

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mather Heights Elementary School	34673306033203	August 31, 2020	October 22, 2020

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Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, and social emotional learning and Professional Learning Communities (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long term goals of eliminating the achievement gap, with every student performing at high levels, will be a focus. Evidence based interventions including identifying essential standards, providing Multi-Tiered System of Supports (MTSS) grade-level based rotations based on those standards and using common pre and post assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the Single plan for Student Achievement (SPSA) plan.

School Vision and Mission

To engage, inspire, and empower a community of lifelong learners through critical thinking, collaboration, innovation, and preparation for college/career readiness and citizenship.

Our vision is to provide a well-rounded education for all students (academically, behaviorally, and social-emotionally) through clearly defined standards and high expectations. This will be achieved by:

- Learning through a unique, experiential and collaborative process;
- Inspiring creative, critical, and analytical thinking;
- Providing a rigorous and technologically enhanced curriculum;
- Creating educational opportunities for students that will broaden their experiences and meet future school and workforce needs;
- Assisting our children to become competitive in a global economy;
- Supporting school-wide Science, Technology, Engineering Arts and Mathematics (S.T.E.A.M.) enrichment;
- Utilizing Positive Behavioral Interventions and Supports (PBIS); an approach for teaching children appropriate behaviors and providing the supports necessary to sustain those behaviors;
- Encouraging parents' and community partners' involvement in Parent Teacher Association (PTA), Site Council, English Learner Advisory Committee (ELAC), parent engagement projects, and volunteer opportunities.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,600 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Mather Heights Elementary School operates on a traditional schedule, and during the first month of the 2020-2021 school year, 386 students were enrolled in grades kindergarten through fifth. The school's gender distribution is: 209 boys and 177 girls. The school's largest ethnic group is white, with 41.9% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 13.5%, Hispanic at 23.6%, African-American

at 6.9%, and Pacific Islander at .25%. Mather Heights Elementary School has 113 students enrolled in the Academy for Advanced Learning, a magnet school for gifted and high-achieving students.

Mather Heights Elementary School serves the home communities built on the inactive Mather Air Force Base, east of Sacramento on the Highway 50 corridor. The spacious and beautifully manicured campus is a true neighborhood school, with a majority of students living within walking distance. Mather Heights retains the charm and quaintness of an older school, while having all of the amenities of a new school, including significant technology. The primary goal of Mather Heights Elementary is to provide a high-quality, standards-based education and to support the social-emotional development of all students. Mather Heights is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program. Within a caring, respectful, culturally responsive environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults. The staff at Mather Heights successfully provide a caring atmosphere where students can learn from outstanding professionals who are well-trained and highly-qualified educators. Additionally, the Academy for Advanced Learning extends and enriches instruction in state standards by adding depth and complexity through an integrated exploration of topics and a variety of learning activities. Enrolled students gain a pathway to the IB Middle Years Programme at Mitchell Middle School.

Mather Heights boasts a robust PBIS system including several programs that contribute to our positive school culture and climate.

RROKS

Token economy - Silver Flyers & Silver Flyer Store

Second Step & Monthly Character Traits

Book Vending Machine- Weekly Nominations for Good Deeds

Lunchroom Activities - character Ed lessons and read aloud, joke days

FUNtastic Fridays - greeting students with music, dancing, and high fives every Friday morning before school

Parent Participation Recess- Last Friday of the month

Structured Recess and Wingman Patrol

Restorative Practices -Behavioral Intervention Plan (BIPs), check in/check out, counseling, reflection, and behavior packets

Mather Heights Elementary families consistently and repeatedly express the desire to be involved in their children's education. Mather Heights encourages a productive partnership between home and school. We also value community partnerships. Our PTA is extremely active, providing many activities and events for the students and families of Mather Heights. The school expends considerable time and resources establishing strong connections to our families and community through School site Council (SSC), ELAC, parent engagement activities, family math/literacy/ Science Technology Engineering & Math (STEM)/art nights, Coffee & Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and School wires webpage keep families informed about schedules, events and activities happening at school. Teachers maintain their own webpages on our website which also allows for two-way communication between teachers and families and includes the ability for families to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We complete a School Effectiveness Survey. The staff is asked to rate the following topics on a rubric ranging from exceptionally strong to a current barrier of the instructional program. Survey topics include: Guaranteed and Viable Curriculum, Challenging Goals and Effective Feedback, Overall Site Collegiality and Professionalism, Student Motivation, Instruction, Classroom Curriculum Design, Parent Participation Rate. Results are shared internally with certificated staff and School Site Council.

Parent Survey - Our Parent Survey asks questions about effectiveness and perception of positive school culture and climate, parent involvement, Social Emotional Learning, school safety, communication and responsiveness, family engagement, PTA, clubs, and school events. The results indicated that all of our parents feel welcome at school and they believe our school provides a positive learning environment for their children. Survey results indicate that parents are aware of our positive behavior supports and interventions, as well as our integration of social emotional learning. Parents are satisfied with the amount of communication they receive from teachers and support staff.

Student Survey - Our Student Survey asks questions about school culture and climate. Our students consistently reported (over 94%) feeling safe at recess, that students are helpful to one another and treat each other with respect, that they come to school prepared and try their best, that their teachers listen to them, help them, and really care about them (97%). The results were overwhelmingly positive. The one data point that stood out to me was on the statement, "I feel important at school," to which only 85% of students responded "yes." This tells us that we have work to do in the area of increasing student voice and choice, and making their time at school engaging, relevant, and meaningful.

Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. Formal evaluations for Probationary teachers are twice in the fall and twice in the spring. Tenured teacher formal evaluation is once in the fall and once in the spring. We have an electronic teacher evaluation process, Talent Ed - Perform, that houses our evaluation forms and documents.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

California Assessment of Student Performance and Progress (CAASPP), i-Ready, English Language Proficiency Assessments for CA (ELPAC), and curriculum-embedded assessment data is used throughout the school year to determine instructional groups, drive interventions/enrichment, and to identify patterns of strengths and weaknesses over time. i-Ready diagnostic and growth monitoring assessments are administered to monitor student progress. We have additional district curriculum assessments that are given to appropriately monitor student progress including fluency assessments, Benchmark weekly (formative), Benchmark Unit (summative), envision MATH topic tests, and Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS) Mastery tests. These results are used to plan instruction and provide interventions as needed. Teachers participate in Professional Learning Communities to dialogue and discuss ways in which to effectively maximize their efforts to support and increase student achievement. Every Child by Name meetings are conducted throughout the year to provide structure and accountability around these common assessments and help us target resources to students who need additional support.

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

Teachers collaborate via Professional Learning Communities (PLC) and use programs such as Illuminate and i-Ready to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments used to modify instruction and determine flexible grouping in classrooms. Teachers conduct i-Ready and curricular assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results direct discussions among staff to support the increase in student learning support and progress, through the PLC and intervention process. Benchmark Advance provides teachers online assessment tools that can be disaggregated in a number of ways including by-student-by-standard. Tier One instruction is supported through whole class data analysis, and Tier Two interventions and amplifications are supported. Need: More professional development around the Illuminate platform, specifically on how to create common assessments around individual standards and sub-standards by grade level teams is needed to deepen the practice of forming specific student groups and evaluating the effectiveness of MTSS interventions/amplifications. Developing a strategy to provide interventions during Distance Learning due to Covid-19 restrictions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every teacher on campus is highly qualified. In addition to state requirements, many Mather Heights teachers and the principal have attained National Board Certification and Gifted & Talented Education (GATE) certification.

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

Our teachers are highly qualified and credentialed and consistently participate in ongoing staff development related to the Common Core Standards in the areas of English Language Arts, Mathematics and English Language Development. Professional development and ongoing support for PLC work is critical. Specifically around common formative assessments (via Illuminate, i-Ready Standards Mastery, or other assessments within district-adopted curriculum).

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

All professional development is designed to support our ongoing PLC work. Professional development is based on instruction and aligned with our assessments that are related to the Common Core Standards in the areas of English Language Arts, Mathematics and English Language Development. More staff development around selecting essential standards and evaluating curriculum through the lens of Guaranteed and Viable Curriculum is needed to deepen the practices that began during the 2018-2019 school year.

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

District Lead Teachers and site instructional coaches provide ongoing support to teachers in regards to Common Core state Standards (CCSS), interventions, implementation of new curriculum, assessments, and PLCs. The English Language Arts (ELA), Math, and English Language Development (ELD) Lead teachers support and guide the Instructional Focus Meetings to provide teachers time for collaboration. Teachers support one another through time spent discussing and researching instructional strategies and effective teaching efforts for their classrooms.

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

Formal grade level collaboration occurs at least twice a month and for all grades. These PLCs center around data, Specific, Measurable, Attainable, Realistic, and Timely. (SMART) goals, common assessments, and best practices. Informal collaboration is ongoing. Formally, we meet as PLC's during weekly staff meeting times and have begun to implement other strategies for collaboration and planning time during the school year including guiding coalitions around school events that define the culture and climate of our site. These PLC's center around identifying essential standards, generating Guaranteed and Viable curriculum delivery, shared lesson planning, common formative assessments, and data driven instructional practices to support and enhance student achievement.

Teaching and Learning

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

All teachers are using the Common Core Standards (CCSS) as the basis of their instruction. The teaching staff uses our current materials and are aligning them to the Common Core Standards - State and resource materials are used to support all learning. Classroom teachers have received materials that are aligned to the new standards and are presently presenting that curriculum. The new English Language arts curriculum, Benchmark Advanced, was implemented in the 2016-2017 school year. Teachers have received multiple days of district training, as well as. During site curricular meetings expressly for the support of ELA implementation. History–Social Science (HSS) and Next Generation Science Standards (NGSS) aligned curriculum is adopted and currently being implemented. TCI adoption for social science and Amplify for science.

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

The school schedule provides students with the required number of instructional minutes per day.

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

District curriculum guides allow teachers to monitor their instructional progress. MTSS schedules remain flexible to allow for core instruction, as well as interventions and enrichment activities. Our current schedule follows recommended curriculum and pacing, where the schedules are flexible, but focused on achievement of the Common Core Standards. Assessment windows allow teachers to monitor student progress.

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

All students are provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to supplemental materials such as Lexia, SIPPS, and i-Ready.

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

Teachers have been trained in the usage of supplemental curriculum including, but not limited to; Guided language Acquisition Design (GLAD), SIPPS, Accelerated Reader and Lexia Core 5, Handwriting Without Tears, Read Live, and i-Ready.

Opportunity and Equal Educational Access

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

Mather Heights Elementary utilizes a blended intervention approach. We use a combination of Push In/Pull Out and Extended Day Interventions. Each intervention is supported by a credentialed teacher who works closely with the grade level teachers. The Learning Center supports Interventions by servicing groups of students with similar needs as part of MTSS. During Distance Learning, push in and pull out interventions and support are being provided through a virtual model.

Evidence-based educational practices to raise student achievement

We use a variety of high-quality instructional practices to raise student achievement. Direct instruction, collaborative conversations, use of complex text, balance of informational text and literary text, and math discourse and number talks, to name a few. In order to create a learning environment that fosters positive behavior supports, we also engage in PBIS. Teachers also use the social-emotional skill building program, Second Step, to educate students about making healthy, positive choices. Transformative SEL strategies and practices are being developed through the work of our Climate Coaches and Equity Task Force representatives.

Parental Engagement

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

Mather Heights families are encouraged to attend virtual Back to School Night, School Site Council, family engagement activities (e.g. Literacy Night, Art Night, and Family Math Game Night), Coffee with the Principal, Open House and New Family Orientation in the Spring (spring activities cancelled due to Shelter in Place). Our school website and Blackboard Connect system keeps parents informed of important school information via weekly emails and voicemails. Studies show that student participation in structured after school activities and clubs promote student achievement.

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

Our School Site Council consists of parents who meet with staff to stay informed on school progress and provide input about school-related decisions. In addition, our English Learner Advisory Committee meets twice a year to review English Language Learner (ELL) information.

Funding

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

District provided funding for professional learning, interventions, materials, and field trips.

Fiscal support (EPC)

We have fiscal support from our site budget, our district, our Parent Teacher Association, and donations (e.g., Intel).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Mather Heights involves certificated & classified staff, parents, community members, and students in these committees and conversations.

The following is a list of committees and meeting dates where the SPSA was discussed:

SSC & ELAC 8-28-19,

ECBN/1:1 Chats: 8/22/19, 8/23/19,

Staff Meetings 8/6/19, 8/8/19, 9/5/19, 10/3/19, 11/7/19, 12/5/19, 1/9/20, 2/6/20, 3/5/20, Virtual 4/2/20, 5/2/20

PLC Meetings 9/12/19, 10/10/19, 12/12/19, 1/16/20, 2/13/20, 3/12/20 Shelter in Place, meeting topics changed

Grade Level Collaboration Meetings 8/22/19, 9/26/19, 10/17/19, 1/30/20, 2/27/20, Shelter in Place, meeting topics changed

PBIS Team & Instructional Leadership Team Meetings 8/29/19, 9/26/19, 10/24/19, 12/19/19, 1/23/20, 2/20/20, Shelter in Place, meeting topics changed
Coffee & Conversation 8/27/19, 12/12/19
BTSN 8/14/19
PTA: 9/18/19; 10/24/19; 12/4/19; 12/19/20; 2/29/20
Parent Engagement Recess 9/27/19, 10/25/19, 11/22/19, 12/20/19, 1/20/20, 1/31/20, 2/28/20
Shelter in Place March-May 2020
Academy Information Night: 1/15/20
Kinder & New Student Orientation Night: 1/22/20

Resource Inequities

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

With a growing number of English Language students, we have a need for increased Bilingual Instructional Aide (BIA) support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.46%	0.23%	0%	2	1	0
African American	4.81%	3.21%	4.24%	21	14	18
Asian	13.96%	14.22%	16.47%	61	62	70
Filipino	2.97%	2.52%	2.35%	13	11	10
Hispanic/Latino	20.14%	22.71%	24%	88	99	102
Pacific Islander	0.23%	0.46%	0.47%	1	2	2
White	43.25%	43.12%	37.18%	189	188	158
Multiple/No Response	0.46%	0.46%	14.82%	2	2	2
Total Enrollment				437	436	425

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	72	69	52
Grade 1	69	73	77
Grade 2	84	71	78
Grade3	77	84	64
Grade 4	68	73	84
Grade 5	67	66	70
Total Enrollment	437	436	425

Conclusions based on this data:

1. Based on this data, Mather Heights Elementary continues to have a consistent enrollment. With an enrollment of approximately 440 students, and a percentage of 10% unduplicated, the enrollment is consistent across years.
2. Because this school is disproportionate with the number of white students who are not low income, it is important to continue to focus on equity and access for our subgroups and ensure staff practice inclusivity and culturally responsive pedagogy.
3. The school wide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that equal focus is paid to every student at Mather Heights as our enrollment continues to diversify.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	36	35	47	8.2%	8.0%	11.1%
Fluent English Proficient (FEP)	38	39	38	8.7%	8.9%	8.9%
Reclassified Fluent English Proficient (RFEP)	6	10	1	18.8%	27.8%	2.9%

Conclusions based on this data:

1. This school continues to have a small percentage of English Language Learners with 8.2% of our students designated as English Learners. The continuation of our English Learner Advisory Committee (ELAC) in 2020-2021 will help Mather Heights support EL students by increasing family involvement. An emphasis on work towards the Seal of Biliteracy will be highlighted in an attempt to increase parent participation.
2. Despite the small percentage, the California Dashboard demonstrates that we need to continue to work on school culture and restorative practices at Mather Heights Elementary in an effort to reduce suspension rates of our English Learners.
3. Continued work with staff development and with our Bilingual Instructional Assistant is imperative to ensure that students who speak languages other than English as their primary language have support at Mather Heights Elementary.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	75	85	66	75	85	66	75	85	100	100	100
Grade 4	69	70	72	69	70	72	69	70	72	100	100	100
Grade 5	77	67	63	77	67	63	77	67	63	100	100	100
All	212	212	220	212	212	220	212	212	220	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.	2462.	2460.	36.36	37.33	40.00	28.79	33.33	15.29	19.70	18.67	27.06	15.15	10.67	17.65
Grade 4	2474.	2513.	2521.	26.09	42.86	44.44	24.64	27.14	30.56	21.74	14.29	12.50	27.54	15.71	12.50
Grade 5	2545.	2521.	2560.	33.77	34.33	41.27	38.96	25.37	36.51	18.18	11.94	14.29	9.09	28.36	7.94
All Grades	N/A	N/A	N/A	32.08	38.21	41.82	31.13	28.77	26.36	19.81	15.09	18.64	16.98	17.92	13.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.91	49.33	35.29	40.91	36.00	48.24	18.18	14.67	16.47
Grade 4	34.78	50.00	50.00	47.83	40.00	41.67	17.39	10.00	8.33
Grade 5	38.96	31.34	52.38	49.35	46.27	34.92	11.69	22.39	12.70
All Grades	38.21	43.87	45.00	46.23	40.57	42.27	15.57	15.57	12.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.85	24.00	34.12	46.97	54.67	42.35	18.18	21.33	23.53
Grade 4	28.99	37.14	33.33	44.93	40.00	52.78	26.09	22.86	13.89
Grade 5	50.65	34.33	36.51	42.86	41.79	47.62	6.49	23.88	15.87
All Grades	38.68	31.60	34.55	44.81	45.75	47.27	16.51	22.64	18.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.82	34.67	30.59	62.12	61.33	60.00	6.06	4.00	9.41
Grade 4	17.39	34.29	33.33	57.97	61.43	61.11	24.64	4.29	5.56
Grade 5	19.48	22.39	26.98	74.03	58.21	69.84	6.49	19.40	3.17
All Grades	22.64	30.66	30.45	65.09	60.38	63.18	12.26	8.96	6.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	34.67	35.29	53.03	58.67	42.35	13.64	6.67	22.35
Grade 4	23.19	35.71	38.89	52.17	50.00	50.00	24.64	14.29	11.11
Grade 5	44.16	40.30	50.79	42.86	37.31	42.86	12.99	22.39	6.35
All Grades	33.96	36.79	40.91	49.06	49.06	45.00	16.98	14.15	14.09

Conclusions based on this data:

1. Overall, there was an increase in the number of students performing above grade level standards and a decrease in the number of students performing below grade level standards. We will continue to work on strategies that target weaker areas (e.g., writing); students will also work on i-Ready each week.
2. One hindrance, particularly with the third graders, is the lack of keyboarding skills required when completing writing portions of the assessment. We will continue to have all our students regularly utilize Chromebooks as well as 'All the Right Type' keyboarding skills program.
3. We will use this data along with on-going classroom and district-wide assessments as part of multiple measures. Analyzing this data via our Professional Learning Communities is an essential piece of our Multi-Tiered System of Supports process and to determine targeted interventions and supports for students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	75	85	66	75	85	66	75	85	100	100	100
Grade 4	69	70	72	68	70	72	68	70	72	98.6	100	100
Grade 5	77	67	63	77	67	63	77	67	63	100	100	100
All	212	212	220	211	212	220	211	212	220	99.5	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2471.	2467.	2457.	36.36	30.67	32.94	25.76	37.33	24.71	31.82	16.00	21.18	6.06	16.00	21.18
Grade 4	2491.	2515.	2526.	22.06	34.29	43.06	33.82	27.14	27.78	25.00	32.86	18.06	19.12	5.71	11.11
Grade 5	2551.	2509.	2543.	36.36	25.37	33.33	23.38	16.42	22.22	32.47	28.36	25.40	7.79	29.85	19.05
All Grades	N/A	N/A	N/A	31.75	30.19	36.36	27.49	27.36	25.00	29.86	25.47	21.36	10.90	16.98	17.27

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	48.00	48.24	36.36	30.67	21.18	13.64	21.33	30.59
Grade 4	33.82	45.71	52.78	41.18	32.86	34.72	25.00	21.43	12.50
Grade 5	44.16	23.88	41.27	42.86	38.81	34.92	12.99	37.31	23.81
All Grades	42.65	39.62	47.73	40.28	33.96	29.55	17.06	26.42	22.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.39	42.67	40.00	51.52	41.33	36.47	9.09	16.00	23.53
Grade 4	32.35	40.00	44.44	41.18	48.57	40.28	26.47	11.43	15.28
Grade 5	32.47	26.87	34.92	55.84	46.27	46.03	11.69	26.87	19.05
All Grades	34.60	36.79	40.00	49.76	45.28	40.45	15.64	17.92	19.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.97	46.67	38.82	42.42	40.00	45.88	10.61	13.33	15.29
Grade 4	33.82	41.43	50.00	41.18	42.86	34.72	25.00	15.71	15.28
Grade 5	32.47	29.85	34.92	58.44	38.81	46.03	9.09	31.34	19.05
All Grades	37.44	39.62	41.36	47.87	40.57	42.27	14.69	19.81	16.36

Conclusions based on this data:

1. Overall, there was an increase in the number of students performing above grade level standards and a decrease in the number of students performing below grade level standards. We will continue to work on strategies that target weaker areas (5th grade overall and in particular concepts and procedures); students will also work on i-Ready each week.
2. One hindrance, particularly with the third graders, is the lack of keyboarding skills required when completing writing portions of the math performance tasks. We will continue to have all our students regularly utilize Chromebooks as well as 'All the Right Type' keyboarding skills program.
3. We will use this data along with on-going classroom and district-wide assessments as part of multiple measures. Analyzing this data via our Professional Learning Communities (PLC) is an essential piece of our Multi-Tiered System of Supports process and to determine targeted interventions and supports for students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1451.6	*	1452.7	*	1448.6	*	13	4
Grade 1	*	1498.1	*	1489.7	*	1505.9	*	15
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*		*		*		*	
All Grades							37	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	13	*
1	*	33.33	*	40.00		26.67	*	0.00	*	15
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
All Grades	43.24	23.33	40.54	36.67	*	40.00	*	0.00	37	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	13	*
1	*	26.67		53.33	*	20.00	*	0.00	*	15
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	56.76	26.67	*	56.67	*	13.33	*	3.33	37	30

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	13	*
1	*	66.67		33.33	*	0.00	*	15
All Grades	64.86	40.00	29.73	56.67	*	3.33	37	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	13	*
1	*	20.00	*	66.67	*	13.33	*	15
All Grades	54.05	33.33	35.14	56.67	*	10.00	37	30

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	13	*
1	*	46.67	*	40.00	*	13.33	*	15
All Grades	32.43	26.67	62.16	43.33	*	30.00	37	30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	13	*
1	*	20.00	*	80.00		0.00	*	15
All Grades	62.16	23.33	37.84	73.33		3.33	37	30

Conclusions based on this data:

1. Students with English as a Second Language, with a total number of 31, continue to grow at Mather Heights. 43.2% of EL learners were at Level 4: Well Developed.
2. High numbers of students continue to Reclassification Fluent English Proficient (RFEP) at Mather Heights.
3. The consistent number of English Learners at Mather Heights Elementary (MHE) justifies our need for continued BIA support.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
436	28.0	8.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	8.0
Homeless	10	2.3
Socioeconomically Disadvantaged	122	28.0
Students with Disabilities	48	11.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.2
American Indian	1	0.2
Asian	62	14.2
Filipino	11	2.5
Hispanic	99	22.7
Two or More Races	57	13.1
Pacific Islander	2	0.5
White	188	43.1

Conclusions based on this data:

1. Mather Heights student population is comprised mostly of white students at 43.1%.
2. Our largest subgroup is socioeconomically disadvantaged at 122 students, at 28%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. A focus on English Learner progress is necessary as seen through the subgroup data in both ELA and Math.
2. Suspension rates increased last year, so we continued to focus on restorative practices, progressive discipline and the integration of PBIS on campus to improve school climate and culture.
3. Because our math scores took a dive last year, we focused on best practices through professional development related to math with a primary focus on number talks and math discourse to improve communicating reasoning and student performance with constructed responses.

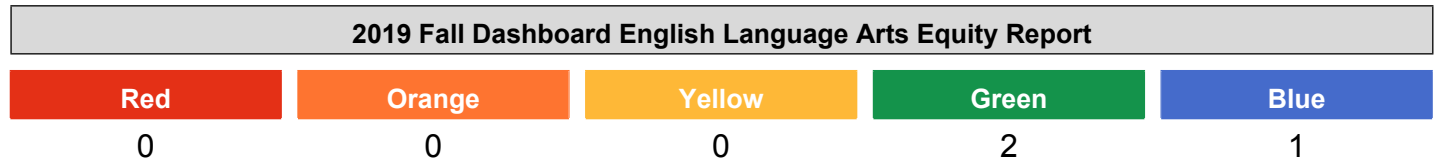
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 45.8 points above standard Increased ++14.8 points 214	English Learners  No Performance Color 36.5 points above standard Declined -6.2 points 24	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Green 9.3 points above standard Increased ++10.8 points 59	Students with Disabilities  No Performance Color 8.1 points above standard Increased Significantly ++16.8 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 94.8 points above standard Increased Significantly ++22.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 34.1 points above standard Increased Significantly ++23.6 points 44	 No Performance Color 57.8 points above standard Increased Significantly ++30.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 38 points above standard Increased ++5 points 95

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	64.1 points above standard Increased ++8 points 17	41.5 points above standard Increased Significantly ++17.2 points 178

Conclusions based on this data:

1. A focus on the subgroup of students with disabilities will be necessary for the 2020-2021 academic school year. With a 15.7 distance from 3 gap with 34 students was highlighted in the state assessment results.
2. A focus on the subgroup of students with low socio-economic status is also necessary when looking at our state assessment results. An increase of ++10.8 points is recorded. Maintaining or increasing this status will be a continued goal for this subgroup. Intentional focus on supporting students both academically and socio-emotionally will be necessary throughout the 2020-2021 school year, particularly with the beginning of the school year being in the Distance Learning Model. Mather Height's PBIS team will work with the PLC/MTSS team while focusing on the subgroups of the school. Supports necessary to intervene with low Supplemental Educational Services (SES) students will be explored.

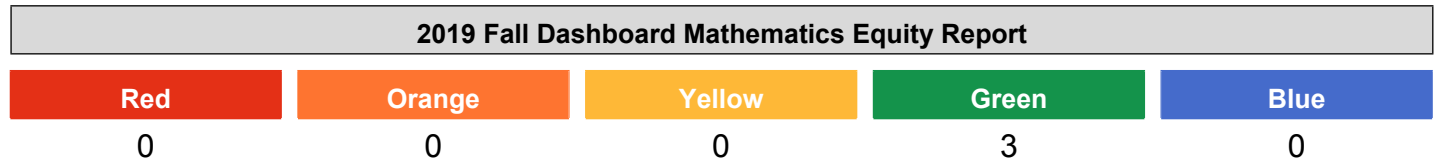
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 27.4 points above standard Increased ++11.2 points 214	English Learners  No Performance Color 44.4 points above standard Maintained ++0.8 points 24	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Green 6.1 points below standard Increased ++11.4 points 59	Students with Disabilities  No Performance Color 18 points below standard Increased Significantly ++31.1 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 92.8 points above standard Increased ++11.9 points 29	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Green 6.9 points above standard Increased ++11.8 points 44	Two or More Races  No Performance Color 35.3 points above standard Increased Significantly ++20.2 points 27	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 19.4 points above standard Increased ++6.8 points 95

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners 71.9 points above standard Increased Significantly ++16.7 points 17	English Only 19.3 points above standard Increased ++12.7 points 178
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Conclusions based on this data:

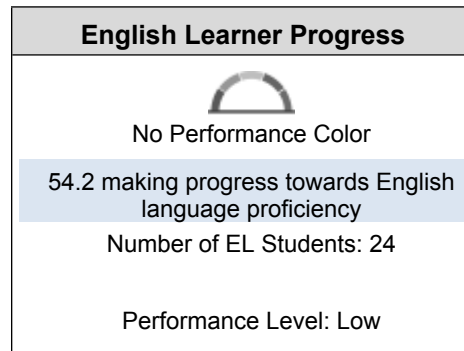
1. Students with disabilities increased significantly by ++31.1 points. We will need to focus on this subgroup in the coming year to maintain or increase performance through the Distance Learning model.
2. A focus on the subgroup of students with low socio-economic status is also necessary when looking at our state assessment results. Results show an increase of ++11.4 points. Intentional focus on supporting students both academically and socio-emotionally will be necessary throughout the 2020-2021 school year to maintain or increase during the Distance Learning Model. Mather Height's PBIS team will work with the PLC/MTSS team while focusing on the subgroups of the school. Supports necessary to intervene with low SES students will be explored.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	7	4	9

Conclusions based on this data:

1. Focus on integrated and designated ELD. We will offer professional development related to integrated and designated ELD instruction, and materials available through Benchmark Advance, will be offered in the coming school year.
2. Targeted support from Bilingual Instructional Assistant (BIA). We will continue to work with our BIA to develop her capacity to work to support our English Learners access the language and content of the standards.
3. Our ELAC committee will be continue to increase partnerships with our EL families at Mather Heights.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 4.5 Increased +0.9 449	English Learners  Yellow 2.7 Increased +2.7 37	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color 46.2 13	Socioeconomically Disadvantaged  Orange 8.7 Increased +1.4 138	Students with Disabilities  Orange 6.6 Increased +3 61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 6.7 Declined -10 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 0 Maintained 0 62	Filipino  No Performance Color 8.3 Increased +0.6 12
Hispanic  Green 4.9 Declined -0.6 102	Two or More Races  Green 4.8 Maintained 0 63	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 4.7 Increased Significantly +3.7 192

Conclusions based on this data:

- Continuing to work with our attendance clerk and front office staff regarding attendance tracking and parent outreach is an important emphasis. Mather Heights + had an attendance rate of 96% + which meets the district goal. We will work to maintain, and/or improve these rates. Tracking and monitoring of students who continue to be absent is a priority through the utilization of the Dashboard feature located in the menu on PowerSchool.
- Mather Heights will continue to use an automated truancy tracking system to maintain data and communication on students who are chronically tardy/truant. Communication with parents of students who are chronically absent will be maintained by our attendance clerk.
- A focus on attendance by subgroup will be maintained for the 2020-2021 school year in order to ensure that all supports are in place in order for students to attend school. A specific focus on socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and white students will be an emphasis based on above data. We are using tiered supports to address absenteeism during Distance Learning.

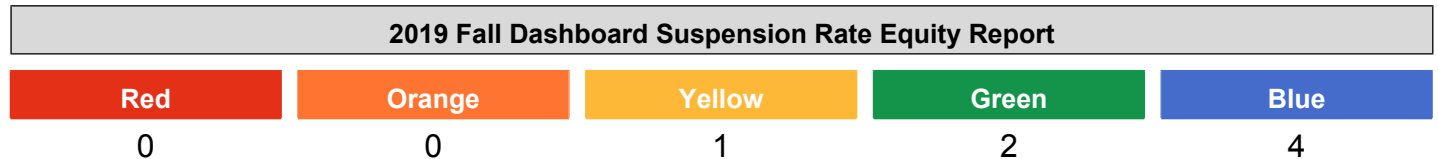
School and Student Performance Data

Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.7 Declined Significantly -1.9 455	English Learners  Yellow 2.6 Maintained +0.1 38	Foster Youth
Homeless  No Performance Color 7.7 13	Socioeconomically Disadvantaged  Green 1.4 Declined -5 140	Students with Disabilities  Blue 0 Declined -3.4 61

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Declined -19.2 15	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0 Declined -3.2 62	Filipino  No Performance Color 0 Maintained 0 12
Hispanic  Blue 0 Declined -2.2 106	Two or More Races  Blue 0 Declined -1.5 64	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Green 1 Maintained 0 193

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	0.7

Conclusions based on this data:

1. Rates decreased significantly due to restorative practices (e.g., Behavioral Intervention Plan (BIPs), check in/check out, counseling, restorative questions, conflict management, reflection, and behavior packets).
2. Rates decreased significantly due to an increase in positive school climate and culture.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

At Mather Heights Elementary all students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness.

Identified Need

Continue to provide struggling students and subgroups access to standards-aligned grade level materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential audit	1.1 100% appropriately assigned and credentials	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction (BTSA) participation by tracking successful completion of year 1 and year 2 and number of teachers completing.
1.2 Williams Act facilities audit	1.2 100% in good repair	1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
1.3 Williams Act instructional materials audit	1.3 100% compliance	1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Mather Heights Elementary all students received instruction from a highly-qualified teachers and had access to standards-based curriculum.

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

All district schools went to crisis/distance learning, including Mather Heights Elementary, on March 13, 2020.

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.

Implementation will be modified to fit a distance learning model where applicable.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

At Mather Heights Elementary, we will continue to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

Identified Need

Increase attendance rates and decrease suspension rates by improving school culture and climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	96.29%	96.5%
Suspension Rates	0.7%	2.0%
Parent Surveys		Increased attendance rates at school events and increased parent feedback over the course of the year
Student Surveys		Increased school connectedness, increase in students feeling safe and valued at school
Staff Surveys		Increased connectedness and happiness at work
Parent Engagement Monthly Recess Attendance		increase participation monthly as more parents become involved in the activity

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL with a special focus on "at risk" as identified by the PS Dashboard

Strategy/Activity

Focus on Attendance:

Trended down last year because we had quite a bit of illness.

Monitor PowerSchool Dashboard for At Risk Students - follow up with them.

Continue to make contact with families via phone calls, truancy letters, and School Attendance Review Team (SART) meetings. Offer information and support.

Distribute communication at back to school night regarding importance of attendance

Included attendance flier and message in our weekly parent newsletter (9/14) and weekly voicemail (9/16). Will incorporate additional messaging throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Focus on Reducing Suspensions:

Increase in restorative practices: Implementing reflection sheets and behavior packets, counseling, and implementing "The Zone" - Social Emotional Learning (SEL) Recess with Social Work Intern

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Family Engagement: Maintain and increase level of Family Engagement. We currently offer a variety of Family Nights (e.g., STEM Night, Math Game Night, Art Night, and Literacy Night: Pizza and Poetry), and open forums like Coffee & Conversation with the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

General Fund

4000-4999: Books And Supplies

Site Carryover: refreshments, childcare, and extra custodial help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School Culture/Climate:

PBIS Conferences (CA & FCUSD), funding additional folks from my School Culture Team

School Culture Projects: Peace Paths, Sensory Paths, inspirational murals on ball walls, inspirational messages on bathroom stall doors, street signs in hallways (e.g., Respect Road, Integrity Way, etc.), and complete garden

Supervision for common recess for students/staff (5 x per year)

Recess Game Rules Signage - sidewalk signs and posters

Second Step

Monthly Character Traits: Each month we have a focus on a different character trait. Aug - Kindness, Sept - On task/Focus. Kindness challenge for both students as well as the faculty/staff. Teachers select two students to recognize each month for exemplifying the trait.

Lunchtime Activities: character Ed lessons, read aloud, joke day, bucket filler/kindness slips

Wingman Patrol: 4th & 5th grade recess helpers, help with conflict management, making sure kids have others to play with, making sure kids are being safe and cooperative

Recess Alternatives: Options to play board games, color/draw/write, use sidewalk chalk, pick up trash (with fancy grabbers and buckets), Library Helpers program, getting creative (e.g., hula hoop rock-paper-scissors game)

FUNtastic Fridays: Greeting kids with music, dancing, and high fives out front every Friday morning before school

Parent Participation Recess: Last Friday of each month

Celebrations: Lexia, i-Ready growth, recognition via assemblies, announcements, classroom presentations, celebrations, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	General Fund 4000-4999: Books And Supplies Subs, paint, stencils, sidewalk signs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Staff

Strategy/Activity

Staff Culture/Climate: Theme: Choose Happy/Choose Joy. Shared video about the “happiness advantage” at the first faculty meeting - referencing it throughout the year Weekly Happiness Advantage Challenge (for teachers) Weekly Second Step Challenge (for teachers to encourage in students) Kudos/affirmations/gratitude's in meetings, on weekly bulletin, and handwritten notes with treats in boxes Treat Trolley (2 staff members per week) Super Staff Cape is presented to a different staff member each week Highlight Staff Members - special bulletin board with staff pics and bios in the Staff Lounge (5-6 staff members per month) Staff Lounge Improvements - cozier - new couch & chair (new curtains) Team Building activities (monthly) (e.g., Going to the Red Door Escape Room in Oct, surveyed staff at the beginning of the year for ideas and preferences) Guiding Coalition (shared leadership) and within that work we are conducting Teach Like a Pirate book study. Another way to bring joy & positive culture to our school :-) Positive Impact Test
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Attendance - We continued to implement communication with families regarding the importance of attendance. Our attendance clerk, nurse, and/or principal made regular contact with families of students with chronic absenteeism. We used our automated truancy tracking system, as well as the PowerSchool Dashboard to monitor attendance and truancy rates and communicate with families.

Suspensions - We implemented restorative practices including reflection sheets, behavior packets, counseling, conflict management, boys and girls groups, and recess alternatives.

Family Engagement - We offered multiple opportunities for families to partner with us. We encouraged parents to volunteer in the classrooms, at recess, and on field trips. We offered a variety of Family Engagement Nights (e.g., STEM Night, Math Game Night, Art Night, and Literacy Night: Pizza and Poetry), and open forums like Coffee & Conversation with the Principal.

School Culture/Climate - Our PBIS team implemented a variety of strategies to increase student engagement, voice, and choice. We got a school mascot, our Peace Path, recess expectation sandwich board signs, and our school garden. Our Student Council created several informational and inspirational videos for our student body, delivering school news, modeling kindness, giving state testing tips, and showing students how to use the Buddy Benches, to name a few. We were able to bring in parent volunteers five times this year to cover supervision for common recess for students/staff. We implemented Monthly Character Traits: Each month we had a focus on a different character trait. Aug - Kindness, Sept - On task/Focus. Kindness challenge for both students as well as the faculty/staff. Teachers selected two students to recognize each month for exemplifying the trait. We also implemented Lunchtime Activities: character Ed lessons, read aloud, joke day, bucket filler/kindness slips.

We continued our Wingman Patrol where 4th & 5th grade students help out at recess. Job duties include helping with conflict management, making sure kids have others to play with, and making sure students are being safe and cooperative. We offered recess alternatives: Options to play board games, color/draw/write, use sidewalk chalk, pick up trash (with fancy grabbers and buckets), or serve in our Library Helpers program. FUNtastic Fridays: Every Friday morning we greeted students with music, dancing, and high fives out front before school. Finally, we looked for things to celebrate, such as growth in Lexia or i-Ready. We recognized students via assemblies, announcements, classroom presentations, parties, etc.

We specifically worked on staff culture and morale by selecting a theme for the year. Choose Happy/Choose Joy. Shared video about the "happiness advantage" at the first faculty meeting - referencing it throughout the year on our weekly bulletin by providing a "Happiness Advantage Challenge" for teachers each week. We created space and opportunities to give kudos/affirmations/gratitude's in staff meetings, on our weekly bulletin, and/or on handwritten notes with treats in boxes. Each staff member was visited by the Treat Trolley at least twice during the school year. The Super Staff Cape was presented to a different staff member each week. Our social committee also highlighted staff members on a special bulletin board with staff pics and bios in the Staff Lounge (5-6 staff members per month). We made improvements to our staff lounge; We also engaged in team building activities (monthly) These strategies/activities brought joy & positive culture to our school this year. And, according to the Happiness Advantage, happier people are more productive people.

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

All district schools went to crisis/distance learning, including Mather Heights Elementary, on March 13, 2020.

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.

To maintain the positive improvements, we will continue implementing the aforementioned strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses. courses.

Goal 3

Mather Heights provides staff with opportunities for professional learning to optimize classroom instruction and practices.

Identified Need

Increase teacher efficacy in literacy, math skills, and SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RTI Trained		Instructional Team trained - TOT to train the rest of the staff
TCI Trained		All teachers - 100%
SIPPS Trained		All K-2 teachers
New Teacher Training (Benchmark & enVision)		All NEW teachers
SchoolWires Training		All teachers/staff (if applicable)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

RTI at Work Institute - In-depth training on MTSS and RTI for our Instructional Leadership Team. We will treat this as a TOT. Team will bring ideas back and share with entire staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures
Site Carryover: registration costs for 7 attendees, Supplemental will pay for our subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Every Child By Name (ECBN): 3 times per year (Sept, Nov, March) (

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Categorical Programs will fund up to 3 substitutes to release teachers for ECBN meeting three times per year.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our Instructional Leadership Team sent grade level representatives to the RTI at Work Institute in March 2020. This was an in-depth training on MTSS and RTI. Upon returning, a Shelter in Place was implemented county-wide. The March ECBN was not held.

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

All district schools went to crisis/distance learning, including Mather Heights Elementary, on March 13, 2020.

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

We will continue to implement these strategies of RTI, PLCs, ongoing professional learning, and ECBN.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

At Mather Heights Elementary we ensure high levels of learning for all students and we monitor progress with formative and summative assessments.

Identified Need

Targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math. Targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	66.98% met or exceeded (2019 data)	+3 or more points
CAASPP Math	57.55% met or exceeded (2019 data)	+3 or more points
iReady Reading		all students make 1+ year's worth of growth
iReady Math		all students make 1+ year's worth of growth
ELPAC		progress and increased RFEPS
SIPPS		all students complete SIPPS by end of 2nd grade - fully reading by 3rd grade

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Every Child By Name (ECBN) - Release time for teachers to meet with grade level colleagues to discuss concerns, strategies, and interventions for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

RTI Meetings - Grade levels meet regularly to discuss at risk students and determine if we need to move forward with Student Study Team (SST) meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PLCs - Teams meet regularly to discuss essential standards, common formative assessments, and MTSS plans

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MTSS/RTI - multi-tiered systems of support, or response to intervention for students. Students are placed in 6-8 week targeted interventions based on needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL Support - Support progress of English Learners through continued use of integrated and designated ELD and ELPAC prep via our BIA and Program Monitor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented ECBN, RTI, PLCs, MTSS, and integrated and designated ELD. The systematic and targeted interventions helped our students make significant growth.

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

All district schools went to crisis/distance learning, including Mather Heights Elementary, on March 13, 2020.

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.

None anticipated. We will continue implementing these strategies/activities. We will strive towards greater consistency with supporting and refining our PLC process and RTI/MTSS systems.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$9,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title III	\$1,500.00

Subtotal of additional federal funds included for this school: \$1,500.00

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

State or Local Programs	Allocation (\$)
General Fund	\$7,500.00

Subtotal of state or local funds included for this school: \$7,500.00

Total of federal, state, and/or local funds for this school: \$9,000.00

School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Wendy Sol	Principal
Michelle Udovic	Other School Staff
Andy Kotko	Classroom Teacher
Sarah Buckman	Classroom Teacher
Donna Eddy	Classroom Teacher
Danielle Judd	Classroom Teacher
Kalpana Kamalanathan	Parent or Community Member
Sara Hanson	Classroom Teacher
Lisa Ropp	Parent or Community Member
Christina Harlin	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Wendy Sol	Principal
Sarah Buckman	Classroom Teacher
Kalpana Kamalanathan	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

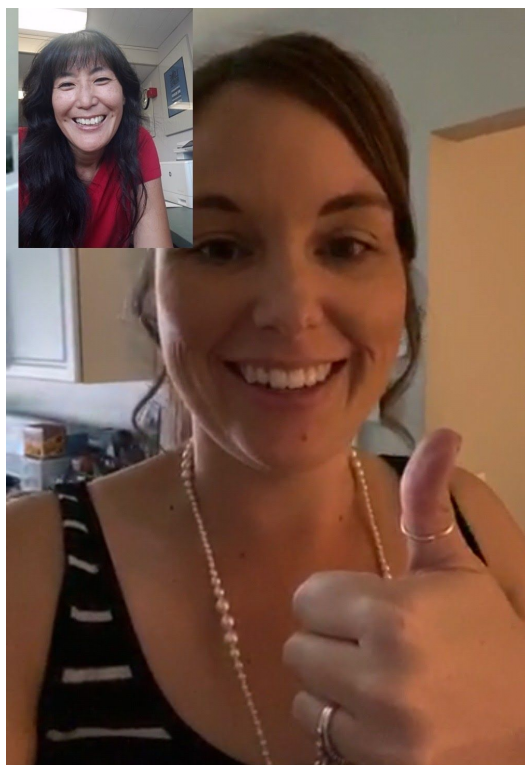
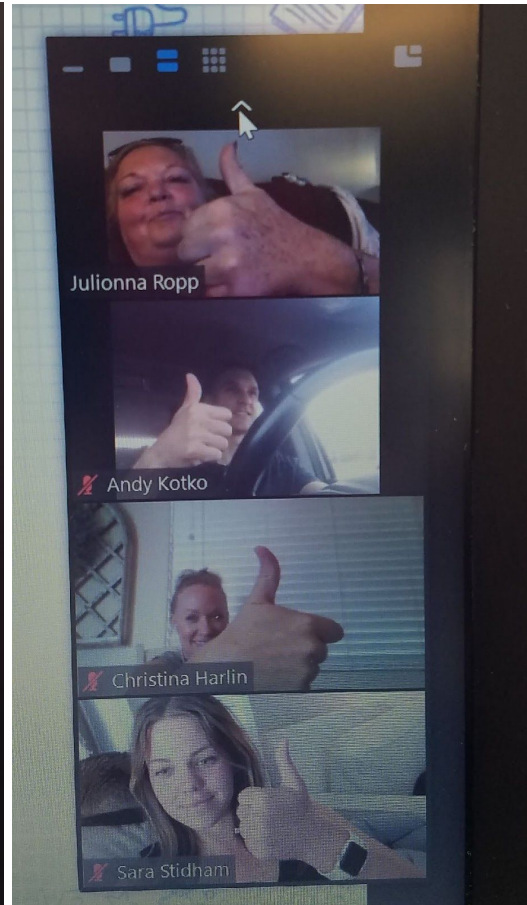
This SPSA was adopted by the SSC at a public meeting on August 31, 2020.

Attested:



Principal, Wendy Sol on 8/31/20

SSC Chairperson, Michelle Udovic on 8/31/20



Mather Heights Elementary

School Site Council Meeting Announcement

August 31st, 2020 3:00pm



The meeting will be called to order via Zoom at 3:00pm. If you are interested in joining the School Site Council, please notify Michelle Udovic, Parent Coordinator at mudovic@fcusd.org

MATHER HEIGHT ELEMENTARY SCHOOL SITE COUNCIL MEETING



Date: Monday, August 31, 2020

Time: 3:00pm

Via Zoom

AGENDA

- **Welcome**
- **Review of the SPSA**
- **Review of the School Safety Binder**
- **ELAC**

Mather Heights Elementary

Site Council/SPSA Meeting

Sign in Sheet (Meeting via Zoom)

Monday, August 31st, 2020



1. Wendy Sol – Principal
2. Andy Kotko – Teacher
3. Donna Eddy – Teacher
4. Danielle Judd – Teacher
5. Sara Stidham-Hanson – Teacher
6. Christina Harlin – Parent
7. Lisa Ropp – Parent
8. Michelle Udovic – Classified Employee

Site Council Meeting 8/31/2020

Meeting called to order by Wendy Sol at 3:05pm

Attendees: Wendy Sol, Christina Harlin, Danielle Judd, Sara Stidham-Hanson, Michele Udovic, Donna Eddy, Andy Kotko, Lisa Ropp

Went over duties and rule of the School Site Council Meeting and SPSA

Discuss changes in LCAP Goals due to switching to Distance Learning

- Providing Chromebooks and wifi

Went over District LCAP Goals

SPSA changes (not many, no testing done due COVID closure)

Enrollment due to Distance Learning

Changes in Goals

Parental Engagement

Trying to stay connected even at a distance

Resource Inequities

Students need more time with BIA's (in process of being hired)

Continuous focus on decreasing suspension numbers to get into the green portion, attendance, and family engagement

Safety Binder changes

Many changes due to COVID Safety Protocols

New Check in/Check out process for campus/employee safe

Donna motioned to approve the SPSA and Safety Binder, Christina seconds, all approve, none oppose

Meeting adjourned at 3:46pm