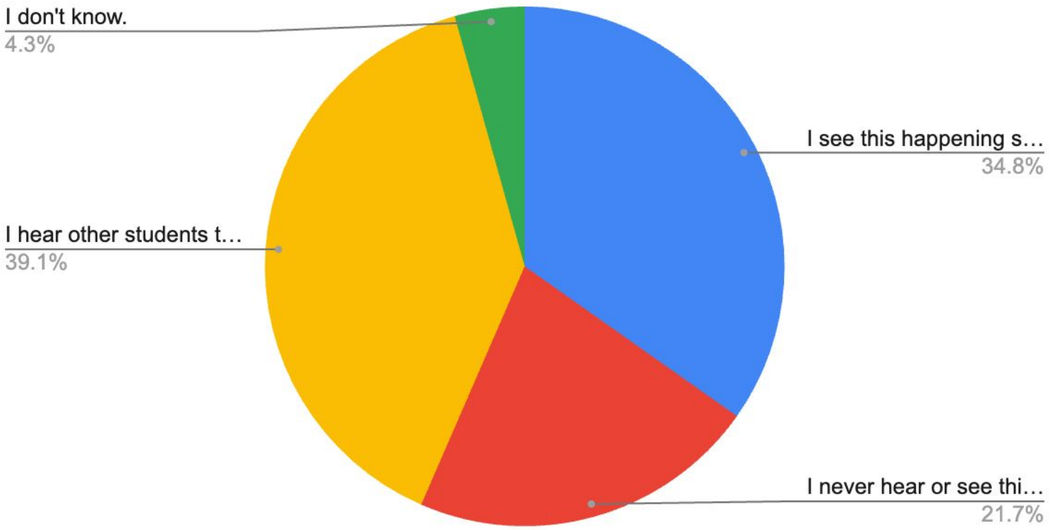


Staff Survey Data Summary:

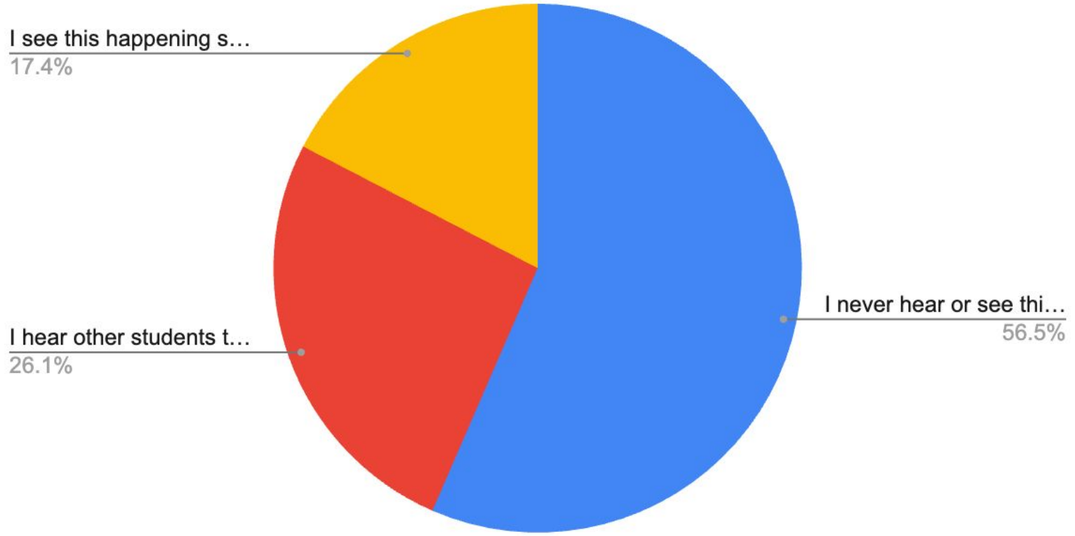
- 100% of staff are familiar, very familiar, or somewhat familiar with school emergency procedures and expectations.
- 30% of staff report sometimes seeing trespassers—a 2% increase from last year.
- Almost all of these incidents involved parents entering campus without a visitor badge, rather than unknown individuals.
- Staff continue to emphasize the importance of consistent supervision, clear expectations, and strengthening Tier 1 PBIS supports.


Count of How safe do you feel at school?
Count of How safe do you feel at school?
Very safe
8
Safe
13
Somewhat safe
2
0
5
10
15

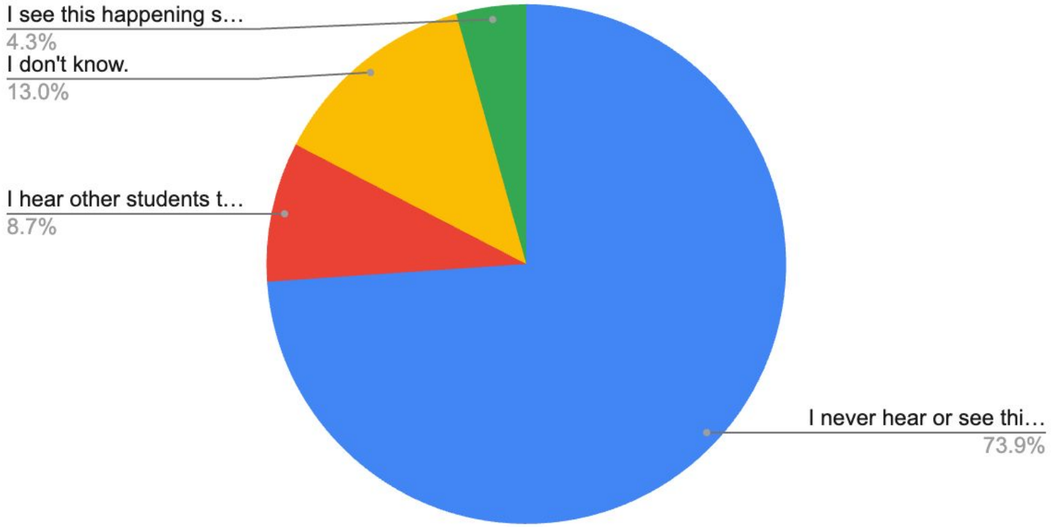
Count of How much do you find the following to be a problem at your school? [Bullying]



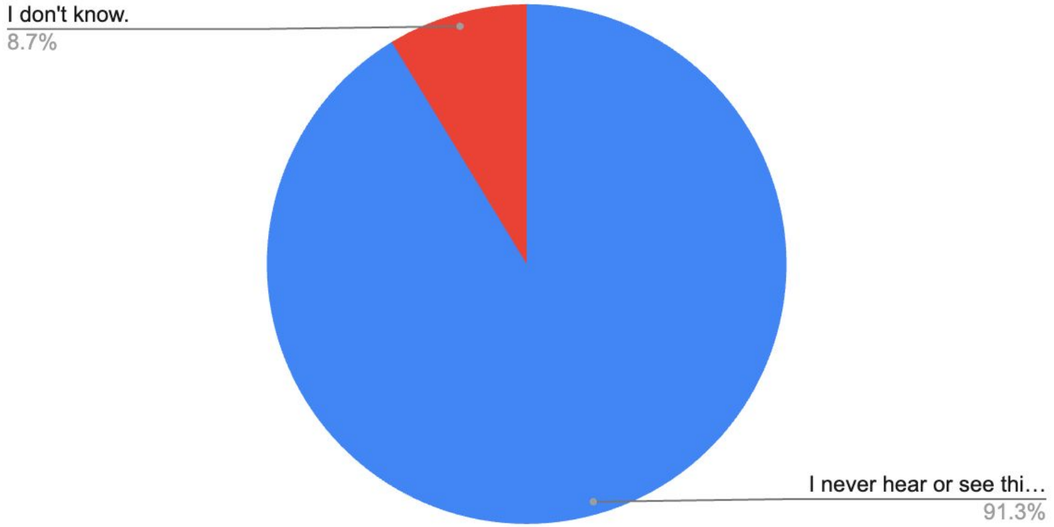
Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]



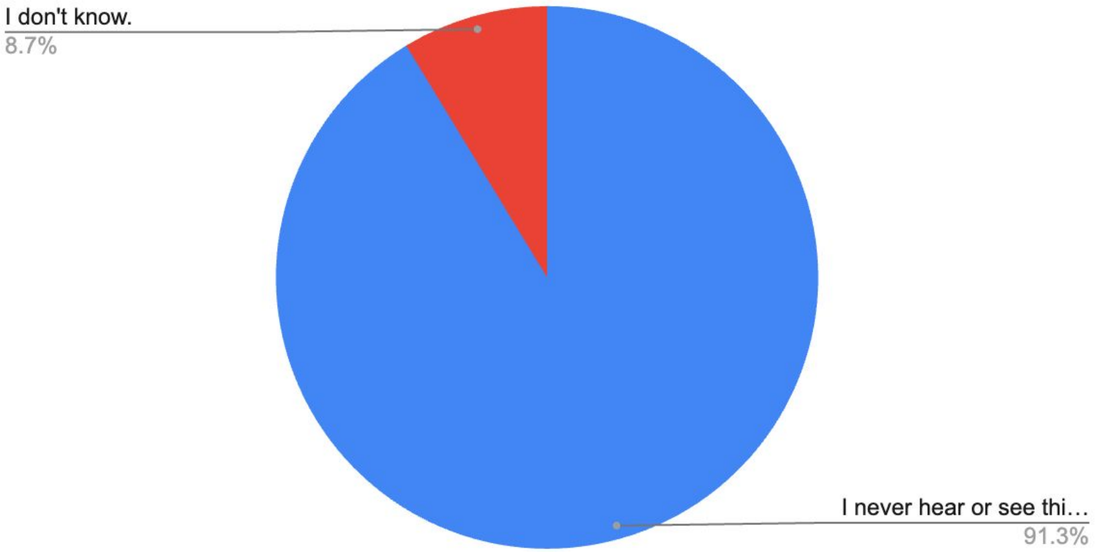
Count of How much do you find the following to be a problem at your school? [Fights and Assault]



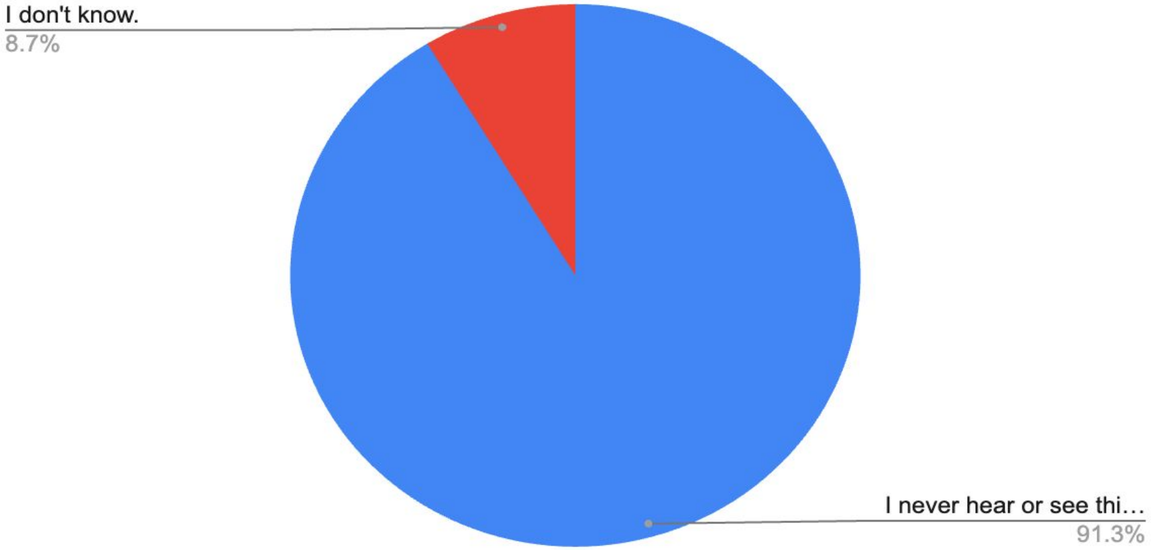
Count of How much do you find the following to be a problem at your school? [Illegal weapons]



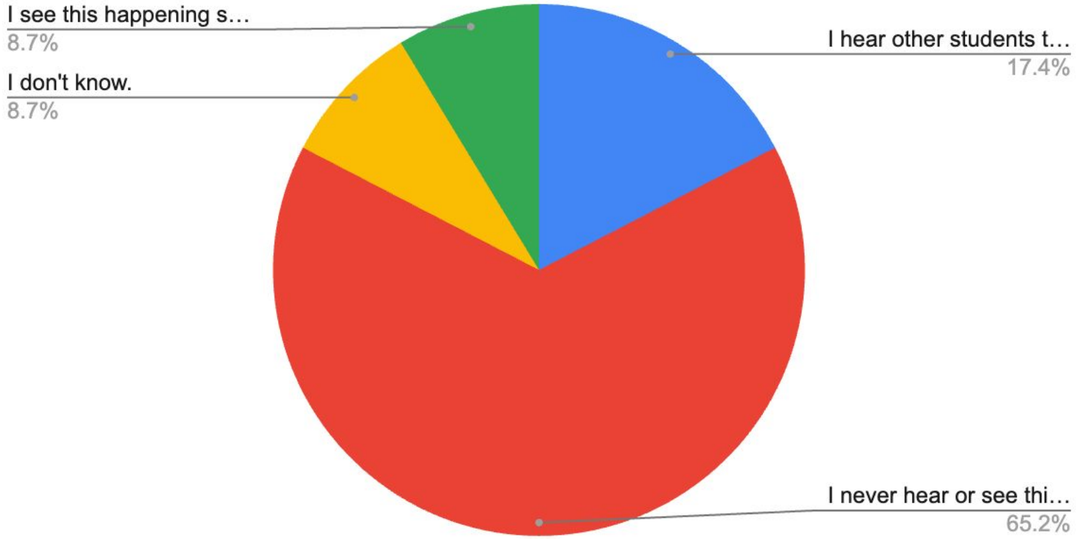
Count of How much do you find the following to be a problem at your school? [Illegal weapons]



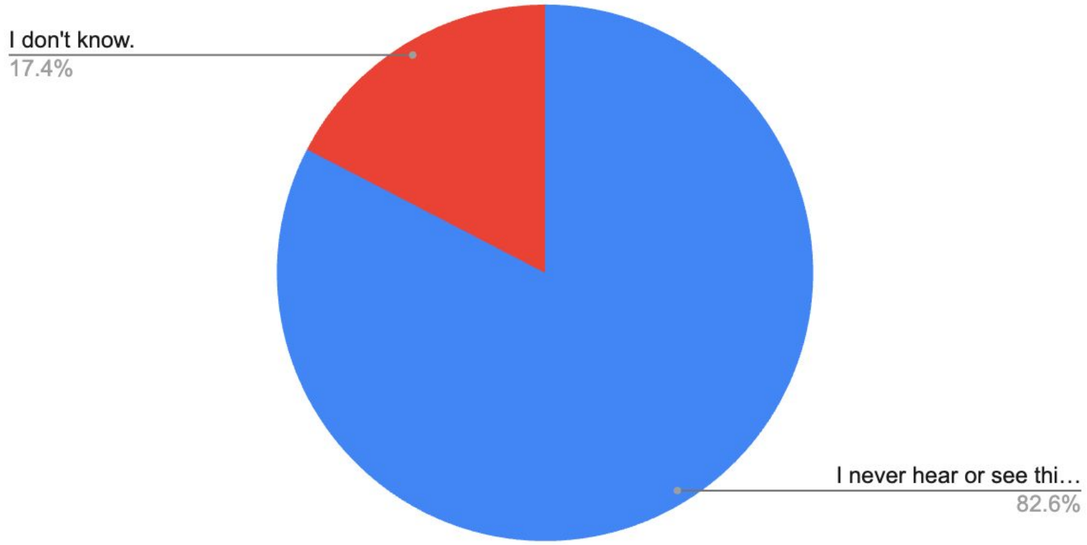
Count of How much do you find the following to be a problem at your school? [Student interest in gangs]



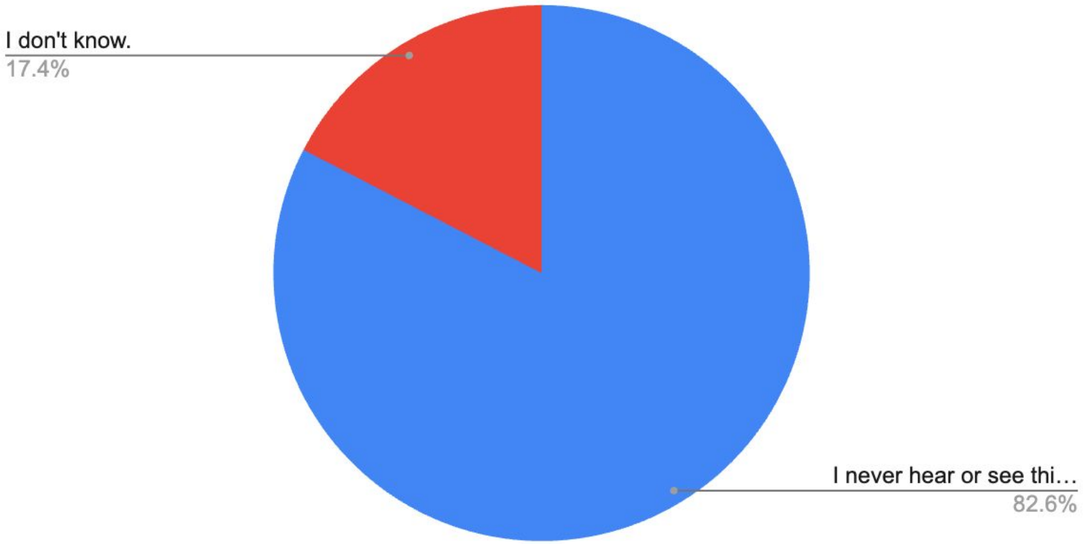
Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]



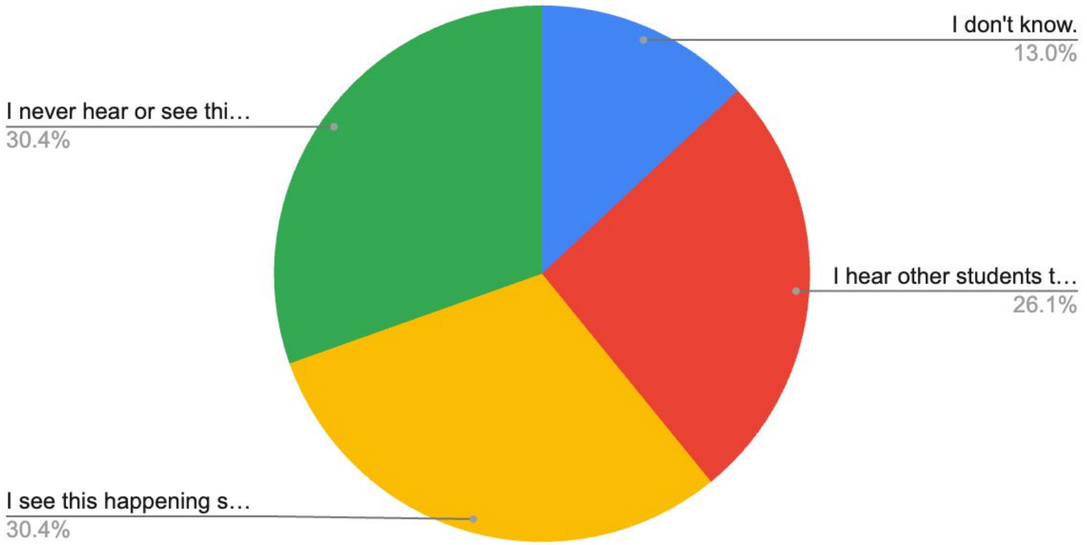
Count of How much do you find the following to be a problem at your school? [Alchohol use]



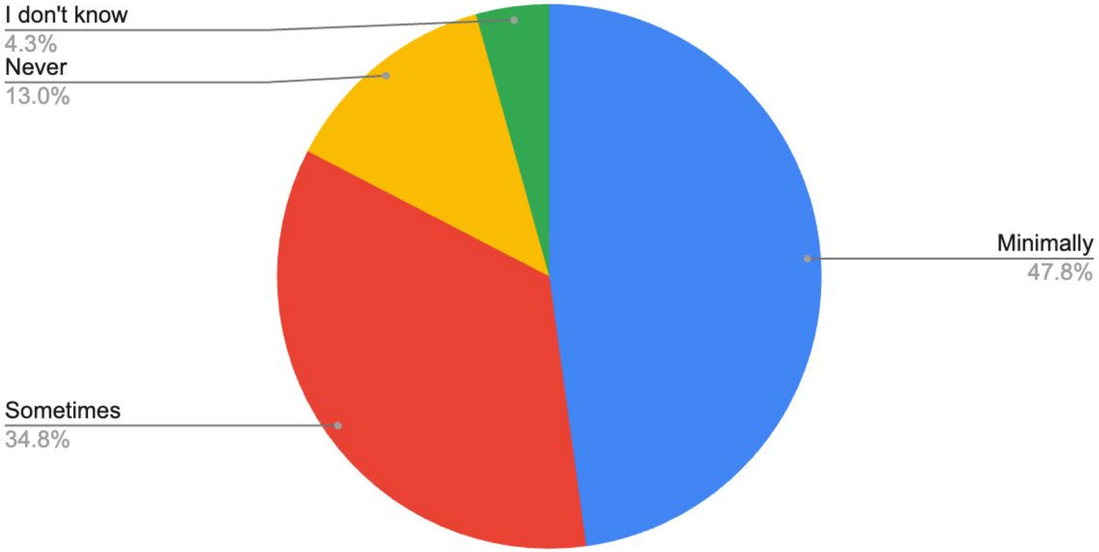
Count of How much do you find the following to be a problem at your school? [Drug use]



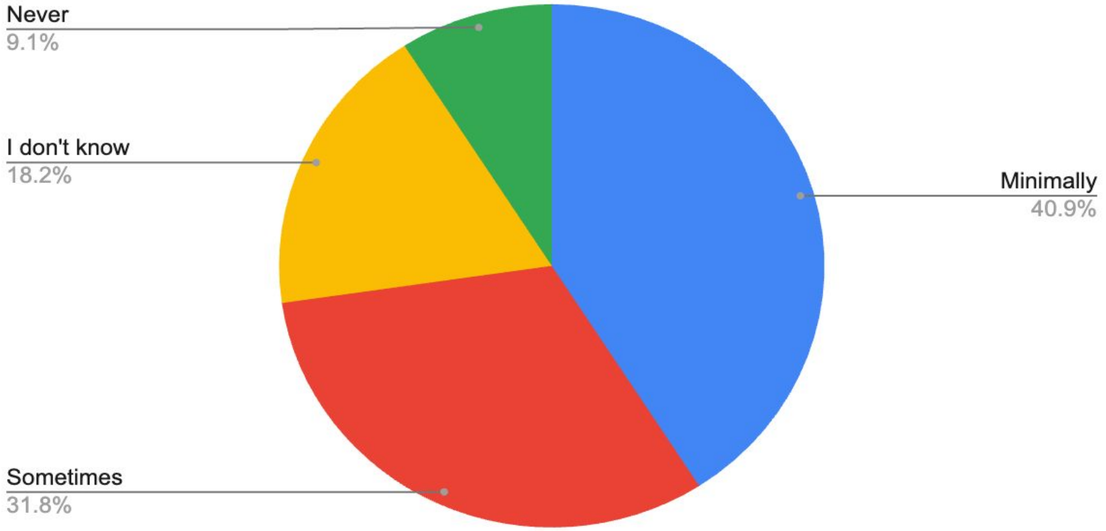
Count of How much do you find the following to be a problem at your school? [People trespassing on campus]



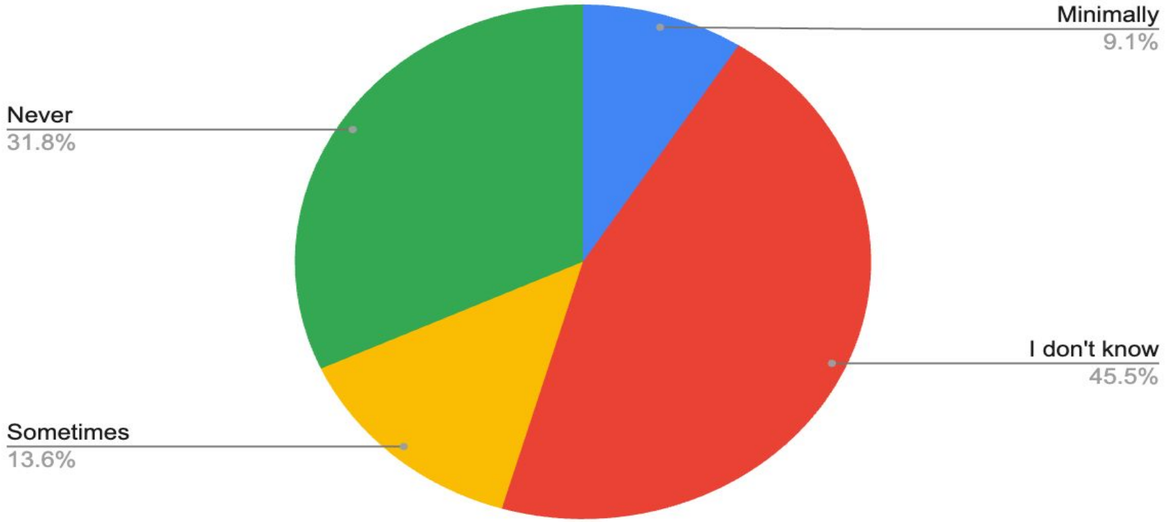
Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being h…



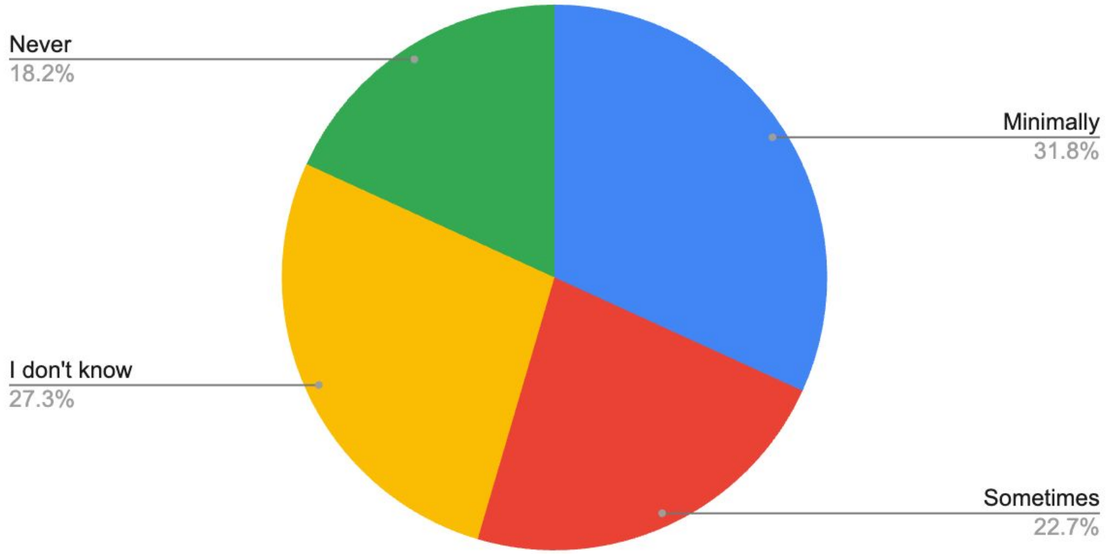
Count of Students at my school get put down because of their ... [Race]



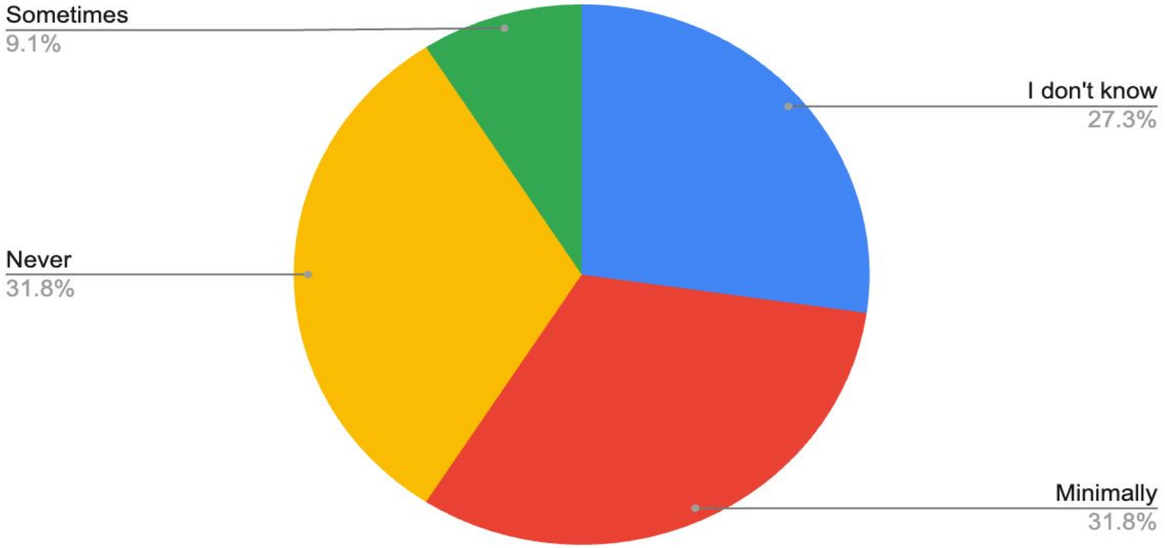
Count of Students at my school get put down because of their ... [Gender or gender identification]



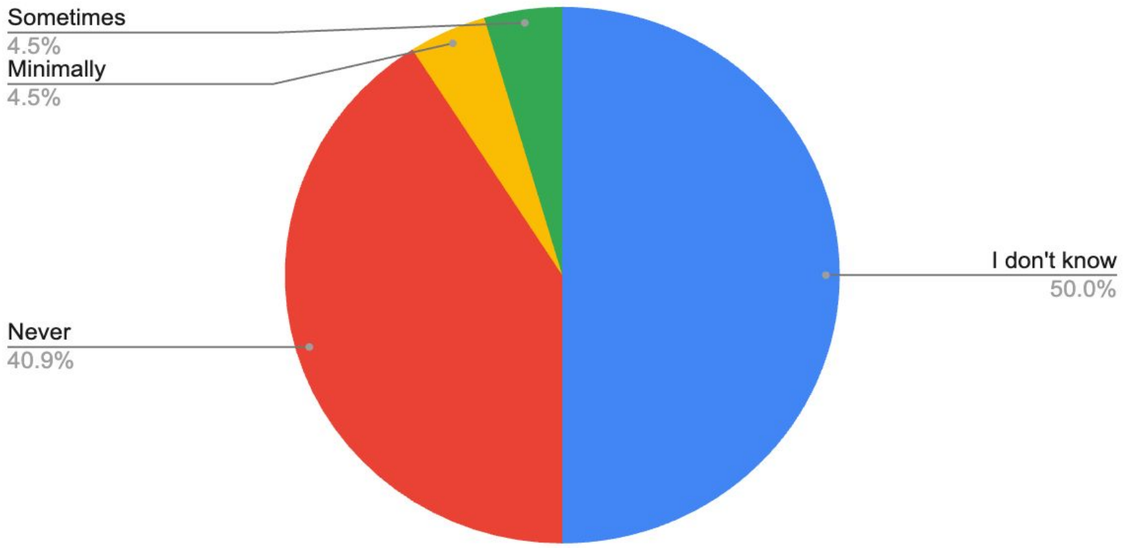
Count of Students at my school get put down because of their ... [Learning difficulties]



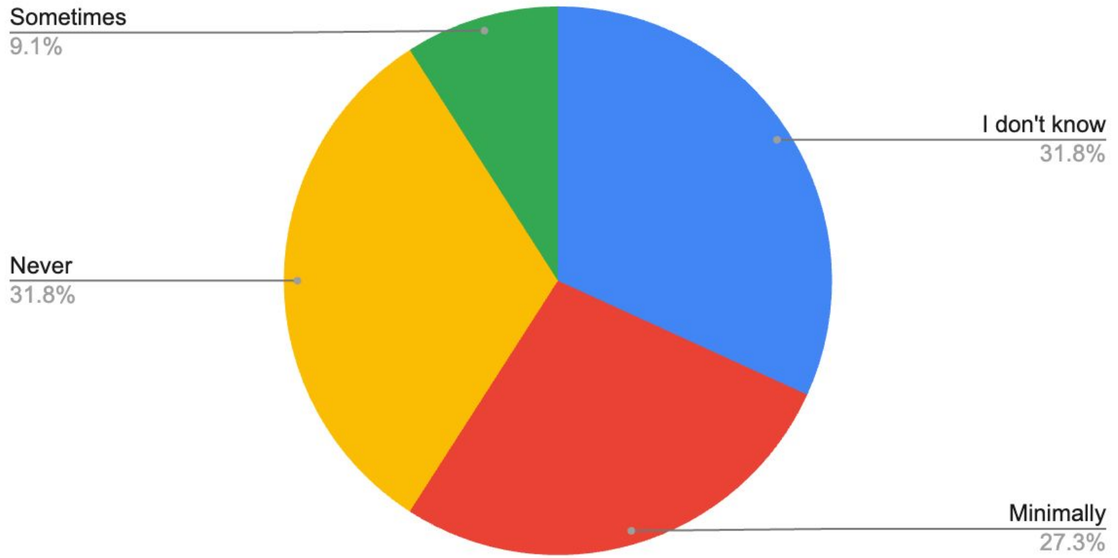
Count of Students at my school get put down because of their ... [Religion or cultural practices]



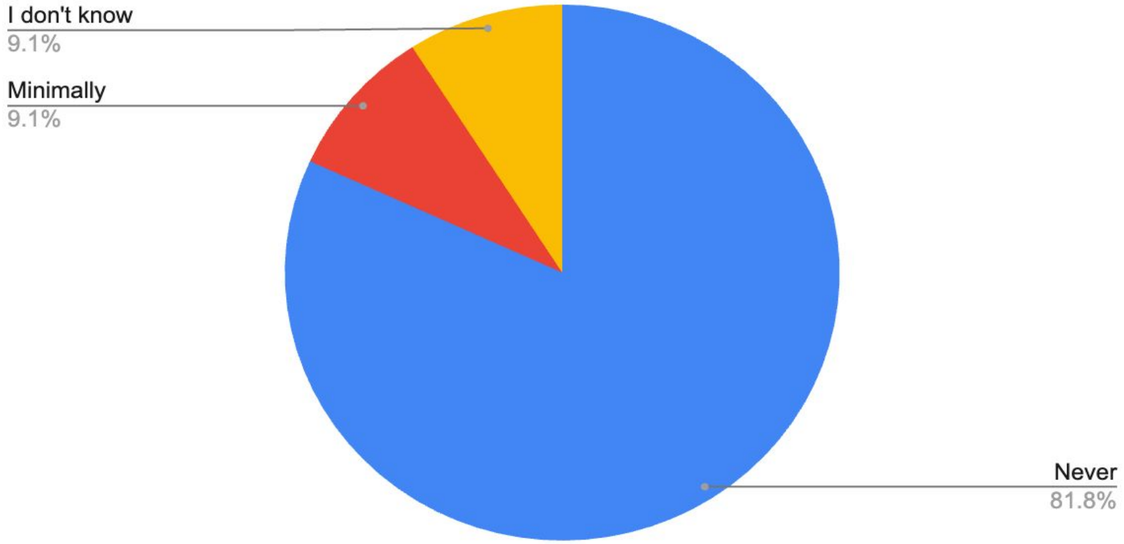
Count of Students at my school get put down because of their ... [Sexual Orientation]



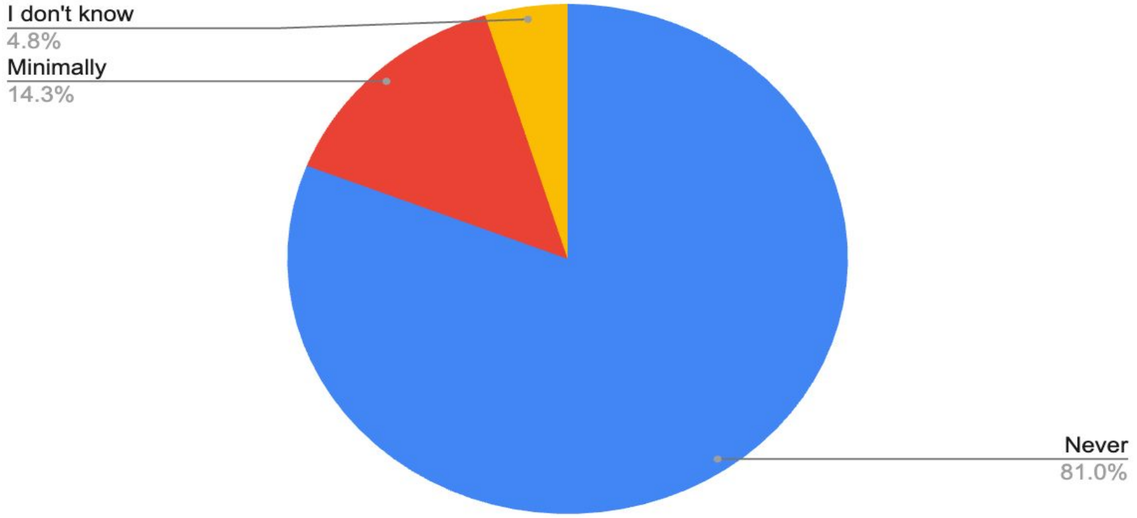
Count of Students at my school get put down because of their ... [Clothing or physical appearance]



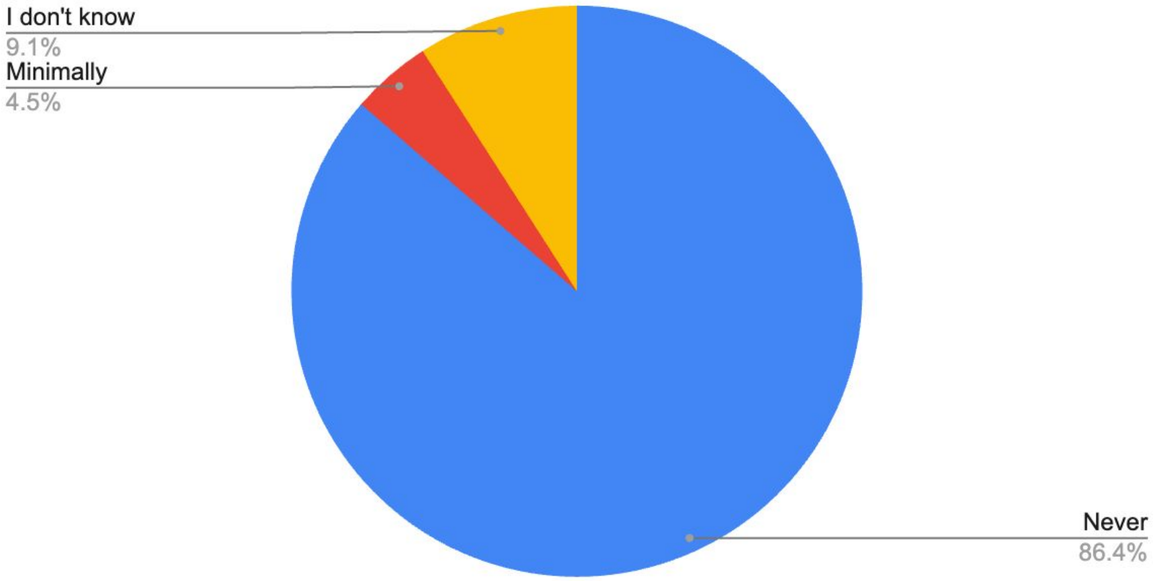
Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]



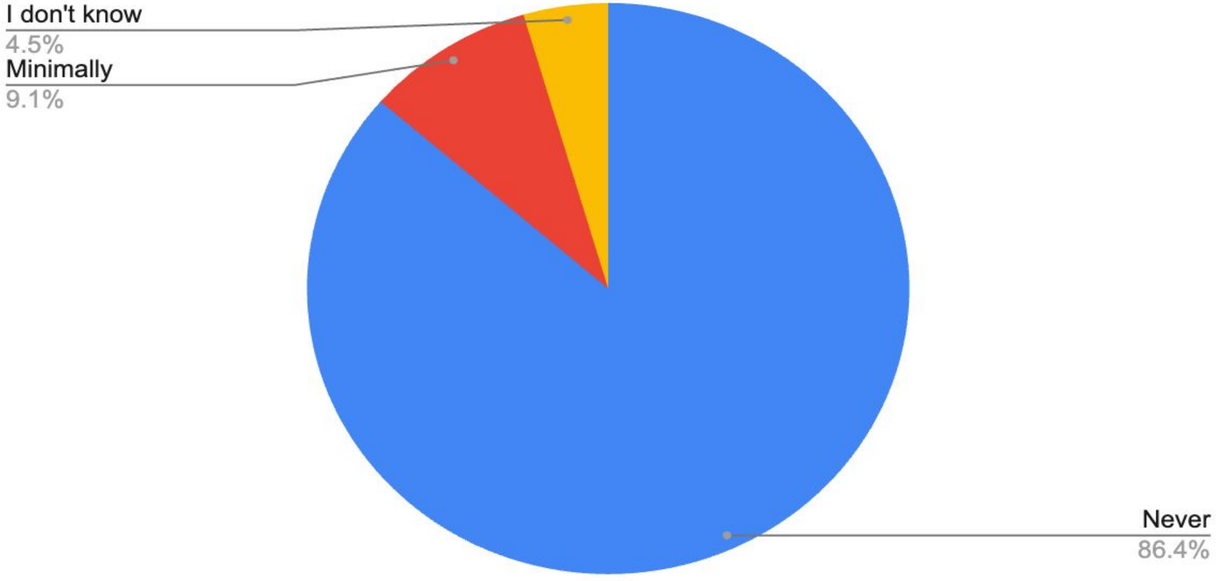
Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]



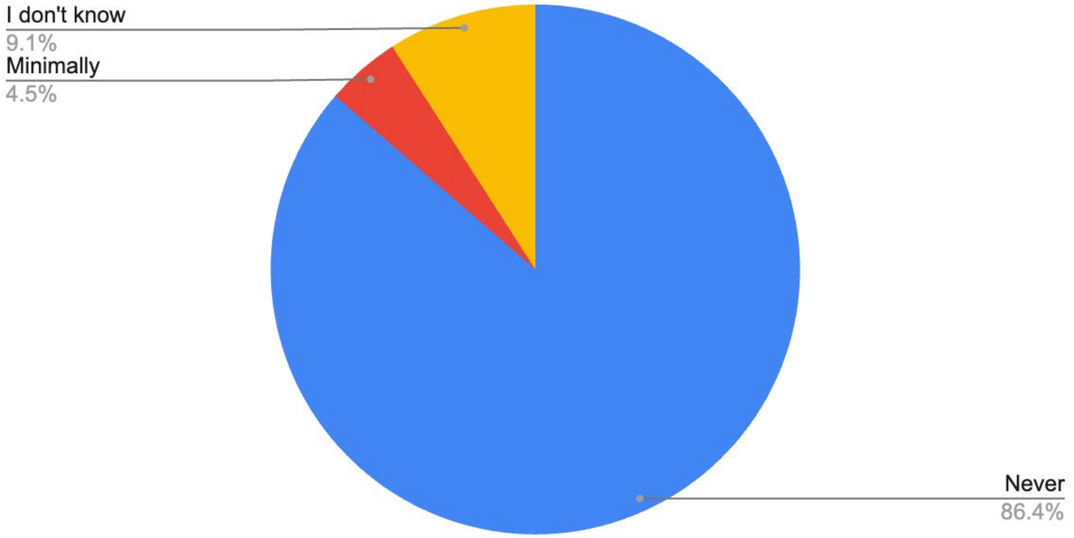
Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]



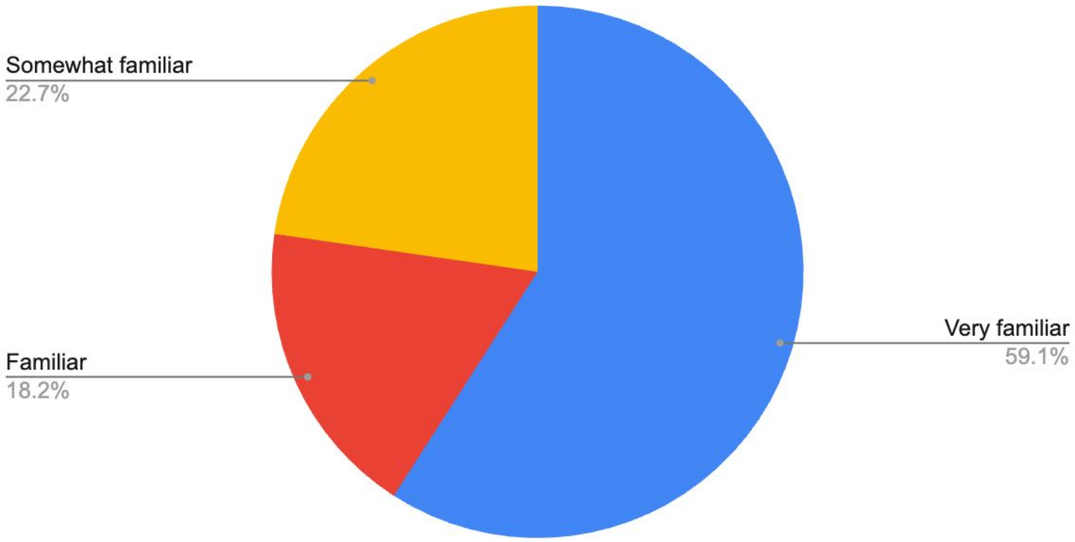
Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]



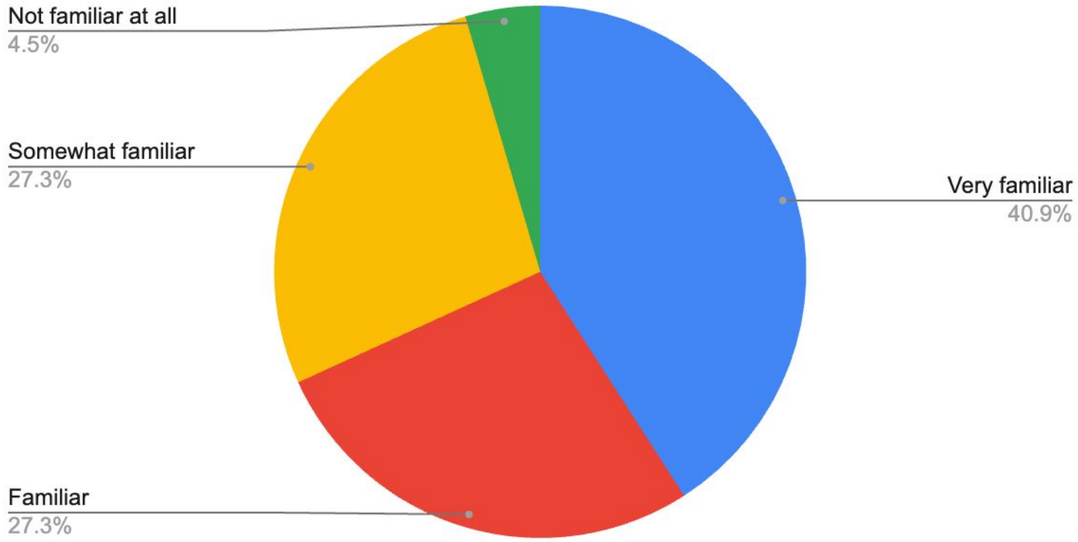
Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]



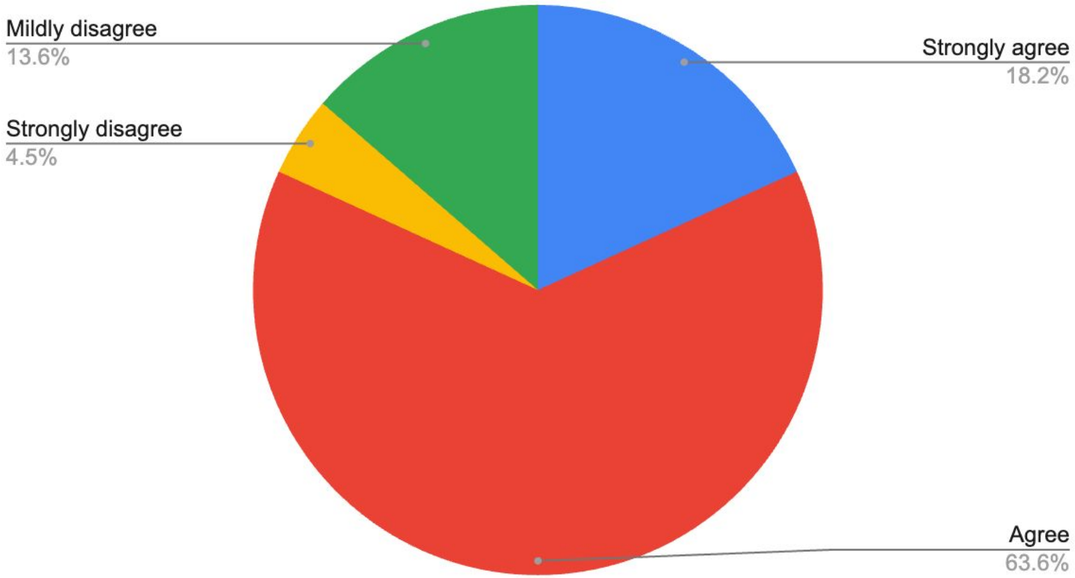
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



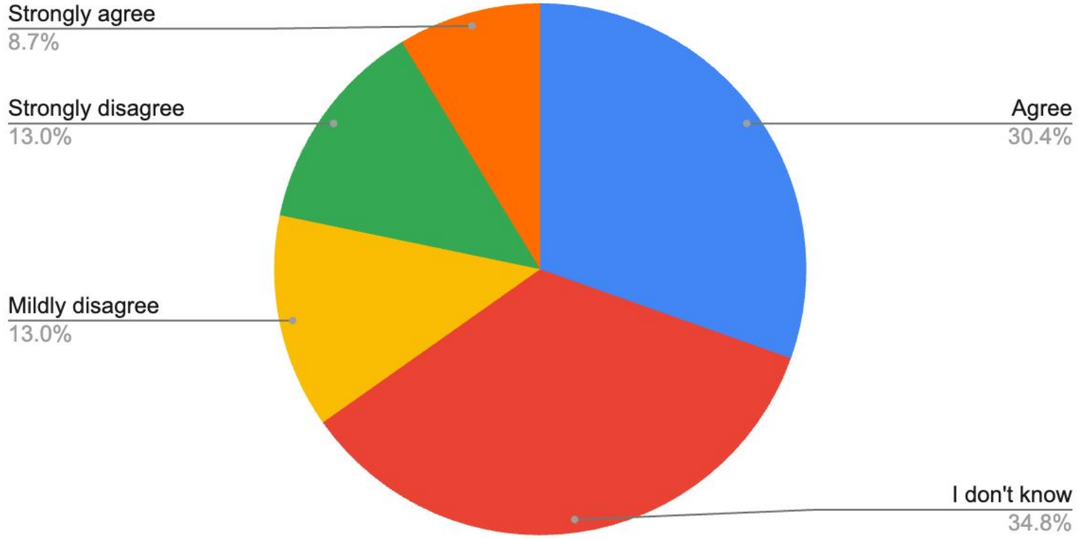
Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are…



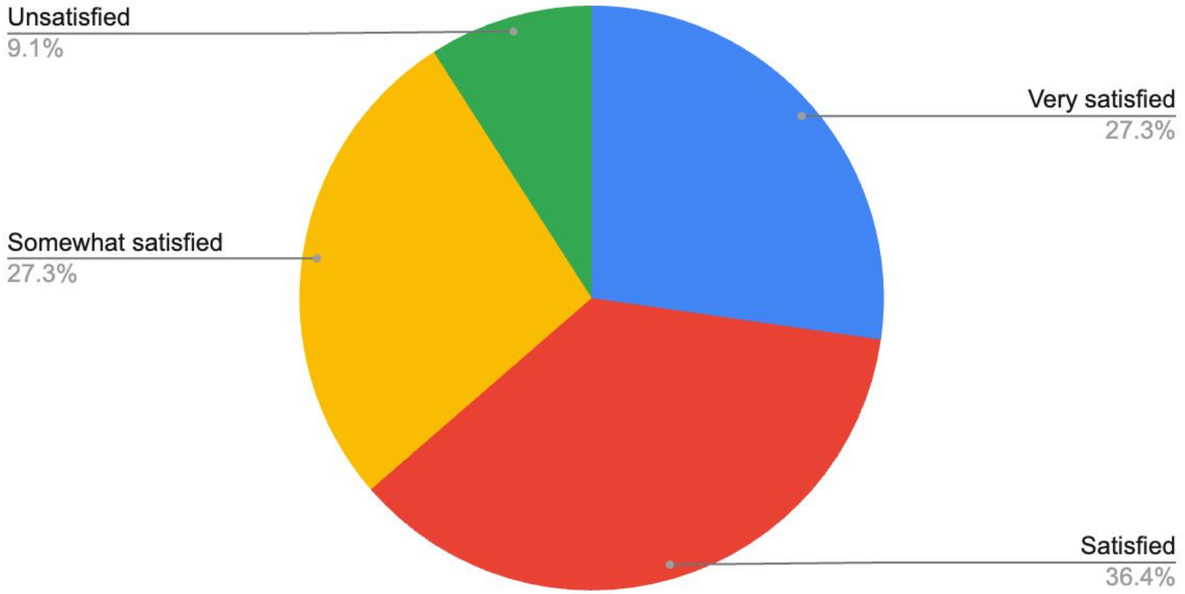
Count of I think Staff enforces rules fairly and appropriately.



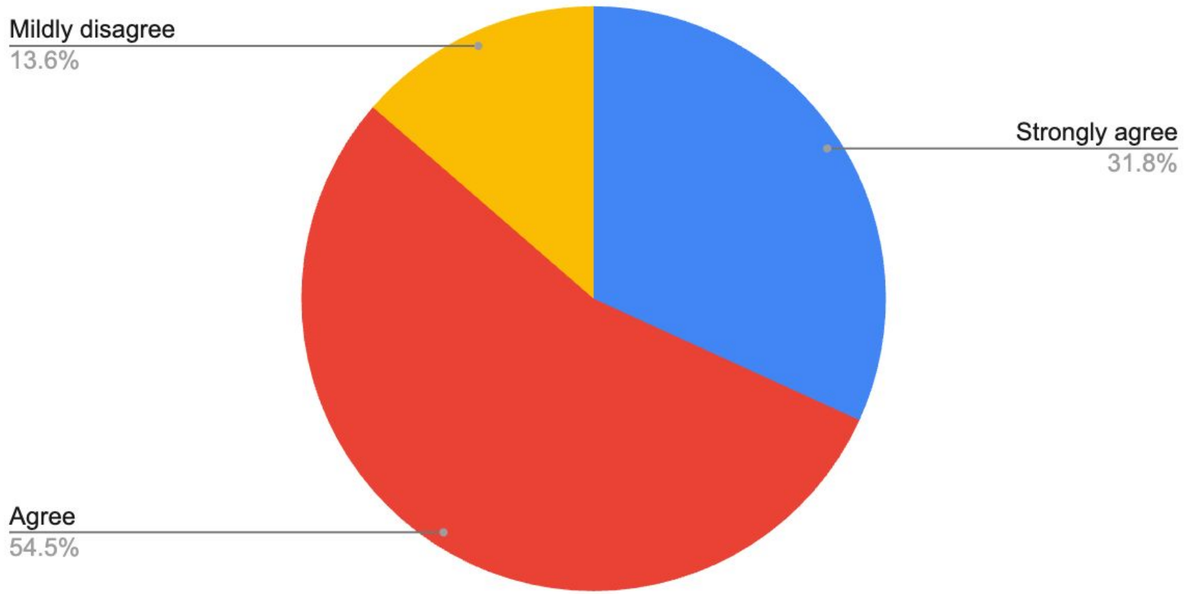
Count of I think that suspensions and expulsions are assigned when necessary.



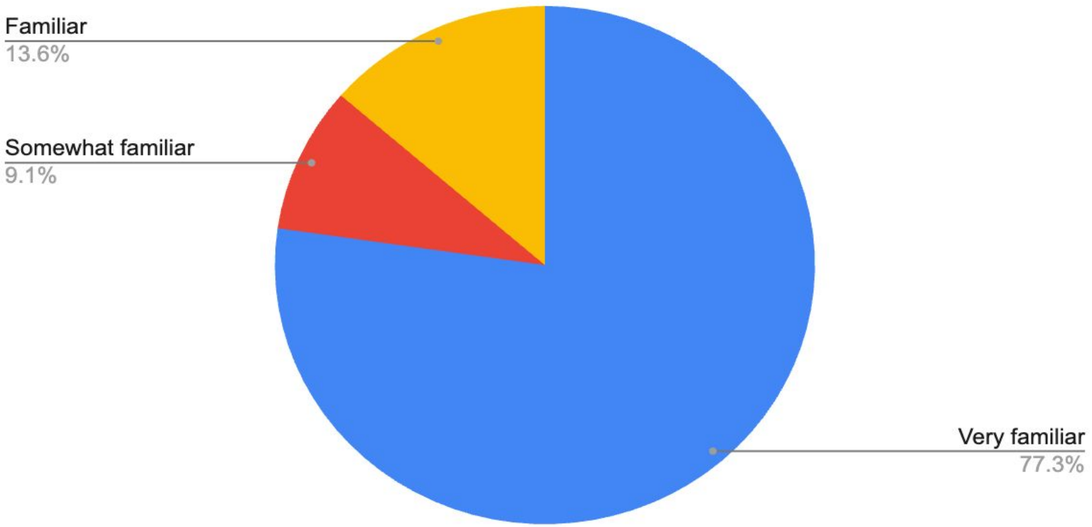
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



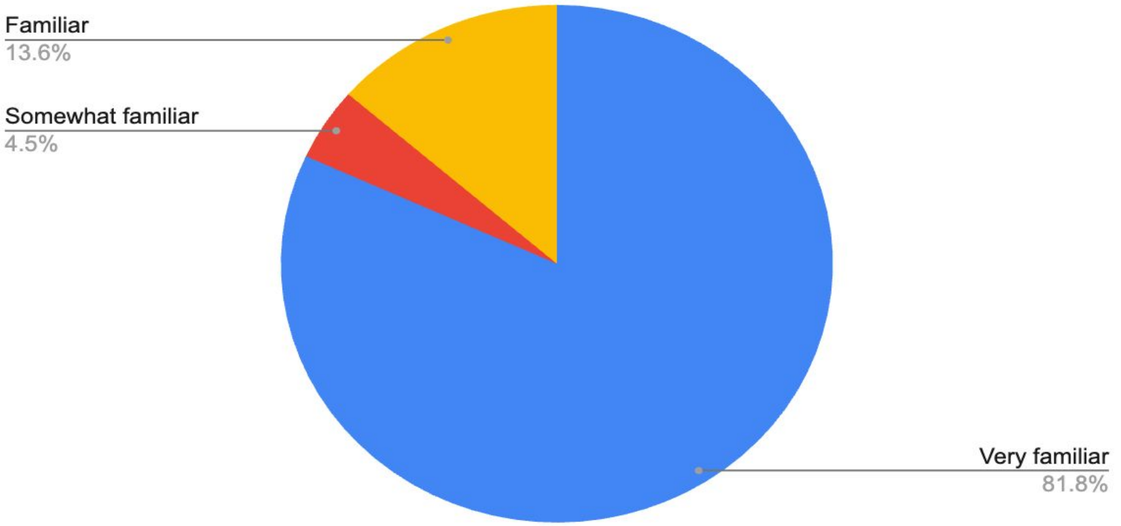
Count of My school provides adequate training for staff on school policies and procedures.



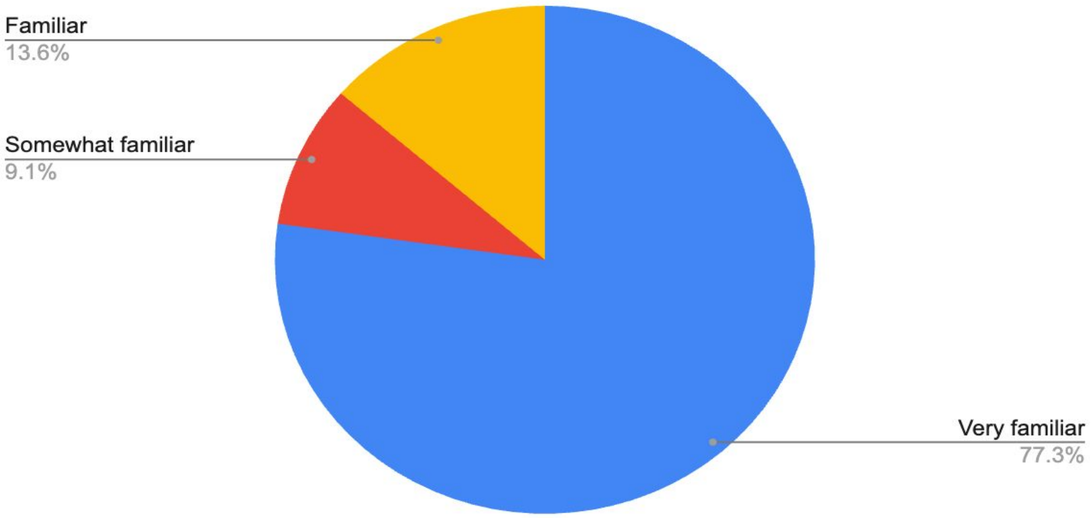
Count of How well do understand your school Emergency procedures? [Shelter in Place]



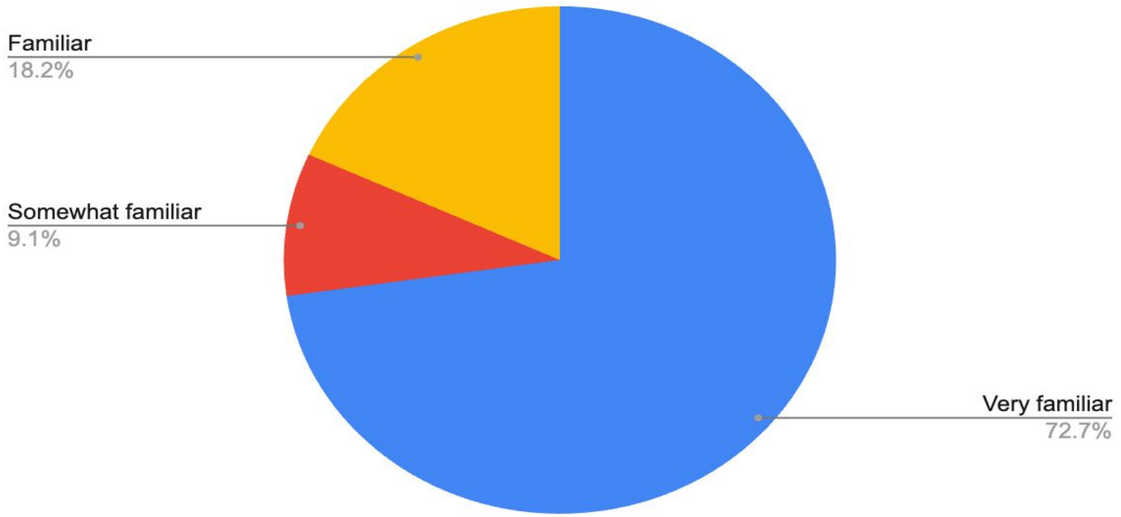
Count of How well do understand your school Emergency procedures? [Fire Drill]



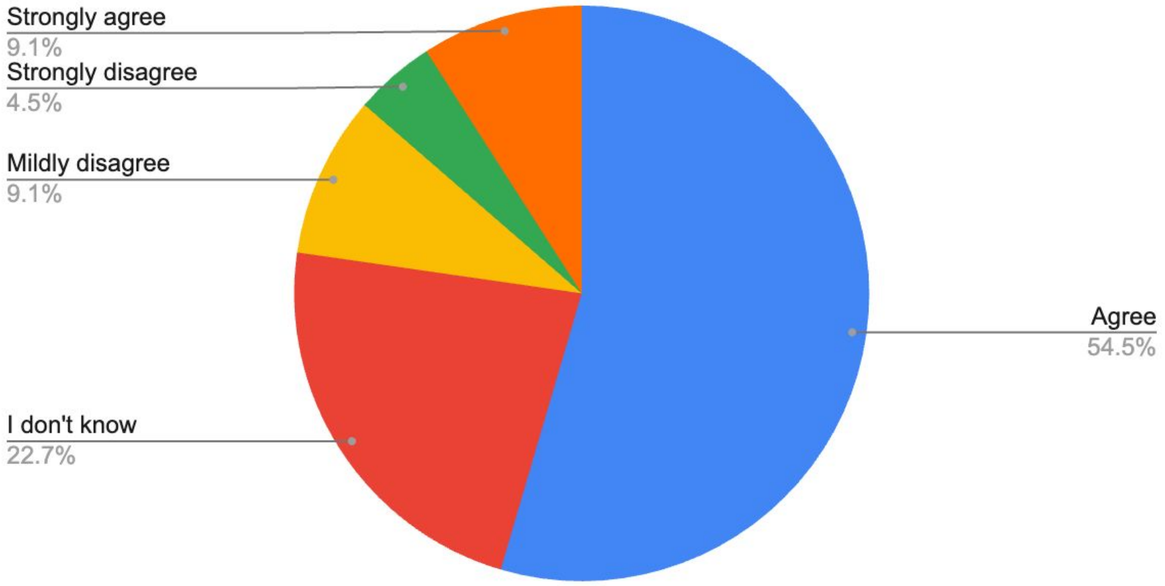
Count of How well do understand your school Emergency procedures? [Shelter in Place]



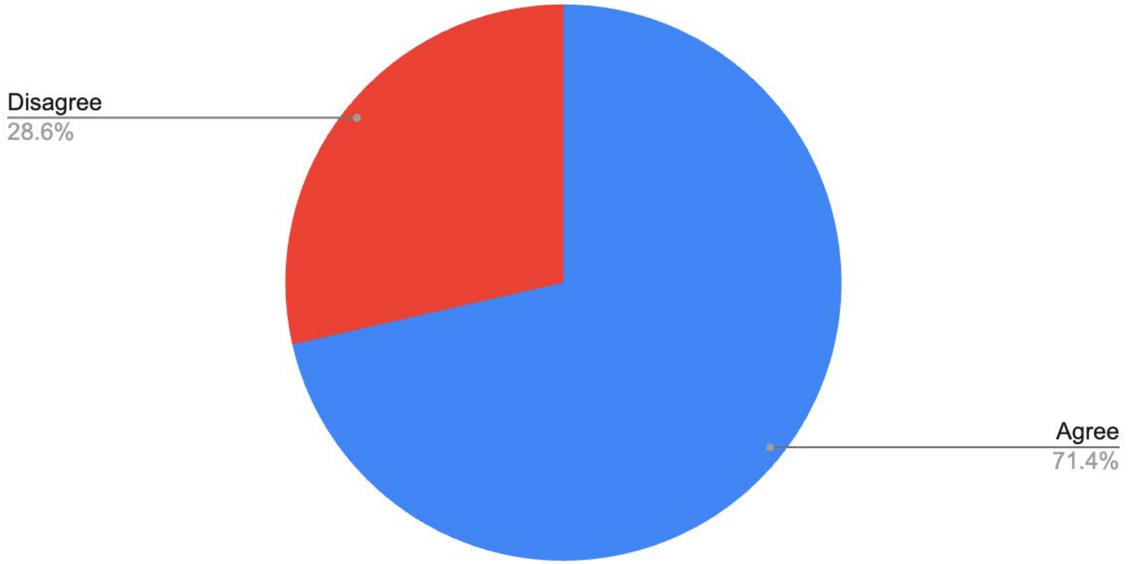
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



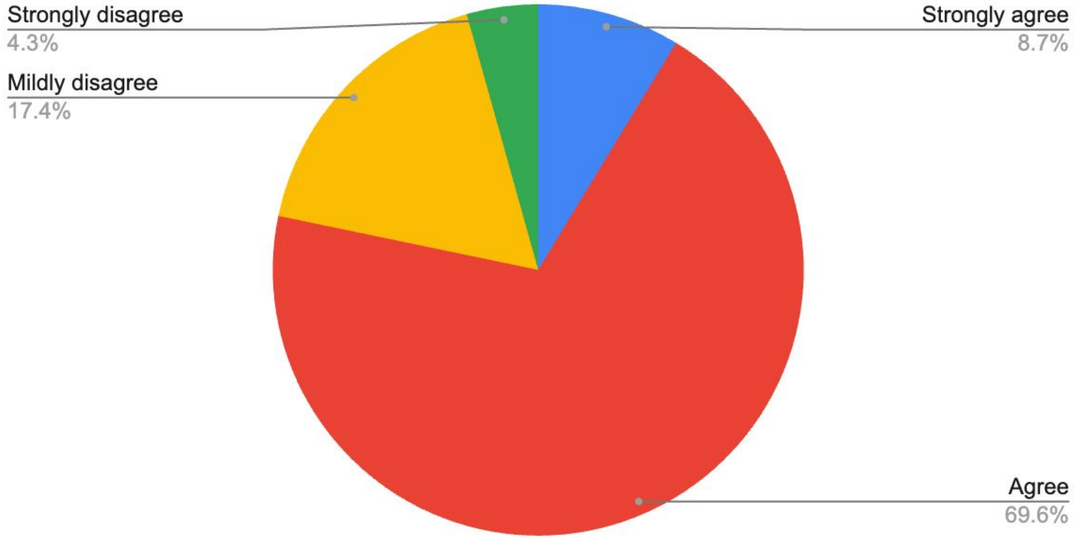
Count of My school has adequate resources to help students in an emergency or crisis.



Count of I am aware of the District's Wellness Connections webpage.



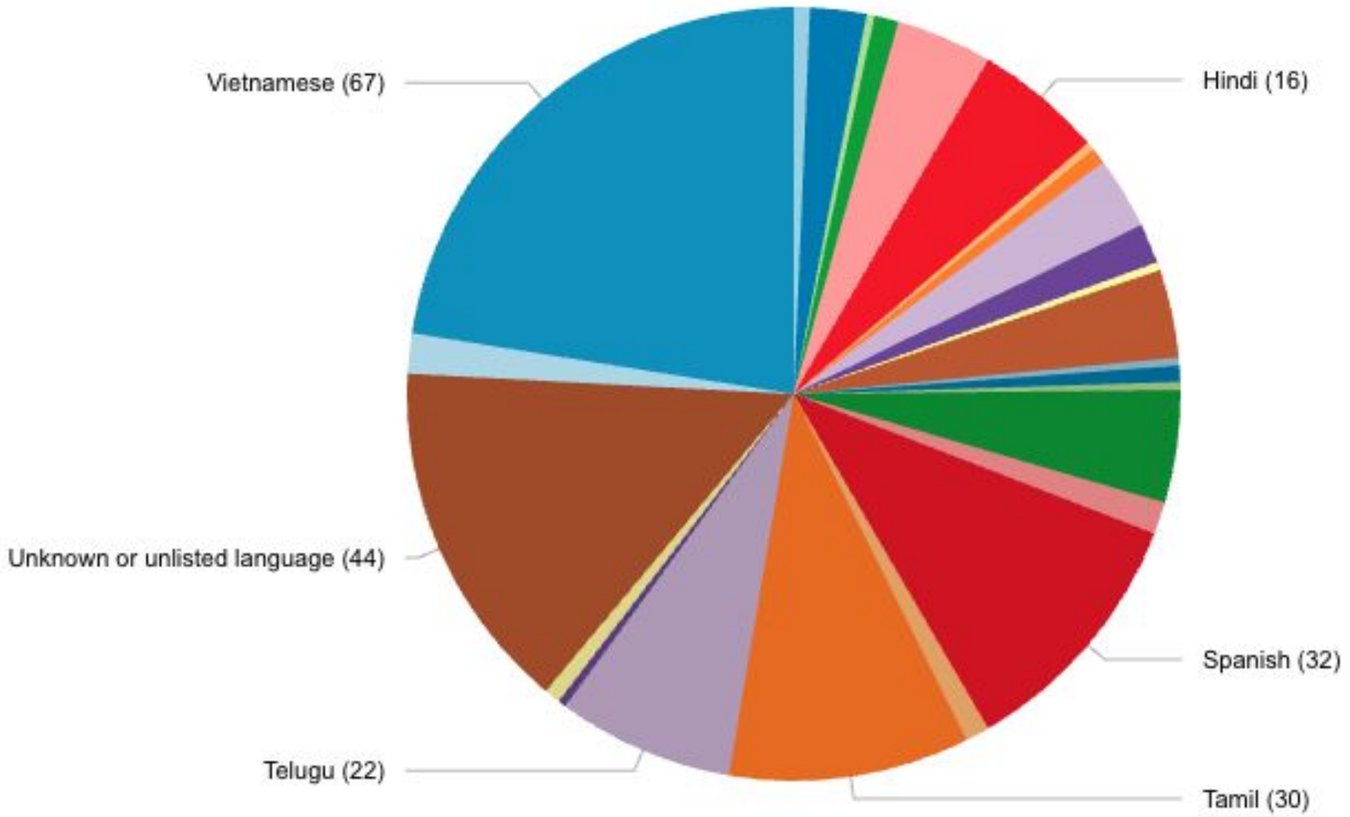
Count of The facilities and grounds are well maintained at my school.

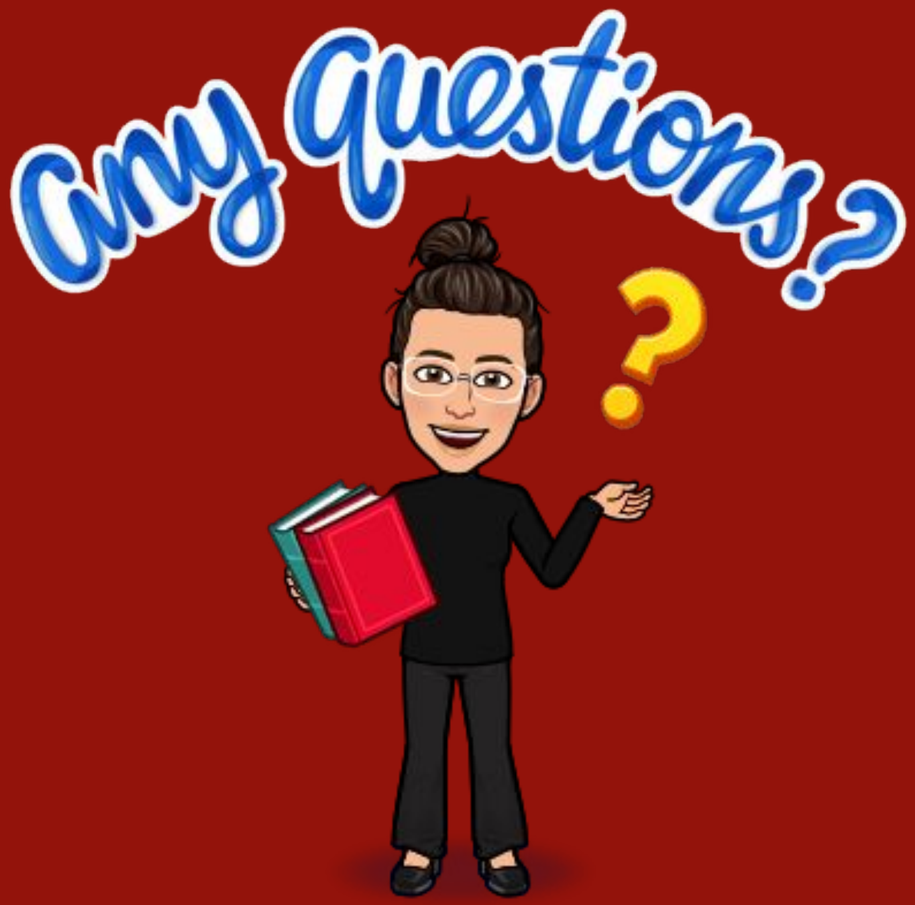


Current EL	RFEP Monitored
90	56

EL + IEP	IFEP
30	139

Home Languages





MRS. CERAN

gceran@eesd.org

(408) 223-4873

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

GENERAL BUDGET/UNRESTRICTED LOTTERY
FY 2026-27

SITE # 017 (3 digits - 0##) ALLOCATION: $ 60,117.00

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-1100-0	1120	00-1170	1000	017	6,567
SEAT School Enrichment(required $55.86 x 125 hours)	010-1100-0	1120	00-1170	1000	017	**6,983**
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	017	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081	
*Other**	010-1100-0		00-1170		017	
21.88% Benefits	010-1100-0	3xx1	00-1170		017	3,274
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	017	
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	017	
Hourly Clerical	010-1100-0	2460	00-1170	2700	017	
Hourly Health Aide	010-1100-0	2950	00-1170	3140	017	
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	017	1,000
*Other**	010-1100-0		00-1170		017	
35.38% Benefits	010-1100-0	3xx2	00-1170		017	363
Supplies (for POs & reimbursements)						
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**017**	1,000
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**017**	12,000
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**017**	
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		017	
*Other**	010-1100-0		00-1170		017	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-1100-0	5210	00-1170	1000	017	
Conference Registration Fees	010-1100-0	5220	00-1170	1000	017	
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	017	
Maintenance Repair	010-1100-0	5610	00-1170	8100	017	500
Computer Repair	010-1100-0	5611	00-1170	1000	017	
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**017**	7,000
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**017**	4,830
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**017**	16,600
Field Trip	010-1100-0	5840	00-1170	1000	017	
*Other**	010-1100-0		00-1170		017	
*Other**	010-1100-0		00-1170			

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

TOTAL BUDGET 60,117

should match Allocation

variance: 1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

TITLE III BUDGET
FY 2026-27

E #	017		ALLOCATION:	$		4,851.00
	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	
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	
21.88% Benefits	060-4203-0-	3xx1	00-1551			
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	
35.38% 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**	4,851 for EL students
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**	
Field Trip	060-4203-0-	5840	00-1551	1000	017	
*Other**	060-4203-0-		00-1551		017	
*Other**	060-4203-0-		00-1551			
TOTAL BUDGET						4,851
						should match Allocation
					variance:	-

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

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

017 (3 digits - 0##)

ALLOCATION: $ 31,155.00

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-0159-0	1120	00-1590	1000	017	17,900
Hourly Teacher	010-0159-0	1120	00-1590	1000	017	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	017	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		017	
21.88% Benefits	010-0159-0	3xx1	00-1590		017	4,004
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	017	3,000
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	
35.38% Benefits	010-0159-0	3xx2	00-1590			1,092
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**017**	945
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	500
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**	3,714
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*

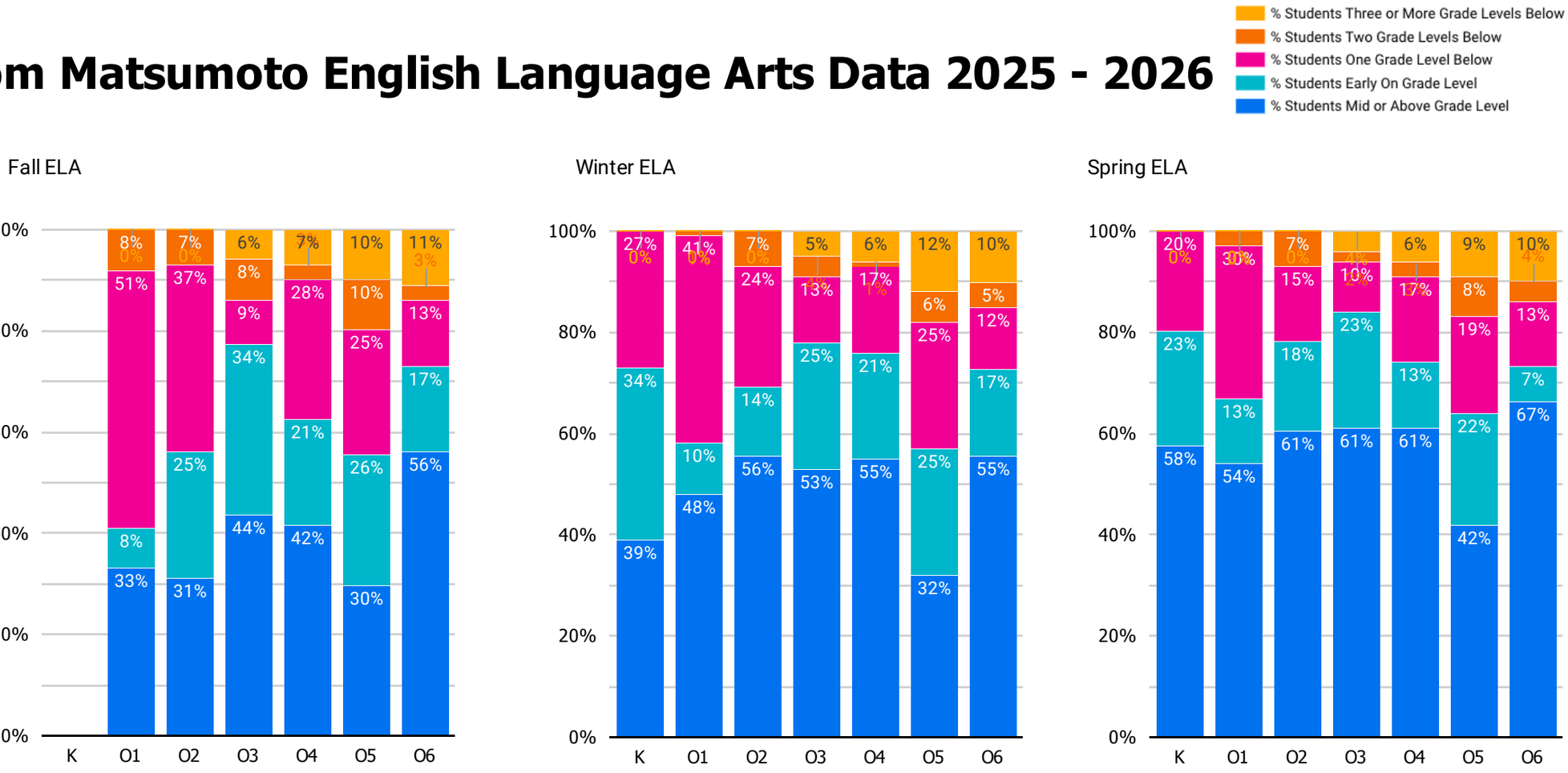
TOTAL BUDGET **31,155**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Tom Matsumoto English Language Arts Data 2025 - 2026

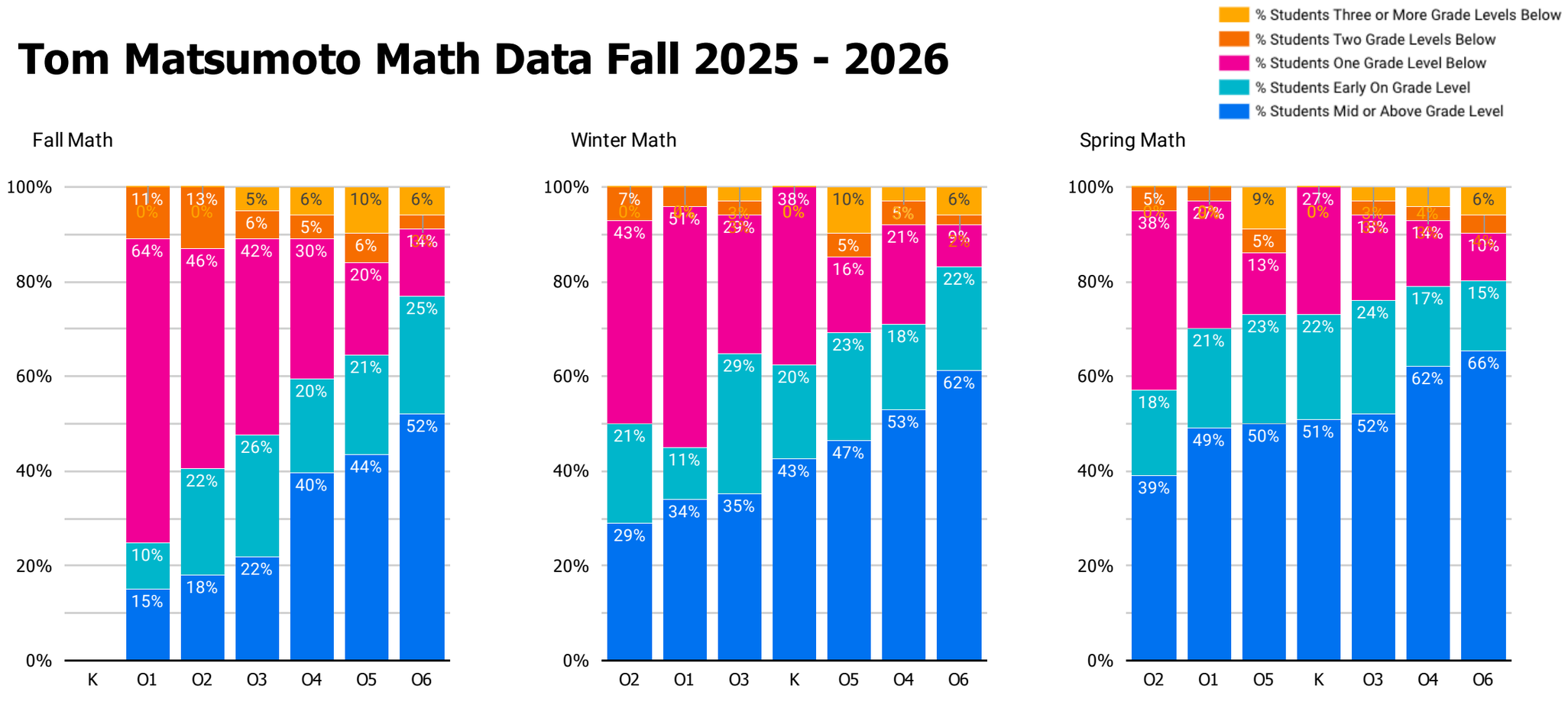


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	24	6	37	6	0
O2	23	19	28	5	0
O3	44	34	9	8	6
O4	45	22	30	3	7
O5	31	27	26	10	10
O6	58	18	14	3	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	24	21	17	0	0
O1	35	7	30	1	0
O2	40	10	17	5	0
O3	53	25	13	4	5
O4	59	23	18	1	6
O5	31	24	24	6	12
O6	58	18	13	5	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	38	15	13	0	0
O1	38	9	21	2	0
O2	45	13	11	5	0
O3	61	23	10	2	4
O4	65	14	18	3	6
O5	42	22	19	8	9
O6	70	7	14	4	10

Tom Matsumoto Math Data Fall 2025 - 2026



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	11	7	47	8	0
O2	12	15	31	9	0
O3	22	26	42	6	5
O4	42	21	31	5	6
O5	46	22	21	6	10
O6	55	27	15	3	6

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	26	12	23	0	0
O1	25	8	38	3	0
O2	21	15	31	5	0
O3	35	29	29	3	3
O4	56	19	22	5	3
O5	47	23	16	5	10
O6	64	23	9	2	6

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	34	15	18	0	0
O1	36	15	20	2	0
O2	24	11	23	3	0
O3	53	24	18	3	3
O4	64	18	15	3	4
O5	52	24	14	5	9
O6	69	16	10	4	6

TOM MATSUMOTO ELEMENTARY

Parent and Family Engagement Policy

2025–2026 School Year

Tom Matsumoto Elementary School recognizes that parents and families are essential partners in their children's education. We believe that meaningful parent and family engagement contributes to improved student achievement, positive school climate, and strong school-home partnerships. In accordance with Title I requirements and Evergreen School District policies, Tom Matsumoto Elementary School is committed to involving parents and families in the planning, review, and improvement of school programs and student learning.

School Mission

At Tom Matsumoto Elementary School, we are committed to providing a safe, inclusive, and academically challenging learning environment where all students can thrive. Through strong partnerships between school, families, and the community, we support students in becoming lifelong learners who are respectful, responsible, safe, and kind members of society.

Shared Responsibility for Student Success

Tom Matsumoto Elementary School and families share the responsibility for supporting student learning and achievement. We encourage parents and guardians to:

- Monitor attendance and ensure students arrive at school on time.
- Support homework completion and reading at home.
- Maintain communication with teachers and school staff.
- Participate in school events, meetings, and decision-making opportunities.
- Reinforce positive behavior expectations at home.
- Encourage students to demonstrate our schoolwide PBIS expectations:
    - Be Respectful
    - Be Responsible
    - Be Safe
    - Be Kind

Parent and Family Engagement Opportunities

Tom Matsumoto Elementary School will provide opportunities for parents and families to be actively involved in their child's education through:

Schoolwide Meetings and Events

- Back-to-School Night
- Open House
- Parent-Teacher Conferences
- Coffee with the Principal
- PTA Meetings
- School Site Council (SSC) Meetings
- English Learner Advisory Committee (ELAC) Meetings
- Family Engagement Nights
- School Performances and Celebrations

Volunteer Opportunities

Parents and family members are encouraged to:

- Volunteer in classrooms (following district guidelines)
- Assist with school events and activities
- Participate in PTA-sponsored programs
- Support field trips and schoolwide events when approved

Communication with Families

Tom Matsumoto Elementary School is committed to maintaining regular, two-way communication with families through:

- ParentSquare notifications
- School newsletters
- School website updates
- Emails and phone calls
- Teacher communication platforms
- Parent conferences and meetings
- Translation and interpretation services, when available

Information will be provided, whenever practicable, in languages families can understand.

Supporting Student Learning

The school will provide parents and families with information regarding:

- California academic standards
- Curriculum and instructional programs
- State and local assessment results
- Student progress and achievement
- Intervention and enrichment opportunities
- Attendance expectations
- Social-emotional learning supports
- Special education and support services

Families will receive timely information about their child's academic progress and opportunities to discuss concerns with school staff.

Building Staff and Parent Capacity

Tom Matsumoto Elementary School will support effective family engagement by:

Supporting Parents

- Providing workshops and informational sessions on student learning and development
- Sharing strategies to support learning at home
- Offering information about district programs and resources
- Providing opportunities for parent leadership and participation

Supporting Staff

- Promoting effective communication and collaboration with families
- Encouraging culturally responsive family engagement practices
- Building positive relationships with students and families

Family Participation in School Planning

Parents and families will have opportunities to participate in the development, review, and improvement of:

- School Plan for Student Achievement (SPSA)
- Parent and Family Engagement Policy
- School Compact

- School safety and climate initiatives
- Title I programs and services (if applicable)

Input may be gathered through surveys, meetings, committees, and parent feedback opportunities throughout the school year.

Accessibility

Tom Matsumoto Elementary School will make every effort to ensure all families can participate in school activities and meetings. The school will provide reasonable accommodations, translation services, and alternative meeting formats when possible.

Annual Review

This Parent and Family Engagement Policy will be reviewed annually with input from parents, staff, and community members through School Site Council and other stakeholder groups. Revisions will be made as needed to improve family engagement and student success.

Tom Matsumoto Elementary School PBIS Expectations

At Tom Matsumoto Elementary School, we believe every student can contribute to a positive learning environment by demonstrating our four schoolwide expectations:

⭐ Be Respectful
⭐ Be Responsible
⭐ Be Safe
⭐ Be Kind

These expectations guide our interactions at school, at home, and in the community and help us create a welcoming environment where every student can learn and belong.

TOM MATSUMOTO ELEMENTARY

Política de Participación de Padres y Familias

Año Escolar 2025–2026

La Escuela Primaria Tom Matsumoto reconoce que los padres y las familias son socios esenciales en la educación de sus hijos. Creemos que una participación significativa de los padres y las familias contribuye a mejorar el rendimiento académico de los estudiantes, fortalecer el clima escolar y promover asociaciones sólidas entre el hogar y la escuela. De acuerdo con los requisitos de Título I y las políticas del Distrito Escolar Evergreen, la Escuela Primaria Tom Matsumoto se compromete a involucrar a los padres y las familias en la planificación, revisión y mejora de los programas escolares y del aprendizaje estudiantil.

Misión de la Escuela

En la Escuela Primaria Tom Matsumoto, estamos comprometidos a proporcionar un entorno de aprendizaje seguro, inclusivo y académicamente desafiante donde todos los estudiantes puedan alcanzar su máximo potencial. A través de sólidas alianzas entre la escuela, las familias y la comunidad, apoyamos a los estudiantes para que se conviertan en aprendices de por vida que sean respetuosos, responsables, seguros y amables miembros de la sociedad.

Responsabilidad Compartida para el Éxito Estudiantil

La Escuela Primaria Tom Matsumoto y las familias comparten la responsabilidad de apoyar el aprendizaje y el logro académico de los estudiantes. Animamos a los padres y tutores a:

- Supervisar la asistencia y asegurar que los estudiantes lleguen puntualmente a la escuela.
- Apoyar la realización de tareas y la lectura en casa.
- Mantener una comunicación constante con los maestros y el personal escolar.
- Participar en eventos escolares, reuniones y oportunidades para la toma de decisiones.
- Reforzar las expectativas de comportamiento positivo en el hogar.
- Animar a los estudiantes a demostrar nuestras expectativas escolares de PBIS:
    - **Ser Respetuoso**
    - **Ser Responsable**
    - **Mantenerse Seguro**
    - **Ser Amable**

Oportunidades para la Participación de Padres y Familias

La Escuela Primaria Tom Matsumoto brindará oportunidades para que los padres y las familias participen activamente en la educación de sus hijos mediante:

Reuniones y Eventos Escolares

- Noche de Regreso a Clases (Back-to-School Night)
- Casa Abierta (Open House)
- Conferencias de Padres y Maestros
- Café con la Directora
- Noches con la Directora
- Reuniones de la PTA (Asociación de Padres y Maestros)
- Reuniones del Consejo Escolar (SSC)
- Reuniones del Comité Asesor para Aprendices de Inglés (ELAC)
- Noches de Participación Familiar
- Presentaciones y celebraciones escolares

Oportunidades de Voluntariado

Se anima a los padres y familiares a:

- Ser voluntarios en los salones de clase (siguiendo las normas del distrito).
- Ayudar en eventos y actividades escolares.
- Participar en programas patrocinados por la PTA.
- Apoyar excursiones y eventos escolares cuando sean aprobados.

Comunicación con las Familias

La Escuela Primaria Tom Matsumoto está comprometida a mantener una comunicación regular y bidireccional con las familias a través de:

- Notificaciones por ParentSquare
- Boletines escolares
- Actualizaciones en el sitio web de la escuela
- Correos electrónicos y llamadas telefónicas
- Plataformas de comunicación de los maestros
- Conferencias y reuniones con padres
- Servicios de traducción e interpretación, cuando estén disponibles

La información se proporcionará, siempre que sea posible, en idiomas que las familias puedan comprender.

Apoyo al Aprendizaje Estudiantil

La escuela proporcionará a los padres y familias información sobre:

- Los estándares académicos de California
- El currículo y los programas de instrucción
- Los resultados de evaluaciones estatales y locales
- El progreso y rendimiento académico de los estudiantes
- Oportunidades de intervención y enriquecimiento
- Expectativas de asistencia escolar
- Apoyos para el aprendizaje socioemocional
- Servicios de educación especial y apoyos relacionados

Las familias recibirán información oportuna sobre el progreso académico de sus hijos y tendrán oportunidades para dialogar con el personal escolar acerca de cualquier inquietud.

Desarrollo de Capacidades para el Personal y las Familias

La Escuela Primaria Tom Matsumoto apoyará una participación familiar efectiva mediante:

Apoyo a los Padres

- Proporcionar talleres y sesiones informativas sobre el aprendizaje y desarrollo estudiantil.
- Compartir estrategias para apoyar el aprendizaje en el hogar.
- Ofrecer información sobre programas y recursos del distrito.
- Brindar oportunidades de liderazgo y participación para los padres.

Apoyo al Personal

- Promover una comunicación efectiva y colaboración con las familias.
- Fomentar prácticas de participación familiar culturalmente receptivas.
- Construir relaciones positivas con estudiantes y familias.

Participación Familiar en la Planificación Escolar

Los padres y las familias tendrán oportunidades para participar en el desarrollo, revisión y mejora de:

- El Plan Escolar para el Logro Estudiantil (SPSA)
- La Política de Participación de Padres y Familias
- El Acuerdo Escuela–Familia
- Las iniciativas de seguridad y clima escolar
- Los programas y servicios de Título I (si corresponde)

La escuela recopilará opiniones mediante encuestas, reuniones, comités y otras oportunidades de retroalimentación durante todo el año escolar.

Accesibilidad

La Escuela Primaria Tom Matsumoto hará todo lo posible para garantizar que todas las familias puedan participar en las actividades y reuniones escolares. La escuela proporcionará adaptaciones razonables, servicios de traducción y formatos alternativos de reunión cuando sea posible.

Revisión Anual

Esta Política de Participación de Padres y Familias será revisada anualmente con aportes de padres, personal escolar y miembros de la comunidad a través del Consejo Escolar (SSC) y otros grupos interesados. Se realizarán las modificaciones necesarias para mejorar la participación familiar y el éxito estudiantil.

Expectativas PBIS de la Escuela Primaria Tom Matsumoto

En la Escuela Primaria Tom Matsumoto, creemos que cada estudiante puede contribuir a un ambiente de aprendizaje positivo al demostrar nuestras cuatro expectativas escolares:

⭐ **Ser Respetuoso**
⭐ **Ser Responsable**
⭐ **Mantenerse Seguro**
⭐ **Ser Amable**

Estas expectativas guían nuestras interacciones en la escuela, en el hogar y en la comunidad, y nos ayudan a crear un entorno acogedor donde cada estudiante pueda aprender, crecer y sentirse parte de nuestra comunidad escolar.

TOM MATSUMOTO ELEMENTARY

Chính Sách Tham Gia của Phụ Huynh và Gia Đình

Năm Học 2025–2026

Trường Tiểu học Tom Matsumoto công nhận rằng phụ huynh và gia đình là những đối tác thiết yếu trong quá trình giáo dục con em mình. Chúng tôi tin rằng sự tham gia tích cực của phụ huynh và gia đình góp phần nâng cao thành tích học tập của học sinh, xây dựng môi trường học đường tích cực và tăng cường mối quan hệ hợp tác giữa gia đình và nhà trường. Theo các yêu cầu của Chương trình Title I và các chính sách của Học khu Evergreen, Trường Tiểu học Tom Matsumoto cam kết thu hút sự tham gia của phụ huynh và gia đình trong việc lập kế hoạch, xem xét và cải tiến các chương trình giáo dục cũng như việc học tập của học sinh.

Sứ Mệnh của Nhà Trường

Tại Trường Tiểu học Tom Matsumoto, chúng tôi cam kết tạo ra một môi trường học tập an toàn, hòa nhập và có tính học thuật cao, nơi mọi học sinh đều có cơ hội phát triển tối đa tiềm năng của mình. Thông qua sự hợp tác chặt chẽ giữa nhà trường, gia đình và cộng đồng, chúng tôi hỗ trợ học sinh trở thành những người học suốt đời, biết tôn trọng, có trách nhiệm, an toàn và tử tế với mọi người xung quanh.

Trách Nhiệm Chung Vì Thành Công Của Học Sinh

Trường Tiểu học Tom Matsumoto và các gia đình cùng chia sẻ trách nhiệm hỗ trợ việc học tập và thành công của học sinh. Chúng tôi khuyến khích phụ huynh và người giám hộ:

- Theo dõi việc đi học và đảm bảo học sinh đến trường đúng giờ.
- Hỗ trợ học sinh hoàn thành bài tập và đọc sách tại nhà.
- Duy trì liên lạc thường xuyên với giáo viên và nhân viên nhà trường.
- Tham gia các sự kiện, cuộc họp và các cơ hội đóng góp ý kiến cho nhà trường.
- Củng cố các hành vi tích cực tại gia đình.
- Khuyến khích học sinh thực hiện các kỳ vọng PBIS của trường:
    - **Tôn Trọng (Be Respectful)**
    - **Có Trách Nhiệm (Be Responsible)**
    - **An Toàn (Be Safe)**
    - **Tử Tế (Be Kind)**

Cơ Hội Tham Gia Dành Cho Phụ Huynh và Gia Đình

Trường Tiểu học Tom Matsumoto sẽ tạo điều kiện để phụ huynh và gia đình tham gia tích cực vào việc giáo dục con em mình thông qua:

Các Cuộc Họp và Sự Kiện Toàn Trường

- Đêm Gặp Gỡ Đầu Năm Học (Back-to-School Night)
- Ngày Hội Tham Quan Lớp Học (Open House)
- Hội Nghị Phụ Huynh – Giáo Viên
- Cà Phê Cùng Hiệu Trưởng
- Buổi Tối Gặp Gỡ Hiệu Trưởng
- Họp Hội Phụ Huynh Giáo Viên (PTA)
- Họp Hội Đồng Nhà Trường (SSC)
- Họp Ủy Ban Tư Vấn Phụ Huynh Học Sinh Học Tiếng Anh (ELAC)
- Các Đêm Gắn Kết Gia Đình
- Các Buổi Biểu Diễn và Lễ Kỷ Niệm của Trường

Cơ Hội Tình Nguyện

Phụ huynh và thành viên gia đình được khuyến khích:

- Tình nguyện hỗ trợ trong lớp học (theo quy định của học khu).
- Hỗ trợ các sự kiện và hoạt động của trường.
- Tham gia các chương trình do PTA tổ chức.
- Hỗ trợ các chuyến tham quan học tập và các hoạt động của trường khi được phê duyệt.

Giao Tiếp Với Gia Đình

Trường Tiểu học Tom Matsumoto cam kết duy trì sự giao tiếp thường xuyên và hai chiều với gia đình thông qua:

- Thông báo trên ParentSquare
- Bản tin của trường
- Trang web của trường
- Email và điện thoại
- Các nền tảng liên lạc của giáo viên
- Hội nghị và các cuộc họp với phụ huynh
- Dịch vụ phiên dịch và biên dịch khi có sẵn

Thông tin sẽ được cung cấp bằng ngôn ngữ mà các gia đình có thể hiểu được, khi có thể thực hiện.

Hỗ Trợ Việc Học Tập Của Học Sinh

Nhà trường sẽ cung cấp cho phụ huynh và gia đình thông tin về:

- Các tiêu chuẩn học tập của Tiểu bang California
- Chương trình giảng dạy và các chương trình giáo dục
- Kết quả đánh giá của tiểu bang và địa phương
- Tiến bộ và thành tích học tập của học sinh
- Các cơ hội hỗ trợ và bồi dưỡng học tập
- Các yêu cầu về chuyên cần
- Hỗ trợ học tập về mặt cảm xúc – xã hội
- Các dịch vụ giáo dục đặc biệt và hỗ trợ liên quan

Gia đình sẽ nhận được thông tin kịp thời về tiến bộ học tập của con em mình và có cơ hội trao đổi với nhân viên nhà trường về các vấn đề quan tâm.

Nâng Cao Năng Lực Cho Nhân Viên và Gia Đình

Trường Tiểu học Tom Matsumoto sẽ hỗ trợ việc gắn kết gia đình hiệu quả bằng cách:

Hỗ Trợ Phụ Huynh

- Tổ chức các buổi hội thảo và cung cấp thông tin về việc học tập và phát triển của học sinh.
- Chia sẻ các chiến lược hỗ trợ học tập tại nhà.
- Cung cấp thông tin về các chương trình và nguồn lực của học khu.
- Tạo cơ hội để phụ huynh tham gia lãnh đạo và đóng góp ý kiến.

Hỗ Trợ Nhân Viên

- Thúc đẩy giao tiếp và hợp tác hiệu quả với các gia đình.
- Khuyến khích các phương pháp gắn kết gia đình phù hợp với đa dạng văn hóa.
- Xây dựng mối quan hệ tích cực với học sinh và gia đình.

Sự Tham Gia Của Gia Đình Trong Việc Lập Kế Hoạch Nhà Trường

Phụ huynh và gia đình sẽ có cơ hội tham gia vào việc xây dựng, xem xét và cải tiến:

- Kế Hoạch Thành Tích Học Sinh của Trường (SPSA)
- Chính Sách Tham Gia của Phụ Huynh và Gia Đình
- Thỏa Thuận Giữa Nhà Trường và Gia Đình
- Các sáng kiến về an toàn và môi trường học đường
- Các chương trình và dịch vụ Title I (nếu áp dụng)

Ý kiến đóng góp sẽ được thu thập thông qua khảo sát, cuộc họp, các ủy ban và các cơ hội phản hồi trong suốt năm học.

Khả Năng Tiếp Cận

Trường Tiểu học Tom Matsumoto sẽ nỗ lực đảm bảo tất cả các gia đình đều có thể tham gia vào các hoạt động và cuộc họp của trường. Nhà trường sẽ cung cấp các hỗ trợ hợp lý, dịch vụ phiên dịch và các hình thức họp thay thế khi có thể.

Xem Xét Hàng Năm

Chính Sách Tham Gia của Phụ Huynh và Gia Đình này sẽ được xem xét hằng năm với sự đóng góp của phụ huynh, nhân viên và các thành viên cộng đồng thông qua Hội Đồng Nhà Trường (SSC) và các nhóm liên quan khác. Các điều chỉnh cần thiết sẽ được thực hiện nhằm nâng cao sự tham gia của gia đình và thành công của học sinh.

Các Kỳ Vọng PBIS của Trường Tiểu Học Tom Matsumoto

Tại Trường Tiểu học Tom Matsumoto, chúng tôi tin rằng mỗi học sinh đều có thể đóng góp vào một môi trường học tập tích cực bằng cách thực hiện bốn kỳ vọng của nhà trường:

⭐ **Tôn Trọng (Be Respectful)**
⭐ **Có Trách Nhiệm (Be Responsible)**
⭐ **An Toàn (Be Safe)**
⭐ **Tử Tế (Be Kind)**

Những kỳ vọng này định hướng cách chúng ta ứng xử tại trường, ở nhà và trong cộng đồng, đồng thời giúp xây dựng một môi trường thân thiện, nơi mọi học sinh đều được học tập, phát triển và cảm thấy mình thuộc về cộng đồng trường học.