School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mata Elementary	39-68676-0140020		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Mata's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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

Mata staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Mata's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 1, 2023
- December 21, 2023
- March 7, 2024
- April 11, 2024
- May 31, 2024
- October 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting last year August 8, 2024
- Title 1 Parent Meeting this year August 6, 2024
- Monthly Coffee Hour on 9/23/23, 11/8/23, 12/13/23
- English Language Advisory Committee on 9/1/23, 3/7/24, 4/11/24, 5/31/24

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Mata, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	106.9 points below standard (red)	107.4 points below standard (orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	12.2% suspended at least one day (red)	X	X	N/A
Students with Disabilities	133.9 points below standard (red)	156.5 points below standard (orange)	9.1% suspended at least one day (red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

The resource inequities at Mata School are as follows:

- Lack of staffing to support teachers and students. Mata is in need of an Instructional Coach and Program Specialist and is monumental for our student success in reviewing data and supporting teachers.
- Staff require additional support to help student achieve at high levels. Due to the lack of training for teachers and support staff, students are not receiving high quality first instruction causing them to perform below grade level. Differentiation and Interventions are not being performed at high levels which makes them moderately effective resulting in inequities for students.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	58.4 points below standard (orange)		6.7% suspended at least one day (red)	43.1% chronically absent (red)		
Foster Youth						
English Learner	106.9 points below standard (red)	107.4 points below standard (orange)	4.4% suspended at least one day (orange)	37.9% chronically absent (orange)		
Long Term English Learner						
Homeless Youth			12.2% suspended at least one day (red)	66.7% chronically absent (red)		
Socioeconomically Disadvantaged	68.4 points below standard (orange)		7.5% suspended at least one day (red)	47.7% chronically absent (red)		
Student with Disabilities	133.9 points below standard (red)	156.5 points below standard (orange)	9.1% suspended at least one day (red)	44.7% chronically absent (red)		
African American			12% suspended at least one day (red)	48.4% chronically absent (red)		
American Indian/ Alaskan Native						
Asian				27.9% chronically absent (orange)		
Filipino						
Hispanic	74.5 points below standard (red)		6.4% suspended at least one day (red)	46.1% chronically absent (red)		

Two or More Races			11.4% suspended at least one day (orange)	51.4% chronically absent (red)	
Pacific Islander/Native Hawaiian					
White				31.3% chronically absent (orange)	

Major gaps were observed in suspension and absenteeism within student groups on the CA Dashboard Indicators for Mata School.

Trend data was also reviewed year over year which resulted in observing increased in suspension and absenteeism. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified suspension and absenteeism as an area of focus for this 2024-2025 school year due to the lack of growth and progress on the CA Dashboard Indicator. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Having school attendance rallies and celebrations for student participation and attendance
- Teachers and staff will be trained in full implementation of PBIS strategies to support students for positive school-wide behavior
- Provide PBIS to impact positive relationship building, cultivate connectedness between student, families and school, and nurture student mental health and overall well-being.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By EOY 2025, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 25 students. EL: By EOY 2025, per ELPAC, increase the number of students who reclassify by 2 students. Math: By EOY 2025, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 25 students.

Identified Need

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

Students need continued support in organizing work for success.

Grade level teams need comprehensive training on the PLC process to conduct effective PLC's that benefit student achievement.

Mata needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Mata needs to incorporate Response to Intervention (RTI) time to address student struggles.

We were not fully able to hold meetings that provided staff development due to loss of Instructional Coaches.

Mata has been identified ATSI for the following sub groups; Homeless, Students with disabilities, and students with 2 or more races.

CA Dashboard English Learner Progress Indicator for 2023 shows the percent of ELs making progress declined by -6.8%.

CAST Scores indicate 85% of students are performing below grade level in Next Generation Science Standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students performing 2 or more grade levels below	ELA 33.2% (164 students) Math 29.4% (146 students)	ELA 28.2% (139 students) Math 24.4% (121 students)

English Learners improving one proficiency level on the ELPAC	40.4% EL students making progress	45.4% EL students making progress

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials. PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions. Mata students will attend field trips providing opportunities to observe and participate in real life application of CORE ELA and Math standards, as well Next Generation Science disciplines. Title I Funding Allocation: Instructional Materials and Supplies: $1,000 Transportation - $2,500 Pupil Fees - $2,500 LCAP 1.1 Career & Technical Education: Instructional Materials and Supplies: $1,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,000 $2,500 $2,500 $1,000	3010 - Title I 3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site)

1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.			
1.1.4	Bilingual Instructional Support Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. Bilingual instructional program support for K-8th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.	English Learners		
1.1.5	English Learner Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.			

| 1.1.6 | English Learner Programs and Supports

EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.

ELD-monitor and discuss EL student progress with each teacher. 0.5 Assistant Principal develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the ELD curriculum will be maintained school wide.

Mata will purchase bilingual literature reflecting EL students background. Books with rich visuals and context clues in a range of reading levels to increase EL friendly books in our school library.

Metrics for Progress Monitoring:
ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)

Title I Funding Allocation:
Books and Reference Materials - $500

LCAP 1.6 English Learner Programs and Supports:
No additional site LCFF is being allocated for this strategy. | English Learners | $500 | 3010 - Title I |

1.1.7	Teacher Collaboration, Professional Development, & Academic Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,000	3010 - Title I
			$24,000	3010 - Title I
	Consultant to lead and provide coaching in developing guiding coalition for professional learning communities and improving efficacy in collaborative practices. PLC work will refine data analysis, school culture, and instructional strategies and supports that impact student achievement . Solution Tree Consultant - Title1		$16,000	3010 - Title I
	We will send teachers to AVID conferences and conduct on-site AVID trainings with a focus on WICOR implementation strategies. Site will also provide staff and teacher trainings for PLC with a focus on data collections to support all students. We will send a team of teachers to PLC conferences during the school year so that most of our teachers get the opportunity to be trained under Solution Tree.			
	Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.			
	Teachers, administration, counselors and instructional coach will meet monthly to discuss data and strategies/activities that enhance student achievement, including AVID implementation. This team will review curriculum and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement. Utilize substitutes for student intervention to enhance student achievement. Teachers, administration, counselors and instructional coaches will collect data on ATSI subgroups (African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) to monitor their progress, and align or coordinate instructional supports.			
	Book Study: Books Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom. -Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content. -Teacher Credibility Books/References			
	Mata will explore and utilize other appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.			

	Metrics for Progress Monitoring: AVID walkthroughs, Collaboration agendas, Percentage of teachers receiving training/certification, AVID CCI tool, PLC rubrics Title I Funding Allocation: Conference/Workshop - $16,000 Teacher Additional Comp - $10,000 Teacher Substitute - $24,000 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support No additional site LCFF is being allocated for this strategy.			
1.1.8	School Site Administrators Leadership Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.			
1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation No additional site LCFF is being allocated for this strategy.			
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.			
1.1.11	Access to Foundational & Outdoor Learning Spaces Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.			

1.1.12	Acceleration of Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.			
1.1.13	Literacy and Library Supports Library Media Assistant - (Split funded District .375 & Site .375) Develop and improve early literacy instruction and programs, as well as support implementation of CORE Reading Curriculum to improve student achievement in ELA goals. Implement reading site initiatives/programs and promote integration of AVID strategies for critical reading and annotation to improve reading comprehension. Library Media Tech will assist in early literacy development. Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.13 Literacy and Library Supports Library Media Assistant Salary and Benefits - $26,816	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$26,816	0100 - LCFF/S&C (site)

| 1.1.14 | Advancement Via Individual Determination (AVID)

Instructional Materials/Supplies - Applicable supplemental instructional materials include planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, file folders, markers, highlighters, white boards, clip boards, dry-erase markers, sentence strip, manipulative, flashcards, games, and other applicable supplemental materials and supplies, copy paper, folders, folders with sleeves, pencils, construction paper, color printer, color printer ink, printer paper, printable sticker paper, post-it chart paper, copy paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post- it sticky notes, binder tab inserts, binders, 2 pocket folders, 1-0 x 13 and 5 x 7 envelopes, ball point pends, blue masking tape, file folders, fadeless butcher paper, glitter, electric pencil sharpeners, chalk markers, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet/dry markers.

Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that front load curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process . Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index card, chart paper, poster pens, ball point/ gel pens.

Mata will provide supplemental instructional materials, AVID planners, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement.
License Agreements for Educational Support On-line programs and/or software to support all students.

Metrics for Progress Monitoring: PLTW assessments, Percentage of classrooms with students utilizing instructional technology to engage in lesson/access resources/and demonstrate learning, Number of students meeting I-Ready growth goals, Number of students participating in Project Based Learning, Percentage of classrooms with students demonstrating WICOR strategies, AVID walkthroughs, AVID CCI tool, PLC rubrics, AVID Planners.

Title I Funding Allocation:
Instructional Materials and Supplies - $29,000
License Agreement - $5,000
Books and Reference Materials - $4,000
Duplicating - $3,975 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $29,000

$5,000

$4,000

$3,975

$21,000 | 3010 - Title I

3010 - Title I

3010 - Title I

3010 - Title I

0100 - LCFF/S&C (site) |
|---|---|---|---|---|

	LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials and Supplies - $21,000			
1.1.15	Recapturing Learning Loss Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.			
1.1.16	Outdoor Education/Science Camp Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students Mata will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.	All Students		

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Additional compensation for our teachers and counselors helped to administer extra instructional academic support for our students who needed tutoring services. Additional compensation for our counselors helped our counselors support students who were struggling emotionally and academically. Instructional materials and supplies continued to assist us in our school-wide AVID implementation. Leadership team was able to attend PLC meetings to assist in proper PLC implementation and lead staff in the beginning stages of an effective PLC process.

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

Additional training for teacher and staff in PLC and AVID is needed. Teachers have taken it upon themselves to get appropriate PD training but it would benefit our site if everyone was trained in the same strategies as a whole site team. Again, our AP had to cover Program Specialist duties and additional compensation was used to pay teachers to assist as needed. Both administrators were in year 2, and fairly new to site in which they continued to build and establish effective relationships with teachers, staff, students and families to promote a safe and positive culture and climate.

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.

Consultant agreements will be added to provide PD to staff on site from our Solution Tree Consultant to go towards teacher training on data collections and strategies to increase student achievement. Duplicating services will also be modified to help increase students organizational needs and support. Field trips, including transportation was also modified to provide more hands on learning and outside learning opportunities in science to increase student achievement in NGSS standards.

Goal 2.1

Goal #	Description
Goal 2.1	Absenteeism: By June 30, 2025, chronic absenteeism for All Students will be below 25%. By June 30, 2025, chronic absenteeism for Homeless students will be below 25%. By June 30, 2025, chronic absenteeism for Students with Disabilities will be below 25%. By June 30, 2025, chronic absenteeism for Two or More Races will be below 25%. Suspensions: By June 30, 2025, the number of students referred for suspension will decrease by 25%

Identified Need

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

Students need continued support in organizing work for success.

Grade level teams need comprehensive training on the PLC process to conduct effective PLC's that benefit student achievement.

Mata needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Mata needs to incorporate Response to Intervention (RTI) time to address student struggles.

We were not fully able to hold meetings that provided staff development due to loss of Instructional Coaches.

Mata has been identified ATSI for the following sub groups; Homeless, Students with disabilities, and students with 2 or more races.

CA Dashboard English Learner Progress Indicator for 2023 shows the percent of ELs making progress declined by -6.8%.

CAST Scores indicate 85% of students are performing below grade level in Next Generation Science Standards.

Policies and Procedures need to be fully implemented school-wide so that students know their expectations to maintain safety and order at school.

Students had trauma at home and continue to show lack of social skills. We continue to catch up on correcting social behaviors.

CA Dashboard Indicators in 2023 show Chronic Absenteeism increased for the subgroups of African American, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

CA Dashboard Indicators in 2023 show that suspension rates increased for the subgroups of African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Rate	All Students 43% Homeless 66.7% Students with Disabilities 44.7% Two or More Races 51.4%	All Students 24% Homeless 24% Students with Disabilities 24% Two or More Races 24%
Number of suspensions	57 suspensions	43 suspensions

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			
2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.			

2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.			
2.1.5	Positive Behavior Interventions and Support (PBIS) Mata will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being. Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Mata will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.			
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.			
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.			

2.1.11	Student Attendance and Truancy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.			
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.			
2.1.13	Mental Health Resources and Supports for Students Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools

Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.

Social Emotional Learning professional learning to provide teachers. Teacher collaboration time with integration of skills/techniques into instruction. (If funding is available.)

Book Study: Books
Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the virtual & physical classroom.
- Trauma Informed Teaching /Classroom Management/Positive School Culture

Mata will provide supplemental instructional materials, books, licenses, professional services, subscriptions, duplicating costs and software needed for SEL instruction and PBIS supports.

Metrics for Progress Monitoring: Number of students receiving SEL lessons and resources, Number of students participating in Restorative Practices, Number of students utilizing planners for PBIS initiatives

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools

No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 2.1.15 | School Connectedness

Preschool Transition

Provide students opportunities to:
*interact with their peers who will attend their kindergarten class promoting social skills,
*establish a connection between the kindergarten teacher and preschooler,
*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.15 School Connectedness:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

Assistant Principal: Teachers and staff will be provided direct support from the Assistant Principal with day to day needs in various capacities.
The AP ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras.
Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the AP supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports.
ELD-monitor and discuss EL student progress with each teacher. Assistant Principal develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the ELD curriculum will be maintained school wide.
Assessment- Coordinate and execute district and state mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, I-Ready.
AP will collect data on ATSI subgroups, monitor their progress, and align or coordinate instructional supports.

Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 2.1.17 | Additional School Site Support

The Program Specialist (District Funded) assists with collecting, analyzing, and interpreting data as well as technology integration and supplemental programs like PLTW, SIPPS, and AVID to better meet the needs of our students that are not yet at grade level in ELA and Math and those students that are underrepresented and underserved.
Specifically, the program specialist will compile attendance and academic data on the ATSI student group (White) to monitor their progress and align supports and services to address their needs for improvement of attendance and promote academic growth.

The Program Specialist helps the teachers use data and implement supplementary programs to support differentiation, small group instruction, address students' needs in ELD, as well as target students for supplemental programs, extended day, and extended year programs to support students that are not yet at grade level in ELA, Math, or making sufficient progress in English. They will also help coordinate local and state assessments and help to analyze performance and guide instructional decision making.

Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.

K-3: Propose an .625 FTE Instructional Assistant to help provide small group and one-on-one support for students identified as ATSI (African-American, EL, Homeless, Socio economic disadvantaged, students with disabilities, 2 or more races, and whites) to support specific needs. Focusing on flashcard interaction... one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math software.

Title I Funding Allocation:
Instructional Assist Salary and Benefits - $34,880

LCAP 2.17 Additional School Site Support:
No additional site LCFF is being allocated for this strategy. | English Learners, All Students, Foster Youth, Low Income, Students with Disabilities | $34,880 | 3010 - Title I |
|---|---|---|---|---|

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.			
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.			

2.1.20	Instructional Technology	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$28,300	3010 - Title I
	Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.		$4,500	3010 - Title I
	Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.		$1,120	0100 - LCFF/S&C (site)
	Teachers will use various equipment such as the laminator, copier, poster maker to implement supplemental programs for early literacy development, interventions, and project based learning such as SIPPS, PLTW, and AVID. AS part of PLC implementation Equipment/colored copier and toner needed for the teacher workroom.		$20,004	3010 - Title I
	All grade levels will use Educational Technology to enhance instruction - Document Cameras, Projectors, supplemental project laptops to enhance and/or for student use, printers to enhance and/or for student use, and other audio/ visual equipment to increase student engagement.			
	Purchase of copiers for instructional materials for teacher workroom x2. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.			
	Title I Funding Allocation: Equipment/Copiers - $28,300 Instructional Materials and Supplies - $20,004 Maintenance Agreements - $4,500			
	LCAP 2.20 Instructional Technology: Maintenance Agreements - $1,120			

2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.			
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.			
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

PBIS and PLUS strategies have helped decrease behaviors. PBIS were enforced school wide. Counseling Team provided SEL lessons and conducted small groups. Counseling and Administration Team have implemented intervention strategies such as Restorative Practices, to support the needs of our students.

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

Yard Duty staff and other staff need additional training in PBIS to help maintain a physical and emotionally safe environment.

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 would like to use outside consultants to help improve with culture and climate of the school. Most needed interventions occur during the afternoon recess. Non-instructional staff and student training would benefit our climate and culture to increase safety on our site.

Goal 3.1

Goal #	Description
Goal 3.1	Parent Involvement: By June 30, 2025 - Increase parent and community participation in activities by 30% as measured by sign in sheets and /or survey.

Identified Need

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

Students need continued support in organizing work for success.

Grade level teams need comprehensive training on the PLC process to conduct effective PLC's that benefit student achievement.

Mata needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Mata needs to incorporate Response to Intervention (RTI) time to address student struggles.

We were not fully able to hold meetings that provided staff development due to loss of Instructional Coaches.

Mata has been identified ATSI for the following sub groups; Homeless, Students with disabilities, and students with 2 or more races.

CA Dashboard English Learner Progress Indicator for 2023 shows the percent of ELs making progress declined by -6.8%.

Policies and Procedures need to be fully implemented school-wide so that students know their expectations to maintain safety and order at school.

Students had trauma at home and continue to show lack of social skills. We continue to catch up on correcting social behaviors.

CA Dashboard Indicators in 2023 show Chronic Absenteeism increased for the subgroups of African American, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

CA Dashboard Indicators in 2023 show that suspension rates increased for the subgroups of African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents participating in school events	10% participation	13% participation

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities PLUS Leadership Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept. Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			

3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.			

3.1.4	Expanded Learning and Enrichment Opportunities	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$5,000	3010 - Title I
			$200	3010 - Title I
	All grades levels for targeted students, teacher additional comp to provide extended day/year support to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. Planning, collaboration, and articulation of PLC initiatives for effective implementation of PLC strategies to achieve school goals. PLC team will align efforts to deliver high quality instruction, improve student achievement, and build a positive school culture/climate that establishes high expectations through student empowerment, self-efficacy, growth mindset, and productive personal relationships. 12 teachers x 1.0 hours per week for 20 weeks. 2 counselors x 1.0 hours x 20 weeks.		$6,000	3010 - Title I
	(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)			
	Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.			
	Metrics for Progress Monitoring: EPLAC assessments and RFEP data, I-Ready pathway reports and assessments, SIPPS diagnostics, Number of teacher provided Coaching cycle, number of student receiving instructional aide support, Number of students meeting fluency goals, Number of students reducing lost instructional time, due to behavior, Number of students receiving intervention and enrichment, Percentage of classrooms utilizing library on regular basis			
	Title I Funding Allocation: Teacher Additional Comp - $6,000 Counselor Additional Comp - $5,000 Instructional Assist Additional Comp - $200			
	LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

As we continue to move forward, we will continue to use our family engagement strategies to build meaningful partnerships with our Mata families. Participation in Family engagement nights, such as AVID and STEM nights have increase in the last school year. PLUS Multi Cultural nights and PTO events have also increased in participation. We have also partnered with the City of St

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

Working with our PLUS Team and PTO have helped increase family engagement and participation, and holding the same events are becoming a tradition that we would like to continue. Our participation in Parent Coffee Hour still is low in participation and this may be due to our very new Counseling Team who are new to our site and new to their placement at Mata.

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 with strategies and supports to increase parent and family participation. Additional comp was modified so that counselors and teachers can be compensated for time to help build engagement with families and increase participation..

Goal 4.1

Goal #	Description
Goal 4.1	.

Identified Need

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

Mata needs an increase in participation during Parent Coffee Hours so that families are better informed of what the school can offer in regard to student support and positive parent communication.

We need an increase in teacher participation during Family Engagement events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Engaging Educational Partners and Parent Training Parent Meetings/Events- The AP will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and Math & Literacy Nights. Data- Present and provide summary reports to all teachers from student achievement assessments. This includes I-Ready, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The AP also supports the evaluation of the data to create SMART goals for teachers and students. (Title I) Academic Conferences - The AP will participate and assist the Principal in	English Learners, Students with Disabilities, Low Income, Foster Youth, All Students	$1,328	3010 - Title I - Parent

	Teacher academic conferences, with data analysis directly related to instructional use within the classroom.

Parent Meeting - Light snacks and refreshments for Parent Coffee hour Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance and learning with a focus on subgroups(African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/ trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings.

Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement.

Mata will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.

Metrics for Progress Monitoring: Number of parents attending community events, Committee notes and agendas, Number of parents attending Parent Coffee Hour

Title I Funding Allocation:
Parent Meeting Expenses - $1,328

LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:
No additional site LCFF is being allocated for this strategy. | | | |
| 4.1.2 | District Strategic Planning and Communication

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 4.2 District Strategic Planning and Communication:
No additional site LCFF is being allocated for this strategy. | | | |

| 4.1.3 | Community Schools Supports and Resources

Support Staff Salary for Plan Implementation and Additional Instructional Supports

Mata will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.

Mata will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships in support of all students including African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 4.1 Community Schools Supports and Resources
No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | | |

| 4.1.4 | Parent Advisory Committee Supports and Resources

Supplemental Curriculum, Materials, and Programs to Support Improvement

Parent Meeting - parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.
Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community   Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

Non-Instructional Materials : Materials for parents of targeted student groups (African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) such as Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

Mata will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.

Metrics for Progress Monitoring: Number of parents attending community events, Committee notes and agendas, Number of parents attending Parent Coffee Hour.

Title I Funding Allocation:
Non-Instructional Materials and Supplies - $1,700

LCAP 4.4 Parent Advisory Committee Supports and Resources:
No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $1,700 | 3010 - Title I - Parent |

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No Additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.			
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.			
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.			
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

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

Mata needs an increase in participation during Parent Coffee Hours so that families are better informed of what the school can offer in regard to student support and positive parent communication.

We need an increase in teacher participation during Family Engagement events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.			
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Materials for parents and student involvement activities, such as literacy night, science night, STEM, and Multicultural Night. These materials are essential to provide hands on activities for our families to learn together and build a community of learning. Cultural appropriate books and reference materials will be provided to educate our students. Title I Funding Allocation: Books and reference materials - $500 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.		$500	3010 - Title I
6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.			

6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$200,887.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$250,823.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 - Title I	$197,859.00
3010 - Title I - Parent	$3,028.00

Subtotal of additional federal funds included for this school: $200,887.00

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 ($)
0100 - LCFF/S&C (site)	$49,936.00

Subtotal of state or local funds included for this school: $49,936.00

Total of federal, state, and/or local funds for this school: $250,823.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: **Flora Arca Mata**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

4/11/24
_____
Date of Meeting

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

English Learner Advisory Committee

12/16/24
_____
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on **10/30/24** _____ .
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

Attested:

Patricia Mata   **10/30/24**
_____   _____   _____
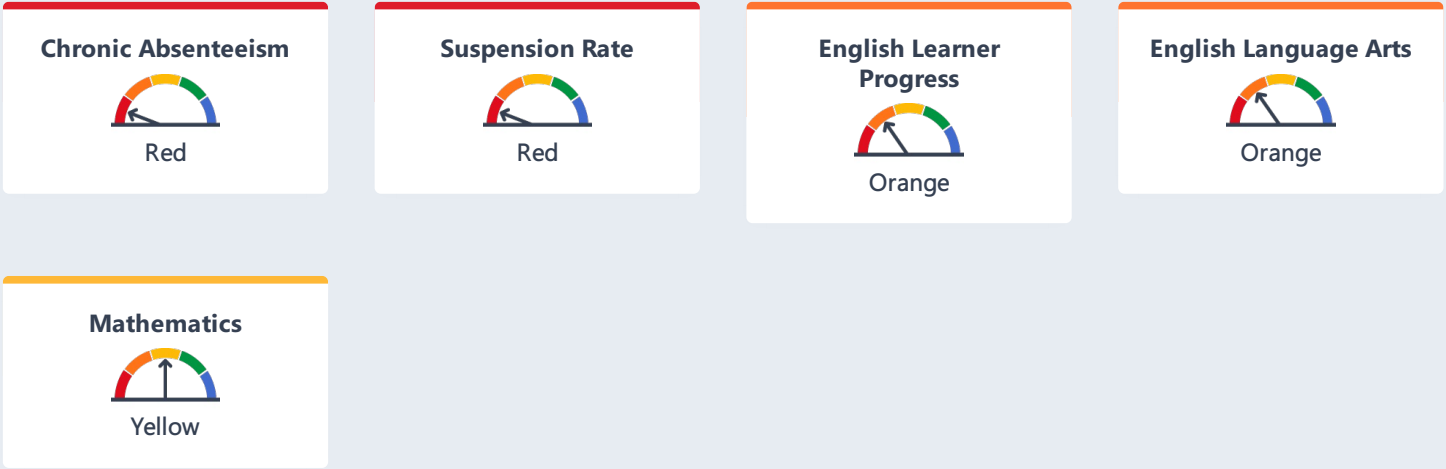Typed Name of School Principal   Signature of School Principal   Date

Flora Arca Mata

Explore the performance of Flora Arca Mata under California's Accountability System.
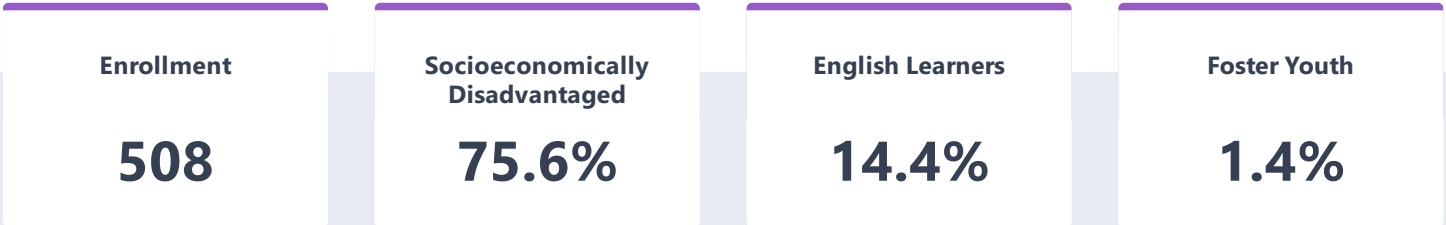
Chronic Absenteeism	**Suspension Rate**	**English Learner Progress**	**English Language Arts**
Red	Red	Orange	Orange

Mathematics
Yellow

School Details

NAME	**ADDRESS**	**WEBSITE**	**GRADES SERVED**
Flora Arca Mata	5600 Alexandria Place Stockton, CA 95207-4600	http://www.stocktonusd...	P-8

CHARTER	**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No	No

Student Population

Explore information about this school's student population.

Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
508	**75.6%**	**14.4%**	**1.4%**

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Orange

58.4 points below standard

Maintained 0.1 Points

EQUITY REPORT
Number of Student Groups in Each Level

3	1	2
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

Yellow

77.3 points below standard

Increased 10.9 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0	2	4
Red	Orange	Yellow

0	0
Green	Blue

English Learner Progress

Orange

40.4% making progress

Declined 6.8% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Red

43.1% chronically absent

Increased 3.1% ▲

EQUITY REPORT
Number of Student Groups in Each Level

6	3	0
Red	Orange	Yellow

0	0
Green	Blue
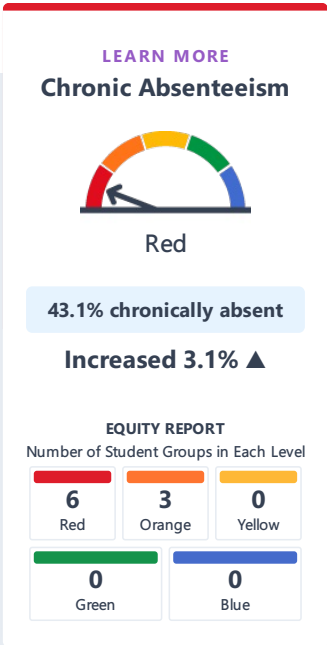
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
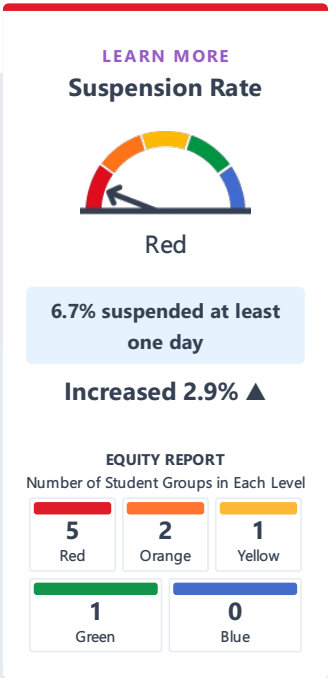
Suspension Rate

Red

6.7% suspended at least one day

Increased 2.9% ▲

EQUITY REPORT
Number of Student Groups in Each Level

5	2	1
Red	Orange	Yellow
1	0	
Green	Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Orange

58.4 points below standard

Maintained 0.1 Points

Number of Students: 323

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

English Learners

Hispanic

Students with Disabilities

Orange

Socioeconomically Disadvantaged

Yellow

African American

Asian

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

21.9 points below standard

Maintained -2.6 Points

Number of Students: 16

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

69.5 points below standard

Increased 52.4 Points ▲

Number of Students: 26

Two or More Races

No Performance Color

48.8 points below standard

Increased 22.9 Points ▲

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

70.9 points below standard

Declined 44.5 Points ▼

Number of Students: 19

English Learners

Red

106.9 points below standard

Declined 10.7 Points ▼

Number of Students: 62

Hispanic

Red

74.5 points below standard

Declined 10.3 Points ▼

Number of Students: 173

Students with Disabilities

Red

133.9 points below standard

Maintained 0.3 Points

Number of Students: 56

Socioeconomically Disadvantaged

Orange

68.4 points below standard

Maintained 2 Points

Number of Students: 247

African American

Yellow

63.2 points below standard

Increased 30.3 Points ▲

Number of Students: 51

Asian

Yellow

15.3 points below standard

Increased 16.9 Points ▲

Number of Students: 32

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	**2023**
All Students	58.5 points below standard	58.4 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	**Recently Reclassified English Learners**	**English Only**
123.9 points below standard	76.9 points below standard	51.9 points below standard
Increased 13.6 Points ▲	Declined 63.4 Points ▼	Maintained 1.2 Points
Number of Students: 45	Number of Students: 18	Number of Students: 244

Mathematics

All Students

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

All Students

Yellow

77.3 points below standard

Increased 10.9 Points ▲

Number of Students: 320

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

No Student Groups

English Learners

Students with Disabilities

African American

Asian

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

18.8 points below standard

Increased 19.8 Points ▲

Number of Students: 16

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

122.3 points below standard

Increased 24.3 Points ▲

Number of Students: 25

Two or More Races

No Performance Color

---

67 points below standard

Increased 15 Points ▲

Number of Students: 24

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

82.8 points below standard

Declined 12.8 Points ▼

Number of Students: 18

English Learners

Orange

107.4 points below standard

Increased 12.4 Points ▲

Number of Students: 62

Students with Disabilities

Orange

156.5 points below standard

Increased 17 Points ▲

Number of Students: 55

African American

Yellow

87.6 points below standard

Increased 30.8 Points ▲

Number of Students: 51

Asian

Yellow

48.6 points below standard

Increased 5.2 Points ▲

Number of Students: 32

Hispanic

Yellow

86.2 points below standard

Increased 9.8 Points ▲

Number of Students: 170

Socioeconomically Disadvantaged

Yellow

87.9 points below standard

Increased 9.9 Points ▲

Number of Students: 244

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	88.3 points below standard	77.3 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

118.6 points below standard

Increased 23.3 Points ▲

Number of Students: 44

Recently Reclassified English Learners

80.1 points below standard

Declined 4.4 Points ▼

Number of Students: 18

English Only

73.7 points below standard

Increased 10.5 Points ▲

Number of Students: 240

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Orange

40.4% making progress towards English language proficiency

Declined 6.8% ▼

Number of EL Students: 57

Student English Language Acquisition Results
Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760140020&year=2022-23

All Students

Red

43.1% chronically absent

Increased 3.1% ▲
Number of Students: 554

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Orange

Asian

English Learners

White

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

● ○ ○ ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

23.8% chronically absent

Increased 1.6% ▲

Number of Students: 21

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

Red

48.4% chronically absent

Increased 11.3% ▲

Number of Students: 95

Hispanic

Red

46.1% chronically absent

Increased 3% ▲

Number of Students: 297

Homeless

Red

66.7% chronically absent

Increased 10.3% ▲

Number of Students: 39

Two or More Races

Red

51.4% chronically absent

Increased 5.5% ▲

Number of Students: 35

Socioeconomically Disadvantaged

Red

47.7% chronically absent

Increased 7% ▲

Number of Students: 434

Students with Disabilities

Red

44.7% chronically absent

Increased 7% ▲

Number of Students: 85

Asian

Orange

27.9% chronically absent

Declined 3.6% ▼

Number of Students: 61

English Learners

Orange

37.9% chronically absent

Declined 1.1% ▼

Number of Students: 87

White

Orange

31.3% chronically absent

Declined 3% ▼

Number of Students: 32

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
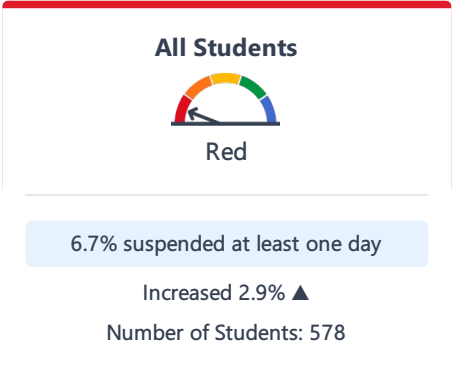
All Students

Red

6.7% suspended at least one day

Increased 2.9% ▲

Number of Students: 578

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Orange

English Learners

Two or More Races

Yellow

Asian

Green

White

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander
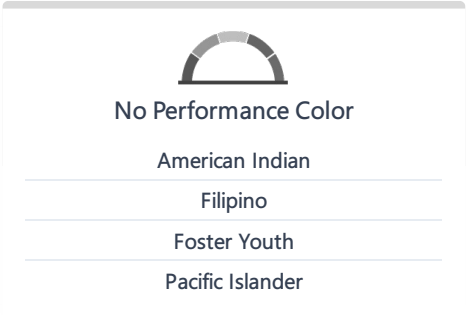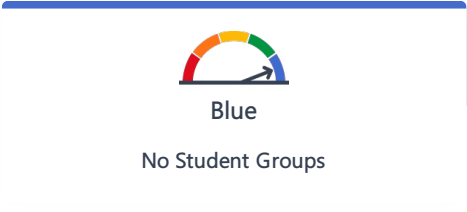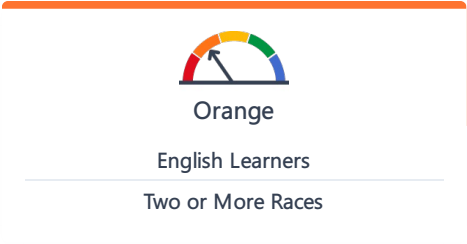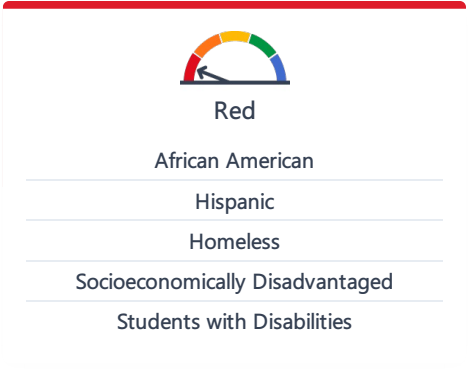
American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

4.8% suspended at least one day

Increased 4.8% ▲

Number of Students: 21

Foster Youth

No Performance Color

27.3% suspended at least one day

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

Red

12% suspended at least one day

Increased 8.4% ▲

Number of Students: 100

Hispanic

Red

6.4% suspended at least one day

Increased 3.7% ▲

Number of Students: 311

Homeless

Red

12.2% suspended at least one day

Increased 4.7% ▲

Number of Students: 41

Socioeconomically Disadvantaged

Red

7.5% suspended at least one day

Increased 3.3% ▲

Number of Students: 453

Students with Disabilities

Red

9.1% suspended at least one day

Increased 9.1% ▲

Number of Students: 88

English Learners

Orange

4.4% suspended at least one day

Increased 2.1% ▲

Number of Students: 91

Two or More Races

Orange

11.4% suspended at least one day

Declined 3.6% ▼

Number of Students: 35

Asian

Yellow

1.5% suspended at least one day

Maintained -0.2%

Number of Students: 65

White

Green

3% suspended at least one day

Declined 2.5% ▼

Number of Students: 33

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.9%	6.7%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.9%	6.7%

Stockton Unified School District

Mata Elementary

2024-2025 Funding Summary

Distinction Designations:
Additional Targeted Support & Improvement (ATSI)

Board Approval Date: June 25, 2024
Public Presentation Date: May 31, 2024

Mission Statement

Our goal is to educate all student to the highest level of academic achievement; to empower our scholars to explore and expand their potential; and to prepare our students to be respectful, responsible, productive, and creative members of our local and global communities.

Vision

Vision:

Our vision is to create a safe and effective learning environment that enables each individual to reach his or her greatest potential through ample opportunities to excel academically and socially.

Table of Contents

School Funding Summary

			23030 - LCFF (Site)		
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
1	1	1	Teacher Additional Compensation		$10,000.00
1	1	1	Teacher Substitutes		$10,000.00
1	1	2	Library Media Assist Additional comp		$500.00
1	1	2	Library Media Assist Salary		$65,806.00
1	1	3	Instructional Materials/Supplies		$31,408.00
1	1	5	Student Fees		$3,000.00
1	1	5	Non-District Transportation		$3,000.00
1	1	5	Instructional Materials		$1,000.00
1	1	6	Duplicating Title1		$1,000.00
1	1	6	Non-Capital Equipment		$5,000.00
1	1	6	Maintenance Agreements		$2,500.00
				Sub-Total	$133,214.00
				Budgeted Fund Source Amount	$133,214.00
				+/- Difference	$0.00
			50643 - Title I		
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
1	1	1	Books and References		$3,800.00
1	1	1	Teacher Substitute Cost		$17,000.00
1	1	1	Consultant		$25,000.00
1	1	1	Teachers Additional Comp		$22,000.00
1	1	1	Conferences		$25,000.00
1	1	2	Instructional Assist Additional Comp		$1,000.00
1	1	2	Instructional Assistant - salary & benefits		$54,884.00
1	1	2	Counselor Additional Comp		$4,000.00
1	1	3	Instructional Material/Supplies		$19,659.00
1	1	3	License software programs		$5,000.00

50643 - Title I

LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	5	Non-District Transportation		$3,000.00
1	1	5	Student Fees		$3,000.00
1	1	5	Instructional Materials		$1,000.00
1	1	5	District Transportation		$3,000.00
1	1	6	Non-Capital Equipment		$1,600.00
1	1	6	Maintenance Agreements		$5,000.00
2	1	3	Instructional Materials/Supplies		$1,000.00
2	1	3	Teacher Instructional Materials and Books		$1,200.00
				Sub-Total	$196,143.00
				Budgeted Fund Source Amount	$196,143.00
				+/- Difference	$0.00

50647 - Title I - Parent

LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
3	1	1	Parent Meeting Expenses		$1,328.00
3	1	3	Non-Instructional Materials/Supplies		$1,700.00
				Sub-Total	$3,028.00
				Budgeted Fund Source Amount	$3,028.00
				+/- Difference	$0.00

50039 - ELSB

LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

50608 - Title I/ELA/Math Coach,InstSprtSu

LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

		50643 - Title I Salary Contingency			
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
1	1	2	Title1 Salary Adjustment Reserve		$1,716.00
				Sub-Total	$1,716.00
				Budgeted Fund Source Amount	$1,716.00
				+/- Difference	$0.00
		23030 - LCFF Salary Contingency			
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
1	1	2	LCFF Salary Adjustment Reserve		$1,722.00
				Sub-Total	$1,722.00
				Budgeted Fund Source Amount	$1,722.00
				+/- Difference	$0.00
				Grand Total Budgeted	$335,823.00
				Grand Total Spent	$335,823.00
				+/- Difference	$0.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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