School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tom Matsumoto Elementary School	43-69435-6115851	04/02/2020	5/14/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

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

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2019-2020 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Matsumoto. The goals of the safety plan the group generated searched for information about the effectiveness of student safety and engagement in school. The YouthTruth Survey (YTS) and Tom Matsumoto Elementary School Safety Survey were utilized. On the YTS, the students results were as follows: Compared to students at other schools similar to Matsumoto that have participated in the YTS, Matsumoto students have more positive perceptions of their school experience in all components of the survey that include personal relationships with teachers, teachers' instructional methods, and culture. Areas where more growth for particular grade levels include academic rigor and engagement. The second survey was a parent survey, which asked questions about the parent's general knowledge of the safety of their children on a daily basis at school as well as in time of an emergency. Overall, the parents provided the highest ratings on relationships and culture, while the lowest rated topics were engagement and school safety.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observation and evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:
- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of state and local assessments at Tom Matsumoto Elementary School are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, Kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Tom Matsumoto Elementary School.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Tom Matsumoto Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Tom Matsumoto students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a world-class educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population. These efforts, in accordance with Elementary and Secondary Education Act (ESEA), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. ESEA Teacher Quality requires that teachers:
1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each ESEA core academic subject they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Evergreen School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff professional development teachers go through on a yearly basis are:

a. The use of data to analyze and to inform classroom and school-wide practices.

b. Participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.

c. Participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.

d. Use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.

e. Training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.

f. Classroom coaching tied directly to the skillful implementation of all components of the adopted program.

g. Professional Learning Communities (PLCs) help to inform daily instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development at Tom Matsumoto Elementary School is directly aligned to content standards, assessed student performance, and professional needs through faculty meetings, grade-level meetings and articulation committees. Matsumoto's staff understands the importance of professional development and collegial support as the primary means to build on their skills as educators. As a result of their commitment to be knowledgeable and well trained, all Matsumoto teachers participate in professional development, both on site and at various other workshop opportunities. Our staff professional development is focused on research, collaborating, and implementing the best teaching practices to the Common Core State Standards (CCSS), implementing a standards-based, assessment-driven program in designated content areas.

Staff professional development practices at Matsumoto are developed and implemented based on the Common Core Standards, professional needs of staff, teacher observation, and formal and informal assessment. Each year staff members review assessment information that helps them analyze and interpret student data to develop individualized professional development plans. This data allows teachers to monitor their teaching practice and discover areas of strength and challenge. During the 2019-2020 school year, staff professional development will focus on building 21st century curriculum in classroom teaching practices as we continue to implement the Common Core State Standards. Additionally, teachers will continue to actively participate in Professional Learning Communities (PLCs) around identified school-wide areas of need based on Evergreen's Profile of a Learner.

New teachers receive additional support and training to acquaint them with cutting edge professional teaching practices. The training is standards-based and focuses on sound teaching practices aligned with district goals and areas of focus. New teachers regularly meet with their site-based support providers for weekly discussions, lesson planning, model lessons, peer observations, and feedback. The new teacher program is based on the Standards for Quality and Effectiveness of Beginning Teacher Support and Assessment (BTSA).

The Administration works closely with teacher leads to elicit input on staff needs. This information is coupled with research-based, proven effective programs and strategies that help schools build proficiency to meet proficiency targets on the CAASPP (Smarter Balanced Assessment).

Collaborative teams reflect on the previous year s test scores to help create new goals that are aligned to the CCSS. The administration, instructional coach, and grade level leads help facilitate on-going conversations with staff members regarding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to the Common Core standards, assessments, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:
a. Make sure the content, approach, and efficacy of the training will help the school reach its vision.
b. Have a shared vision of expectations and implementation.
c. Plan and schedule training in advance.
d. Ensure follow-through/accountability with implementation.
e. Provide incentives for staff who commit to on-going, long-term professional development.
f. Make sure all staff are involved in appropriate professional development; implement and sustain PLCs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At the beginning of each school year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals, the student performance data, as well as focusing on targeted students (ELL and SWD). It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district-wide staff professional development programs that are aligned with our site goals and student needs. During the school year, teachers and specialists participate in a coaching protocol to assist struggling students using a variety of interventions supported by the School Improvement Plan or district support such as Twilight professional development, Technology Cohort, Strategic Collaborative Cohort, and Culturally Responsive Teaching and Learning teams. Teacher facilitators bring their training back to the staff, and colleagues implement the strategies to ensure that all students achieve the Common Core Standards. Additionally, teachers meet three times per month in collaborative learning teams to share expertise, analyze student assessments, and plan interventions. During the school year, teachers and specialists also participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, and site driven Professional Learning Communities (PLCs) professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Tom Matsumoto Elementary School, grade-level and cross-grade level collaboration occurs at least twice monthly. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from the CCSS and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, teachers work and meet together to review and analyze progress toward established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local data. During their work together, teachers use data to support standards-based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Matsumoto. In addition to our site-based teamwork together at each grade level and across grade levels, teachers spend five district days working in PLC teams involved in the inquiry process. Teachers identify an area for growth based on formal and informal data, develop an inquiry question, vet their question, develop an action plan and subsequent lessons, teach lessons, gather data, and discuss their findings with their team. Because of the instilled belief that we work together, teachers at Matsumoto are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials that is delivered by teachers at Tom Matsumoto Elementary School are aligned to content and performance standards. All teachers at Matsumoto are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science. All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement. Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in all classrooms. AR books are available in the library and classrooms.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for Kindergarten, 750 minutes for Grades 1 through 3, and 650 minutes for Grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:
- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for Kindergarten, 250 minutes for Grades 1 through 3, and 350 minutes for Grades 4 through 6.

Adherence to the recommended guidelines are:
- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School-wide assessments

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Small group intervention is provided daily for struggling students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-8 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-5: Macmillan/McGraw-Hill 2016; 6-8: Springboard 2016), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6-8: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6-8: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007; 7-8: McDougal Littel 2006), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and certificated specialists provide integrated support services to our students. Specialists include a Resource Specialist and part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Intern, Social Worker, Speech/Language Pathologist, English Language Development Instructional Assistants, Library Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Matsumoto is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, enrichment, health screening, and psychological services.

Matsumoto classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Based Learning and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulative, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Matsumoto staff believes that it is our job as educators to help bring out the academic potential of every student.

Evidence-based educational practices to raise student achievement

At Tom Matsumoto Elementary School, we strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century. Matsumoto is dedicated to having high expectations for every student. We provide after-school enrichment classes such as Chess Club, Math Olympiad, and Enrichment Club. We implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Parent and community involvement is greatly important to our school. Our parent and community members volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities (PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. The Administration supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Tom Matsumoto Elementary School has designed staff professional development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Committee, School Site Council, English Learner Advisory Committee, where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Send weekly upcoming events to parents through SchoolMessenger and update school website daily to inform parents of current events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Tom Matsumoto Elementary School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Stakeholder Involvement

How, when, and with whom did the 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

The School Site Council, ELAC, DAC, and faculty members reviewed and provided feedback on the proposed goals on October 8, 2019 and November 19, 2019. The approval for the School Site Plan is planned for April 2, 2020.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.15%	0.16%	1	1	1
African American	0.28%	0.15%	0.79%	2	1	5
Asian	81.83%	82.5%	79.21%	590	542	499
Filipino	3.74%	3.96%	4.44%	27	26	28
Hispanic/Latino	4.44%	5.33%	7.14%	32	35	45
Pacific Islander	0.14%	%	0%	1		0
White	5.96%	5.48%	5.24%	43	36	33
Multiple/No Response	0.42%	0.15%	2.54%	3	1	3
Total Enrollment				721	657	630

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	120	103	95
Grade 1	81	79	80
Grade 2	80	84	86
Grade3	94	86	89
Grade 4	104	95	90
Grade 5	109	104	93
Grade 6	133	106	97
Total Enrollment	721	657	630

Conclusions based on this data:

1. There is one African American student at Tom Matsumoto.

2. There has been a decrease of 64 students from 2017-2018 to 2018-2019.

3. Majority of the students at Tom Matsumoto are Asian.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	110	115	86	15.3%	17.5%	13.7%
Fluent English Proficient (FEP)	244	266	267	33.8%	40.5%	42.4%
Reclassified Fluent English Proficient (RFEP)		31	40	0	28.2%	34.8%

Conclusions based on this data:

1. There was an increase of 2.2% in the number of English Learners from 2017-2018 to 2018-2019.

2. There was an increase of 6.7% of students who became Fluent English Proficient (FEP) from 2017-2018 to 2018-2019.

3. In 2017-2018, the number of enrolled RFEP students is reflective of CBEDS data taken on October 4, 2017. Reclassified student data was updated in CALPADS in December of 2017.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	93	85	99	93	84	99	93	84	98	100	98.8
Grade 4	103	108	95	102	105	95	102	105	95	99	97.2	100
Grade 5	130	111	106	130	111	104	130	111	104	100	100	98.1
Grade 6	142	136	108	140	133	108	140	133	108	98.6	97.8	100
All Grades	476	448	394	471	442	391	471	442	391	98.9	98.7	99.2

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2504.	2510.	2513.	61.62	63.44	63.10	19.19	21.51	28.57	15.15	11.83	4.76	4.04	3.23	3.57
Grade 4	2561.	2555.	2561.	66.67	61.90	72.63	16.67	26.67	15.79	9.80	5.71	6.32	6.86	5.71	5.26
Grade 5	2588.	2604.	2611.	57.69	63.06	71.15	30.00	26.13	19.23	7.69	7.21	7.69	4.62	3.60	1.92
Grade 6	2637.	2634.	2619.	62.14	60.15	55.56	32.86	36.09	30.56	2.86	1.50	12.04	2.14	2.26	1.85
All Grades	N/A	N/A	N/A	61.78	61.99	65.47	25.69	28.28	23.53	8.28	6.11	7.93	4.25	3.62	3.07

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.53	55.91	60.71	35.35	39.78	34.52	12.12	4.30	4.76
Grade 4	64.71	49.52	64.21	27.45	44.76	28.42	7.84	5.71	7.37
Grade 5	50.00	62.16	66.35	43.08	31.53	29.81	6.92	6.31	3.85
Grade 6	52.86	60.15	50.00	42.14	35.34	41.67	5.00	4.51	8.33
All Grades	54.56	57.24	60.10	37.79	37.56	33.76	7.64	5.20	6.14

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.64	63.44	59.52	34.34	29.03	36.90	2.02	7.53	3.57
Grade 4	71.57	69.52	67.37	23.53	26.67	27.37	4.90	3.81	5.26
Grade 5	74.62	72.97	81.73	20.77	22.52	12.50	4.62	4.50	5.77
Grade 6	75.00	78.95	62.96	22.86	19.55	36.11	2.14	1.50	0.93
All Grades	71.76	71.95	68.29	24.84	23.98	27.88	3.40	4.07	3.84

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	45.45	49.46	57.14	45.45	49.46	41.67	9.09	1.08	1.19
Grade 4	52.94	38.10	45.26	37.25	59.05	52.63	9.80	2.86	2.11
Grade 5	40.00	45.05	43.27	51.54	52.25	51.92	8.46	2.70	4.81
Grade 6	45.00	38.35	40.74	53.57	60.15	54.63	1.43	1.50	4.63
All Grades	45.44	42.31	46.04	47.77	55.66	50.64	6.79	2.04	3.32

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	54.55	58.06	48.81	39.39	40.86	47.62	6.06	1.08	3.57
Grade 4	56.86	50.48	61.05	38.24	46.67	34.74	4.90	2.86	4.21
Grade 5	59.23	65.77	63.46	35.38	28.83	33.65	5.38	5.41	2.88
Grade 6	77.86	78.95	59.26	20.71	20.30	37.96	1.43	0.75	2.78
All Grades	63.27	64.48	58.57	32.48	33.03	38.11	4.25	2.49	3.32

Conclusions based on this data:

1. Students at Matsumoto continue to perform at high levels on the ELA CAASPP.

2. The Writing Claim is an area of strength with 66% of students above standard.

3. The Listening Claim is the relative area of weakness with 46% of students above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	93	85	99	93	84	99	93	84	98	100	98.8
Grade 4	103	108	95	102	104	95	102	104	95	99	96.3	100
Grade 5	130	111	106	130	111	104	130	111	104	100	100	98.1
Grade 6	142	136	108	141	135	108	141	135	108	99.3	99.3	100
All	476	448	394	472	443	391	472	443	391	99.2	98.9	99.2

Overall Participation for All Students

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2523.	2517.	2512.	64.65	63.44	63.10	28.28	23.66	27.38	3.03	11.83	4.76	4.04	1.08	4.76
Grade 4	2573.	2565.	2574.	64.71	57.69	70.53	25.49	29.81	23.16	7.84	9.62	6.32	1.96	2.88	0.00
Grade 5	2607.	2601.	2603.	70.00	65.77	66.35	20.00	17.12	15.38	6.15	10.81	12.50	3.85	6.31	5.77
Grade 6	2654.	2637.	2632.	72.34	67.41	65.74	19.15	20.00	20.37	6.38	8.15	9.26	2.13	4.44	4.63
All Grades	N/A	N/A	N/A	68.43	63.88	66.50	22.67	22.35	21.23	5.93	9.93	8.44	2.97	3.84	3.84

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79.80	74.19	79.76	16.16	23.66	14.29	4.04	2.15	5.95
Grade 4	75.49	73.08	83.16	19.61	21.15	14.74	4.90	5.77	2.11
Grade 5	77.69	72.07	68.27	17.69	19.82	24.04	4.62	8.11	7.69
Grade 6	76.60	76.30	67.59	20.57	15.56	23.15	2.84	8.15	9.26
All Grades	77.33	74.04	74.17	18.64	19.64	19.44	4.03	6.32	6.39

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70.71	63.44	69.05	24.24	34.41	26.19	5.05	2.15	4.76
Grade 4	69.61	62.50	71.58	27.45	33.65	25.26	2.94	3.85	3.16
Grade 5	69.23	62.16	67.31	25.38	33.33	25.96	5.38	4.50	6.73
Grade 6	71.63	62.96	65.74	25.53	32.59	28.70	2.84	4.44	5.56
All Grades	70.34	62.75	68.29	25.64	33.41	26.60	4.03	3.84	5.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68.69	73.12	59.52	28.28	23.66	35.71	3.03	3.23	4.76
Grade 4	65.69	61.54	72.63	30.39	33.65	24.21	3.92	4.81	3.16
Grade 5	60.77	66.67	58.65	34.62	27.93	35.58	4.62	5.41	5.77
Grade 6	70.92	69.63	63.89	24.82	25.19	30.56	4.26	5.19	5.56
All Grades	66.53	67.72	63.68	29.45	27.54	31.46	4.03	4.74	4.86

Conclusions based on this data:

1. Students at Matsumoto continue to perform at high levels on the Math CAASPP.

2. Students at Matsumoto have strong reasoning and concept and procedures skills.

3. Teachers report students can continue to grow in ability to apply math skills across content areas.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1477.8	1471.6	1478.3	1480.2	1476.3	1451.4	41	37
Grade 1	1546.0	*	1527.3	*	1564.2	*	21	9
Grade 2	*	*	*	*	*	*	*	10
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	4
All Grades							91	73

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.73	43.24	*	24.32	*	16.22	*	16.22	41	37
1	90.48	*	*	*		*		*	21	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	70.33	36.99	16.48	32.88	*	19.18	*	10.96	91	73

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.17	40.54	*	29.73	*	13.51	*	16.22	41	37
1	95.24	*		*	*	*		*	21	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	78.02	36.99	12.09	35.62	*	16.44	*	10.96	91	73

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**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.41	32.43	*	24.32	*	24.32	*	18.92	41	37
1	90.48	*	*	*		*		*	21	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*	*	*		*	*	*
All Grades	62.64	28.77	17.58	32.88	15.38	23.29	*	15.07	91	73

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.17	37.84	*	45.95	*	16.22	41	37
1	100.00	*		*		*	21	*
4	*	*	*	*	*	*	*	*
All Grades	73.63	43.84	24.18	47.95	*	8.22	91	73

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.17	40.54	*	45.95	*	13.51	41	37
1	85.71	*	*	*	*	*	21	*
All Grades	78.02	34.25	13.19	56.16	*	9.59	91	73

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.10	21.62	34.15	62.16	*	16.22	41	37
1	95.24	*	*	*		*	21	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	60.44	24.66	30.77	60.27	*	15.07	91	73

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.73	70.27	*	10.81	*	18.92	41	37
1	71.43	*	*	*		*	21	*
2	*	*	*	*	*	*	*	*
All Grades	68.13	56.16	27.47	32.88	*	10.96	91	73

Conclusions based on this data:

1. According to the ELPAC scores for 73 students, majority of them are in the Well-Developed category in the Writing Domain.

2. Of 73 students, 70% scored Level 3 and Level 4 in Overall Language.

3. Of 73 students, 34% scored in the Well-Developed category in the Speaking Domain.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
657	**7.0**	**17.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	17.5
Homeless	1	0.2
Socioeconomically Disadvantaged	46	7.0
Students with Disabilities	48	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	542	82.5
Filipino	26	4.0
Hispanic	35	5.3
Two or More Races	15	2.3
White	36	5.5

Conclusions based on this data:

1. Majority of our student population is Asian (82.5%).

2. Seven percent of our student population is socioeconomically disadvantaged.

3. There are 115 students who are English Language Learners out of 657.

School and Student Performance Data

Overall Performance

2019 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		

Conclusions based on this data:

1. Matsumoto has a low suspension rate.

2. There is room for improvement in English Language Arts.

3. There is a small number of chronic absenteeism at Matsumoto.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
92.4 points above standard	72 points above standard	0 Students
Maintained -1.2 points	Declined -9.9 points	
383	96	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	26.8 points above standard	11.3 points above standard
	Declined -8.6 points	Increased ++7 points
1	26	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	100.2 points above standard	61.2 points above standard
1		Maintained -1.3 points	11
		336	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	39.4 points above standard
10	9		Declined -10.9 points
			16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
15.2 points below standard	90.7 points above standard	82.4 points above standard
Declined Significantly -24 points	Declined -5.9 points	Maintained ++1.9 points
17	79	144

Conclusions based on this data:

1. According to the ELA data, the English Learners decreased by 24 points, but is still 15.2 points below standard.

2. Asian students declined by 3.4 points in ELA, but is still 98.1 points above standard.

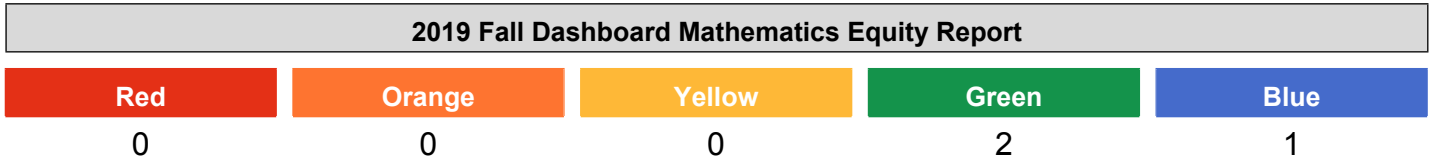**3.** Overall, students declined 3.1 points in ELA, but is still 90.5 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	
80.1 points above standard	61.3 points above standard	
Maintained -2.3 points	Declined -10.6 points	
382	96	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	14.2 points above standard	1.4 points above standard
1	Declined -9.9 points	Declined -13.4 points
	26	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		90.2 points above standard	28 points above standard
1		Maintained -1.5 points	11
		336	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		6.1 points above standard
10	8		Declined Significantly -24.8 points
			16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
27.6 points below standard	80.4 points above standard	65.4 points above standard
Declined Significantly -51.1 points	Maintained -1.2 points	Maintained ++2.6 points
17	79	143

**Conclusions based on this data:**

1. According to the Mathematics data, the English Learners declined significantly by 51.1 points, but is still 27.6 points below standard.

2. Asian students maintained -1.5 points in Mathematics, but is still 90.2 points above standard.

3. Overall, students maintained -2.3 points in Mathematics, but is still 80.1 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.5 making progress towards English language proficiency
Number of EL Students: 33
Performance Level: Medium
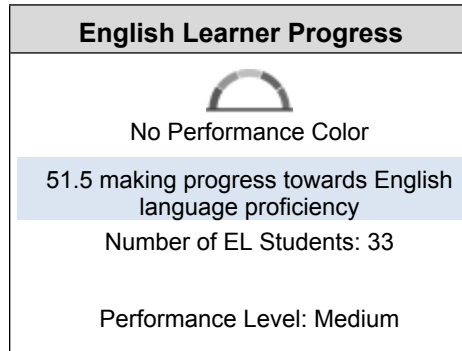
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
10	6	5	12

Conclusions based on this data:

1. Twelve out of 33 EL students progressed at least one ELPI Level.

2. Eleven out of 33 EL students maintained their ELPI level.

3. Ten EL students decreased one ELPI level. English Learners will continue to be an area of focus.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
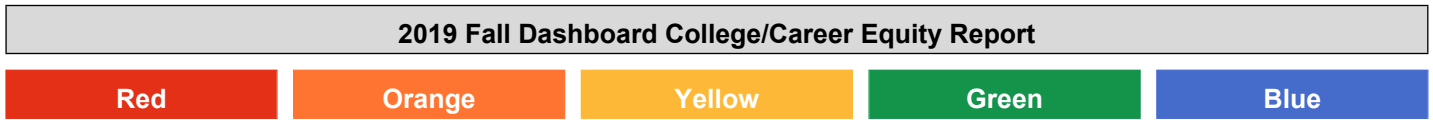
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

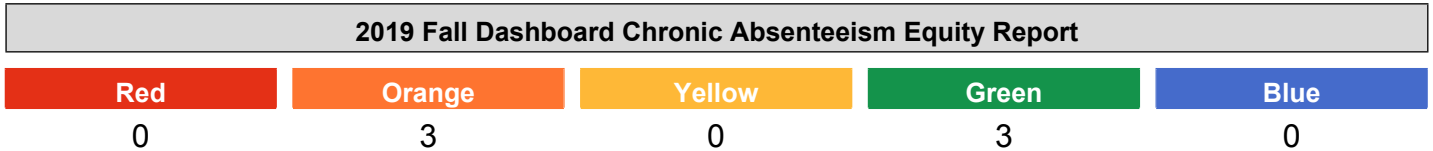| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	3	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3	3.4	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -2.2	0
674	117	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.4	9.8
1	Increased +3.4	Increased +2.8
	54	61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity		

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.6	3.8
1	1	Maintained +0.4	Declined -3.1
		549	26

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
7.3	0	Less than 11 Students - Data Not Displayed for Privacy	5.3
Increased +1.6	Maintained 0	0	Declined -9.6
41	18		38

Conclusions based on this data:

1. Overall, there was a slight increase in chronic absenteeism from our socioeconomically disadvantaged students.

2. Overall, there was a slight increase in chronic absenteeism from our students with disabilities.

3. The population with the highest amount of absenteeism is our Hispanic students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
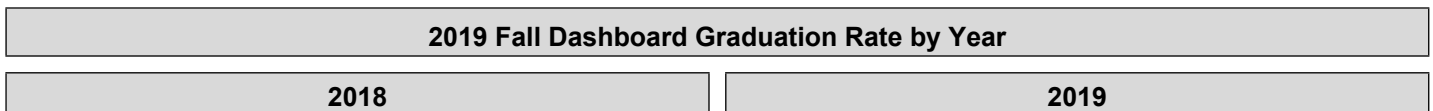
School and Student Performance Data

Conditions & Climate
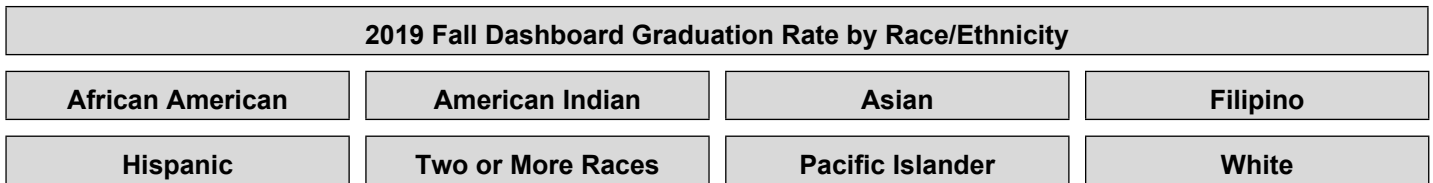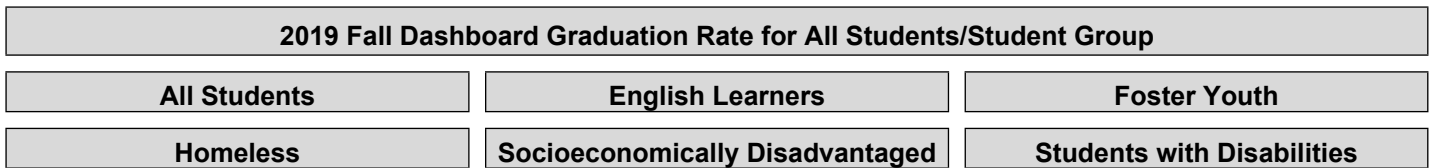## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	6
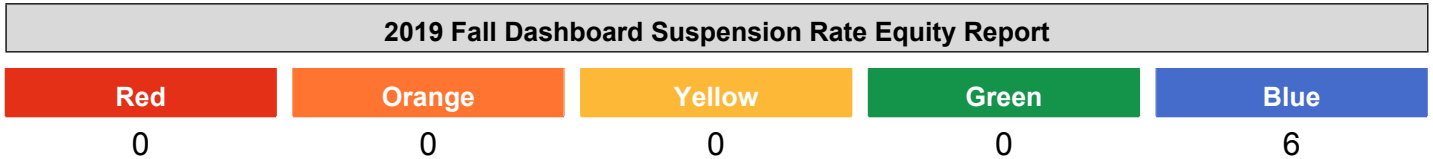
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0	0	
Maintained 0	Maintained 0	
685	121	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
1	Maintained 0	Maintained 0
	55	62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
1	1		
		Maintained 0	Maintained 0
		557	26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
41	19		40

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Overall, Matsumoto had zero suspensions in the last two years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts and Content Area Integration

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 1

All students, including those in each significant subgroups, will demonstrate adequate growth in ELA as evidenced by results from CAASPP and curriculum assessments.

In 2019, Matsumoto had 89% of students who met or exceeded standard on English Language Arts/Literacy on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 3%, reaching 92% of standard met or standard exceeded by 2020.

In 2019, Matsumoto had 47% of English Language Learners (ELL) who met or exceeded standard on English Language Arts/Literacy on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, ELL students will grow by at least 5%, reaching 52% of standard met or standard exceeded by 2020.

In 2019, Matsumoto had 47% of Students with Disabilities (SWD) who met or exceeded standard on English Language Arts/Literacy on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, ELL students will grow by at least 5%, reaching 52% of standard met or standard exceeded by 2020.

Identified Need

Growth of achievement in ELA overall, specifically in the areas of English Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/California School Dashboard	Decreased 1% in ELA from previous year in overall score.	Increase of 3-5% from CAASPP results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials will be purchased to specifically address the English Language shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	General Fund 4000-4999: Books And Supplies Instructional Materials
2500	Supplemental Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development will be made available to teachers through conferences, workshops, staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, and on-site facilitation with consultants. Teachers will use release time to collaboratively plan and discuss student work. Staff development will be made available to teachers through conferences, workshops, and seminars.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1250	General Fund 5000-5999: Services And Other Operating Expenditures Conferences, Workshops, Consultants
4000	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers, Release Time
916	Supplemental Fund 3000-3999: Employee Benefits

	Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development will be provided to all staff to assist in the implementation of the CCSS in ELA. Teachers will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. Teachers will be trained to incorporate ELD standards in the classroom and best strategies to promote learning of the EL population.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers
114	Supplemental Fund 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the CCSS in Language Arts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide digital content in the classrooms and research the purchase of a blended learning program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library collection will be expanded to support learning with nonfiction and fiction books.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will earn Mustang Cards when displaying the school-wide rules. Books will be purchased and given to students as prizes to promote reading.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

250	General Fund 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto has implemented teacher collaboration, PLC days, book study, staff meetings, and coaching meetings. Teachers work together to analyze data and refine their teaching through collaboration. Areas of focus are English Language Learners and Students with Disabilities. The school library has been expanded over the last few years to update new books and replace outdated resources. Matsumoto purchased document cameras, projectors, Chromebooks and iPads for classrooms, as needed. Overall, there was a decrease of 1% in English Language Arts.

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

More opportunities were given for teacher professional development and purchase of resources.

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.

Matsumoto will continue to review CAASPP data and survey data. Through the intentional work with teachers, students, staff, and community, there is a shift in mindset to meet the Profile of a Learner.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 2

All students, including those in each significant subgroups, will demonstrate adequate growth in Mathematics as evidenced by the results from CAASPP and curriculum assessments.

In 2019, Matsumoto had 88% of students who met or exceeded standard on Mathematics on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 3%, reaching 91% of standard met or standard exceeded by 2020.

In 2019, Matsumoto had 41% of English Language Learners (ELL) who met or exceeded standard on Mathematics on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 5%, reaching 46% of standard met or standard exceeded by 2020.

In 2019, Matsumoto had 57% of Students with Disabilities (SWD) who met or exceeded standard on Mathematics on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 5%, reaching 62% of standard met or standard exceeded by 2020.

Identified Need

Growth of achievement in Mathematics overall, specifically in the areas of English Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/California School Dashboard	Score remain the same from previous year in overall score.	Increase of 3-5% from CAASPP results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials will be purchased to specifically address the English Language shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	General Fund 4000-4999: Books And Supplies Instructional Materials
2500	Supplemental Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development will be made available to teachers through conferences, workshops, staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, and on-site facilitation with consultants. Teachers will use release time to collaboratively plan and discuss student work. Staff development will be made available to teachers through conferences, workshops, and seminars.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1250	General Fund 5800: Professional/Consulting Services And Operating Expenditures Conferences, Workshops, Consultants
4000	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers, Release Time
916	Supplemental Fund 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development will be provided to all staff to assist in the implementation of the CCSS in Mathematics. Teachers will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. Teachers will be trained to incorporate ELD standards in the classroom and best strategies to promote learning of the EL population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers
114	Supplemental Fund 1000-1999: Certificated Personnel Salaries Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide digital content in the classrooms and research the purchase of a blended learning program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto has implemented teacher collaboration, PLC days, book study, staff meetings, and coaching meetings. Teachers work together to analyze data and refine their teaching through collaboration. Areas of focus are English Language Learners and Students with Disabilities. Matsumoto purchased document cameras, projectors, Chromebooks and iPads for classrooms, as needed. Overall, the mathematics scores remained the same.

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

More opportunities were given for teacher professional development and purchase of resources.

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.

Matsumoto will continue to review CAASPP data and survey data. Through the intentional work with teachers, students, staff, and community, there is a shift in mindset to meet the Profile of a Learner.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science, Technology, Engineering, Arts, and Math

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 3

All students, including those in each significant subgroup, will demonstrate academic growth in Science as measured by the CAST in 5th grade. By creating an environment to allow students and staff to use STEAM and content integration within classroom instruction, students will be prepared for the implementation of Next Generation Science Standards.

In 2019, Matsumoto had 80% of students who met or exceeded standard for science on the California Assessment of Student Progress and Performance (CAASPP)/California Science Test (CAST). From this baseline data, students will grow by at least 3%, reaching 83% of standard met or standard exceeded by 2020.

Identified Need

Growth of achievement in Mathematics overall, specifically in the areas of English Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (CAST) Results/California School Dashboard	This was the first year CAST scores were recorded.	Increase of 3-5% from CAASPP/CAST results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for science related projects and activities to students such as, but not limited to, STEAM workshop, school assemblies, outdoor science camp, and science fair.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10000	General Fund 4000-4999: Books And Supplies Instructional Materials
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers
114	Supplemental Fund 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student cross-curricular learning through integration of multiple subject areas. Purchase of supplemental materials for assessment, enrichment, differentiated instruction, and curriculum integration to support science instruction. Technology upgrades to classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Funding for music teacher in primary grades who will come to each classroom every other week.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
8000	General Fund 5800: Professional/Consulting Services And Operating Expenditures Music

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host Family Science, Technology, Engineering, and Math (STEAM) Series (two sessions). Teaches families about STEAM, robotics, design-thinking, and coding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development on Next Generation Science Standards will be provided for teachers to support implementation of NGSS in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers, Release Time
114	Supplemental Fund 1000-1999: Certificated Personnel Salaries Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto supports the roll-out of NGSS through teacher collaboration. Additional funding is provided to support implementation of science lessons. There is a continued partnership with PEER Foundation to teach grade-level focused STEAM lessons to all students in TK through Grade 6. This is the first year of CAST results and 80% of students met and exceeded standards of science.

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

Matsumoto will focus on NGSS to implement science curriculum. Students will participate in STEAM challenges for the science fair. Specific grade-levels provide more hands-on science activities such as Robotics, coding, and building catapults. These science activities help to enrich students' learning.

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.

Matsumoto will be used CAST scores as a data point to track progress on goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Physical Education

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 4

Students in Grades 1-6 will have 200 minutes of physical education every two weeks, according to California Education Code. When students reach fifth grade, they will achieve proficiency in 6 out of 6 strands on the California Physical Fitness Test during the 2019-2020 school year.

% of Students in Healthy Fitness Zone:
Aerobic Capacity - 91.3%
Body Composition - 79.8%
Abdominal Strength - 93.3%
Trunk Extension Strength - 100%
Upper Body Strength - 92.3%
Flexibility - 95.2%

Identified Need

An area of focus is body composition. All other areas are over 90%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/California School Dashboard	Body Composition is at 79.8% and needs improvements, whereas all other areas are passed 90%.	Increase of 3-5% from CAASPP results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental materials for school-wide Physical Education instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Exercising daily, mile run, Walk for Education, Walk n' Roll Wednesdays, recess/lunch activities, assemblies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials
330	Supplemental Fund 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

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

Grades 1-6 have to meet a state requirement of 200 minutes every 10 days. Grade-level teams collaborate to develop schedules and lessons to implement. Funding for materials are given for teachers to buy equipment. The fifth grade team focuses on endurance, especially the 6 components of Physical Fitness.

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

More opportunities were given for teacher professional development and purchase of resources.

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.

Overall, students have been doing well on the assessment. An area of focus is body composition. Teachers will strategize to support students in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Goal 5

All students will perform at the proficient or advanced levels on the ELPAC, until reaching the level of reclassification as a fluent English speaker.

Identified Need

Need to increase the number of students who meet or exceeds standards in ELA and Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores/CAASPP Results/California School Dashboard	Decreased from previous year in overall score.	Increase of 3-5% from CAASPP results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Continued focus on EL students with respect to the CCSS. Teachers will meet in grade level teams and across grade level teams to collaborate, analyze data, and implement best practices for English Language Learners (ELLs).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
299	Title III

	4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Integrated and designated instruction for EL's and especially LTEL's to have equal access and engaged in grade level academic content. ELD intervention and materials to support ELs and LTELs in meeting proficiency and requirements for reclassification. Aligned ELD materials with Common Core State Standards will be purchased.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title III 1000-1999: Certificated Personnel Salaries Intervention
690	Title III 1000-1999: Certificated Personnel Salaries Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

To monitor student achievement, technology software and hardware will be purchased or leased.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Professional development opportunities will be given to teachers, EL teacher, para- professionals, and administer to enhance the instruction of our EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	Title III 5800: Professional/Consulting Services And Operating Expenditures Conferences, Workshops

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto uses staff meetings and PLC days to identify EL 1's and 2's, intervention students, and also ELD strategies. English Language Learner students are targeted in their classrooms, receive push-in support, and intervention supports. There was a decrease in the number of reclassified students from the previous year.

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

Matsumoto will assess students to track their progress and inform follow up lessons and small group instruction. iReady was used to provide additional data and resource for struggling students and target specific instructions. SIPPS was used for a small group of primary students. Intervention is targeted for EL students. We will continue to support targeted EL students for intervention and support programs.

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.

We will continue to track EL student progress through CAASPP and ELPAC scores. Unit assessments along with other informed assessments such as BPST, San Diego Quick, and iReady, will be administered to inform instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community Engagement

LEA/LCAP Goal

Provide for a safe, respectful and welcoming school environment.

Goal 6

Parents and community members will have multiple opportunities to participate in one or more learning/enrichment activities with their child.

Identified Need

Continue to provide more community engagement opportunities for families. Increase attendance and participation in parent workshops and school sponsored events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey	According to the YouthTruth Survey, 72% of our families are engaged in our school.	Increase of 3-5% in the YouthTruth Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Have regular communication with parents through social media platforms, PeachJar, and school website. By providing different tools for communication, parents will be more informed with the school's events and happenings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund

| | 4000-4999: Books And Supplies
Tools for Communication |

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host Principal's Coffee to address school happenings, curriculum, CAASPP, ELAC, and more.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support PTA with community coffee and school events such as Family Fun Night, Book Fair, End-of-the-Year Social, Color Me Mine, Family Movie Nights, and more.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host two Family Science, Technology, Engineering, Arts, and Math (STEAM) Nights, for students and parents to attend to learn about STEAM, Design Thinking, and Coding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parents will have the opportunities to volunteer in the classroom and attend field trips. The whole community will have opportunities to participate in community events such as, but not limited to, Back to School Night, Open House, school beautification, movie nights, cookies for coats, canned food drive, Walk for Education, spirit days, character development, and community service.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Tools for Communication

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

There have been an increase in parent and community engagement. More participants in parent education classes and also school/PTA sponsored activities.

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

We will continue to support parent engagement at school and attending school events. We will emphasize the importance of parent connection their child's education.

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

This goal will continue to be a focus because community engagement is important. With the community support, our students will be supported socially and emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Provide for a safe, respectful and welcoming school environment.

Goal 7

Create a safe, attractive, caring and nurturing environment that is conducive to learning and promotes the development of positive self-esteem.

Identified Need

Matsumoto will continue to increase school climate by supporting student groups and develop a PBIS model in preparation for future training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safety Survey and YouthTruth Survey	According to the YouthTruth Survey, 87% of families believe that there is a high level of school safety and relationships/culture was at 90%. According to the Safety Survey, 88% of students feel safe or very safe at school.	Increase of 3-5% in Safety and YouthTruth Surveys

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Providing MFT counseling services to students and referrals to parents and students for outside counseling services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Supports

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement the Walk and Roll Program. Provide incentives for students to walk weekly. Work with volunteers to have a consistent weekly checkpoint for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase social skills resources to support small group lessons for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to encourage staff to engage in social/emotional learning opportunities to support students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support Student Council and Expect Respect by providing students with the opportunity for empowerment through school activities and spirit days.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide multiple opportunities per month for community activities at the school site such as Family Paint Night, Family Movie Night, Parenting with Logic, drama plays, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

500	General Fund 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto has started implementing some key components of PBIS such as Mustang Cards, citation forms, and Check-In/Check-Out protocols. There has been an increase in school activities and opportunities for students to engage. There are additional support for social emotional issues. We had no suspensions.

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

Matsumoto will send staff to PBIS training to help develop the program with support from the district and SCCOE. The Walk n' Roll program through the City of San Jose will continue to promote street safety. We will continue to develop and increase supports for our students academically and social/emotionally.

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

This goal will continue to be a focus as we receive additional training and bring back new strategies to be implemented.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Technology

LEA/LCAP Goal

Provide access to multiple learning programs and opportunities for students.

Goal 8

Continue implementation of a plan that allows students access to a wide variety of technology that supports a 21st Century Learning Environment of collaboration, communication, creativity, and critical thinking skills.

Identified Need

School technology, computer programs, and student devices need to be repaired, replaced, and updated. Additional technology training needs to be given to staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey and feedback	1:1 Chromebooks in Grades 3-6	Replace and introduce 1:1 technology for all students. Introduce new technology that will assist and benefit student learning and classroom instruction.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, and LCD projector. Students will have access to computers, Chromebooks, and iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses may be purchased. A district and/or site stipend will be provided to the site technology representative.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
9000	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Short-term and long-term technology plan will be discussed with the whole certificated staff. Technology will be updated and replaced as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2241	General Fund 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto has ensured that all teachers have document camera and projector in each class. Additional technology was purchased to allow for 1:1 in Grades 3-6.

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

Using feedback and tracking technology, decisions for future updates and purchases will be made.

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

This goal will be a continued focus to update and purchase new technology for our site.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Enrichment

LEA/LCAP Goal

Provide access to multiple learning programs and opportunities students.

Goal 9

All students will have the opportunity to participate in enrichment activities throughout the school year.

Identified Need

Additional enrichment activities were needed to give students engagement opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Participation	There are four additional enrichment opportunities for students this year than the previous year.	Increase the number of enrichment opportunities by 1-2 programs.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Apply for grants to help support enrichment programs. Substitutes will be provided to teachers who will participate in grant writing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	General Fund

	1000-1999: Certificated Personnel Salaries Substitute Teachers, Release Time
228	General Fund 1000-1999: Certificated Personnel Salaries Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with more opportunities to participate in assemblies, expect respect, enrichment club, GeoBee, spelling bee, and other after-school related programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support after-school enrichment programs by setting up informational nights, posting on school website, and publicizing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
250	General Fund 4000-4999: Books And Supplies Tools for Communication

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

It was important to increase the number of different enrichment opportunities for students at the school site. There was a need from families to engage their children in programs to support their learning.

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

Matsumoto will continue to focus on bringing new and engaging programs for students such as STEAM workshops, Artisan Society, Math Olympiad, Spelling Bee, and GeoBee. We will provide resources to help with these programs.

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.

Matsumoto will keep track of additional programs added and the level of participation in these programs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Visual and Performing Arts

LEA/LCAP Goal

Provide access to multiple learning programs and opportunities students.

Goal 10

Increase opportunities for the students to participate in Visual and Performing Arts within the classroom and/or after-school. Students will be encouraged to participate in VAPA opportunities in an effort to enhance in academics, in addition to developing habits of mind and social competencies.

Identified Need

Additional VAPA activities were needed to give students engagement opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Participation	VAPA programs in place	Increase by 1-2 more programs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase programs and/or materials to expose students to visual arts and art appreciation. Provide support for events such as grade level performances, talent show, choir performances, assemblies, drama, and Expect Respect.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	General Fund 4000-4999: Books And Supplies

	Instructional Materials

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Research opportunities to provide performing and or music opportunities for students outside of the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

500	General Fund 4000-4999: Books And Supplies Instructional Materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Apply for grants to help support VAPA program. Substitutes will be provided to teachers who will participate in grant writing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

500	General Fund 1000-1999: Certificated Personnel Salaries Substitute Teachers; Release Time
114	General Fund 3000-3999: Employee Benefits Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Matsumoto has provided primary students with a contracted music teacher to help support their musical talents. The school-wide talent show has been well-received and has a large number of participation by students. However, there has been decrease in other VAPA programs and staff to run them.

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

Matsumoto will continue to focus on building and increasing the VAPA program at our site.

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.

Matsumoto will identify staff and organizations that can support with implementing and increasing the level of support for the VAPA programs and activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 15

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,940.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$4,739.00

Subtotal of additional federal funds included for this school: $4,739.00

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	$48,583.00
Supplemental Fund	$17,618.00

Subtotal of state or local funds included for this school: $66,201.00

Total of federal, state, and/or local funds for this school: $70,940.00

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	48,583	0.00
Title III	4,739	0.00
Supplemental Fund	17,618	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	48,583.00
Supplemental Fund	17,618.00
Title III	4,739.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,646.00
3000-3999: Employee Benefits	2,174.00
4000-4999: Books And Supplies	42,120.00
5000-5999: Services And Other Operating Expenditures	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	9,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	1,728.00
3000-3999: Employee Benefits	General Fund	114.00
4000-4999: Books And Supplies	General Fund	36,241.00

5000-5999: Services And Other Operating Expenditures	General Fund	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	9,250.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	10,228.00
3000-3999: Employee Benefits	Supplemental Fund	2,060.00
4000-4999: Books And Supplies	Supplemental Fund	5,330.00
1000-1999: Certificated Personnel Salaries	Title III	3,690.00
4000-4999: Books And Supplies	Title III	549.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,280.00
Goal 2	11,280.00
Goal 3	21,228.00
Goal 4	1,330.00
Goal 5	4,739.00
Goal 6	1,750.00
Goal 7	2,000.00
Goal 8	11,241.00
Goal 9	2,478.00
Goal 10	2,614.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Hong Nguyen	Principal
Lisa Oshita	Other School Staff
Diana Stahlnecker	Classroom Teacher
Kori Hambleton	Classroom Teacher
Anh-Kiet Tran	Classroom Teacher
Dileep Mouleesha	Parent or Community Member
Rukhshanda Puri	Parent or Community Member
Gautham Pallapa	Parent or Community Member
Scott Manivong	Parent or Community Member
Monika Kadakia	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 04/02/2020.

Attested:

Dr. Hong Nguyen	Principal, Dr. Hong Nguyen on 04/02/2020
	SSC Chairperson, Rukhshanda Puri on 04/02/2020

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

● Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019