



# 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	September 14, 2021	October 21, 2021



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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 (SEL) and Professional Learning Communities (PLC) practices are how we will meet the Every Student Succeeds Act (ESSA) requirements. The long term goal 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 20,089 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-one elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and virtual academy.

Mather Heights Elementary School operates on a traditional schedule, and during the first month of the 2021-2022 school year, 327 students were enrolled in grades kindergarten through fifth. The school's gender distribution is 177 boys and 150 girls. The school's largest ethnic group is white, with 34.4% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 18.2%, Hispanic at 22.7%, African-American



at 3.1%, and Filipino at 3.1%. Mather Heights Elementary School has 90 students enrolled in the Academy for Advanced Learning, a magnet school for 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 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 provides 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 International Baccalaureate 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. Some of these are:

Respect, Responsibility, On Task, Kind, and Safe (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 (pending COVID restrictions)

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. All onsite activities are pending COVID restrictions. Our Blackboard Connect messages (voice, email, and text), school marquee, and school webpage keep families informed about schedules, events, and activities happening at school. Teachers maintain their own web pages 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 (SEL), 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 was 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 California (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 is 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. Teacher's Curriculum Institute (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.



## 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 (BTSN), School Site Council (SSC), family engagement activities (e.g. Literacy Night, Art Night, and Family Math Game Night), Coffee with the Principal, Virtual Open House and New Family Orientation in the Spring when COVID-19 (Corona Virus Disease 19) guidelines allow. 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 where the SPSA was discussed:

SSC & ELAC

ECBN/1:1 Chats

Staff Meetings: All virtual

PLC Meetings

Grade Level Collaboration Meetings

PBIS Team & Instructional Leadership Team Meetings

BTSN: K-2 3-5th

PTA



## Resource Inequities

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

With an increase in students in need of additional opportunities for socialization and PBIS skill building, the Special Friends program has been requested at Mather Heights Elementary (MHE).



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.23%	0%	%	1	0	
African American	3.21%	4.24%	3.1%	14	18	12
Asian	14.22%	16.47%	18.2%	62	70	70
Filipino	2.52%	2.35%	3.1%	11	10	12
Hispanic/Latino	22.71%	24%	22.7%	99	102	87
Pacific Islander	0.46%	0.47%	0.3%	2	2	1
White	43.12%	37.18%	34.4%	188	158	132
Multiple/No Response	13.07%	14.82%	18.2%	57	63	70
Total Enrollment				436	425	384

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	52	44
Grade 1	73	77	66
Grade 2	71	78	69
Grade3	84	64	70
Grade 4	73	84	55
Grade 5	66	70	80
Total Enrollment	436	425	384

### Conclusions based on this data:

1. Based on this data, Mather Heights Elementary has shown a decline in enrollment. With an enrollment of approximately 384 students, and a percentage of 10% unduplicated, the enrollment is somewhat 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	35	47	50	8.0%	11.1%	13.0%
Fluent English Proficient (FEP)	39	38	36	8.9%	8.9%	9.4%
Reclassified Fluent English Proficient (RFEP)	10	1	6	27.8%	2.9%	12.8%

### Conclusions based on this data:

1. This school continues to have a small percentage, yet increasing, of English Language Learners with 13% of our students designated as English Learners. The continuation of our English Learner Advisory Committee (ELAC) in 2021-2022 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
<b>Grade 3</b>	46.97	46.67	38.82	42.42	40.00	45.88	10.61	13.33	15.29
<b>Grade 4</b>	33.82	41.43	50.00	41.18	42.86	34.72	25.00	15.71	15.28
<b>Grade 5</b>	32.47	29.85	34.92	58.44	38.81	46.03	9.09	31.34	19.05
<b>All Grades</b>	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 targeted standards each week.
2. One hindrance, particularly with the 5th grade, 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
<b>K</b>	*	*	*	*		*	13	*
<b>1</b>	*	66.67		33.33	*	0.00	*	15
<b>All Grades</b>	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
<b>K</b>	*	*	*	*	*	*	13	*
<b>1</b>	*	20.00	*	66.67	*	13.33	*	15
<b>All Grades</b>	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
<b>K</b>	*	*	*	*		*	13	*
<b>1</b>	*	46.67	*	40.00	*	13.33	*	15
<b>All Grades</b>	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
<b>K</b>	*	*	*	*		*	13	*
<b>1</b>	*	20.00	*	80.00		0.00	*	15
<b>All Grades</b>	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 Bilingual Instructional Aid (BIA) support.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	28.0	11.1	0.2
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	11.1
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	119	28.0
Students with Disabilities	55	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.2
Asian	70	16.5
Filipino	10	2.4
Hispanic	102	24.0
Two or More Races	63	14.8
Pacific Islander	2	0.5
White	158	37.2

### 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### 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 declined 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

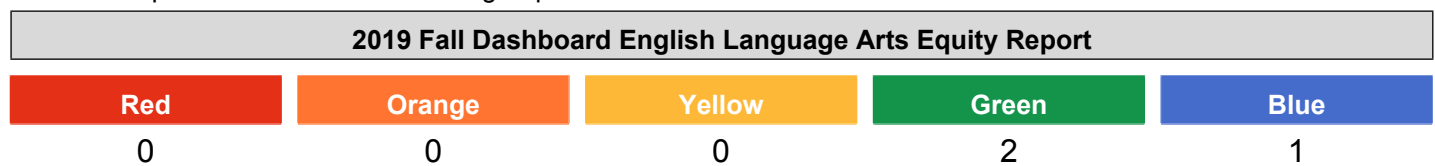
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 45.8 points above standard Increased ++14.8 points 214	 No Performance Color 36.5 points above standard Declined -6.2 points 24	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 9.3 points above standard Increased ++10.8 points 59	 No Performance Color 8.1 points above standard Increased Significantly ++46.8 points 34



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 7	<b>Reclassified English Learners</b> 64.1 points above standard Increased ++8 points 17	<b>English Only</b> 41.5 points above standard Increased Significantly ++17.2 points 178
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#### Conclusions based on this data:

1. A focus on the subgroup of students with disabilities will be necessary for the 2021-2022 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 socioeconomic 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 2021-2022 school year, particularly with the beginning of the school year returning from a Hybrid 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

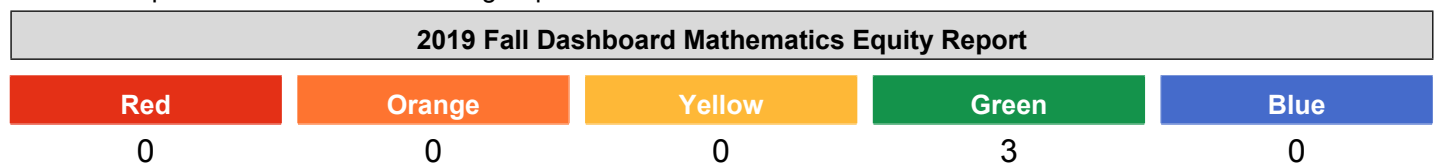
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 7	<b>Reclassified English Learners</b> 71.9 points above standard Increased Significantly ++16.7 points 17	<b>English Only</b> 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 socioeconomic 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 2021-2022 school year to maintain or increase since returning from a Hybrid 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.



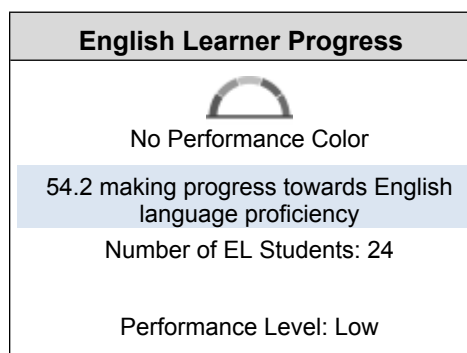
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
16.6	29.1	16.6	37.5

#### 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 Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A



# School and Student Performance Data

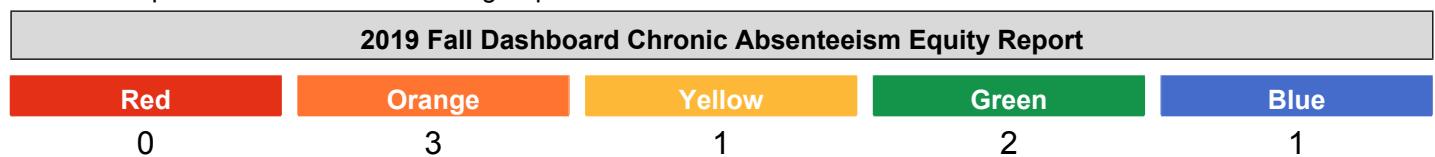
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <b>6.7</b> Declined -10 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue <b>0</b> Maintained 0 62	<b>Filipino</b>  No Performance Color <b>8.3</b> Increased +0.6 12
<b>Hispanic</b>  Green <b>4.9</b> Declined -0.6 102	<b>Two or More Races</b>  Green <b>4.8</b> Maintained 0 63	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Orange <b>4.7</b> 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. Develop and implement the Attendance and Engagement Plan for Mather Heights. 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 2021-2022 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

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A



# School and Student Performance Data

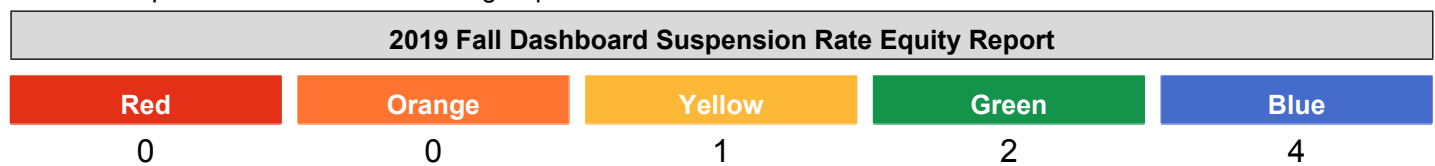
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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		
<b>All Students</b>  Blue 0.7 Declined Significantly -1.9 455	<b>English Learners</b>  Yellow 2.6 Maintained +0.1 38	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 7.7 13	<b>Socioeconomically Disadvantaged</b>  Green 1.4 Declined -5 140	<b>Students with Disabilities</b>  Blue 0 Declined -3.4 61



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

Goal 1 - All students will receive equitable instruction from highly qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## 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)

## Annual Review

**SPSA Year Reviewed: 2020-21**

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 elementary schools shifted from a distance learning model to a hybrid learning model due to COVID-19, including Mather Heights Elementary, on November 9, 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 hybrid 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

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).  
 2.1 - Increase student attendance rates and reduce chronic absences for all students.  
 2.2 - Increase the high school graduation rate and decrease the dropout rate.  
 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
 2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
 2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.  
 2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## 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 through engagement.

## 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 due to challenges with distance learning, connectivity. Worked to support families with technology issues, i.e. hot spots, coaching over the phone, and Chromebook exchanges as needed.

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

Continue to make contact with families via phone calls, A2A 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 "Week at a Glance." 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)

**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 Morning Meetings and Community Circles in the classroom- Social Emotional Learning (SEL) Recess with trained staff members. Second Step Lessons aligned with monthly Life Skill. Life Skills web page, Wellness webpage.

**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

#### Strategy/Activity

Family Engagement: Maintain and increase level of Family Engagement as COVID restrictions allow.

#### 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: Inspirational messages on bathroom stall doors, update our Wellness Site, and complete garden  
Supervision for common recess for students/staff (5 x per year) as COVID guidelines allow  
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  
FUNtastic Fridays: Greeting kids with music, dancing, and virtual high fives out front every Friday morning before school  
Parent Participation Recess: Last Friday of each month, as COVID guidelines allow  
Celebrations: Lexia, i-Ready growth, Character Trait recognition via assemblies, announcements, classroom presentations, celebrations, etc. Positive Office referrals

#### 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)

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:

Weekly Character Trait focus area (for teachers to encourage in students)

Kudos/affirmations/gratitude's in meetings, on the weekly bulletin, and handwritten notes with treats

Highlight Staff Members - special bulletin board with staff pics and bios in the Staff Lounge (5-6 staff members per month)

Staff Lounge Remodel - peaceful environment for staff to decompress (PTA funded)

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)

Staff Leadership Team (shared leadership) Another way to bring joy & positive culture to our school

### 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: 2020-21

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 opportunities for families to partner with us in a COVID modified model. Drive-thru Halloween Parade, Drive-thru 5th-grade promotion ceremony.

School Culture/Climate - Our PBIS team implemented a variety of strategies to increase student engagement, voice, and choice. 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.

FUNtastic Fridays: Every Friday morning we greeted students with music, dancing, and virtual 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 implementing staff socials, birthday celebrations, and potlucks. We created space and opportunities to give kudos/affirmations/gratitude in staff meetings, on our weekly bulletin, and/or on handwritten notes with treats. 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.

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 elementary schools began the school year with Distance Learning, transitioning to a hybrid model due to COVID, including Mather Heights Elementary, on November 9, 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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)  
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

## 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) Induction		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

Restorative Practices Training. Climate and Culture Coaches will attend. 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)

0

Source(s)

General Fund  
5000-5999: Services And Other Operating Expenditures

### 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: 2020-21

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 Climate and Culture Coaches and administrator attended Restorative Practices (RP) training. Implementation roll out of RP with staff includes Morning Meetings, restorative discipline practices, and continued professional development in the area of trauma informed practices.

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 elementary schools began the school year with Distance Learning, transitioning to a hybrid model due to Covid, including Mather Heights Elementary, on November 9, 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 PLCs addressing academics and SEL, 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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## 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. ECBNs conducted once per trimester.

**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

Response to Intervention (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. MTSS rotations were on hold during distance learning and hybrid model. On hold through trimester one of 2021 due to COVID numbers.

#### 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

English Learner (EL) Support - Support progress of EL through continued use of integrated and designated English Language Development (ELD) and English Language Proficiency Assessment for California (ELPAC) prep via our Bilingual Instructional Aid (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: 2020-21

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, 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 elementary schools began the school year with Distance Learning, transitioning to a hybrid model due to COVID, including Mather Heights Elementary, on November 9, 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. The addition of an Intervention Specialist in 2021-2022 will enhance our ability to address student needs.



# 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	\$4,000.00

## 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	\$2,500.00

Subtotal of state or local funds included for this school: \$2,500.00

Total of federal, state, and/or local funds for this school: \$4,000.00



# 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
Heather Vakil	Classroom Teacher
Donna Eddy	Classroom Teacher
Danielle Judd	Classroom Teacher
Darrell Amerine	Parent or Community Member
Jennifer Jarwin	Other School Staff Parent or Community Member
Christina Harlin	Classroom Teacher Parent or Community Member
	Parent or Community Member

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



# 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
Helena Burns	Classroom Teacher
Jodi Queenan	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 September 14, 2021.

Attested:

Handwritten signatures in blue ink. The top signature is 'W Sol' and the bottom signature is 'M Udovic'. Both signatures have horizontal lines extending to the right, pointing towards the text boxes.

Principal, Wendy Sol on 9/14/21

SSC Chairperson, Michelle Udovic on 9/14/21



# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



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



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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Mather Heights Elementary

Site Council Meeting

Sign in Sheet (Meeting via Zoom)

Tuesday, September 14, 2021



1. Wendy Sol – Principal
2. Michelle Udovic - Classified
3. Danielle Judd - Certificated
4. Andy Kotko - Certificated/Parent
5. Donna Eddy - Certificated
6. Jennifer Jarwin - Parent



# **Mather Heights Elementary**

School Site Council Meeting Announcement

September 14, 2021 3:15pm



The meeting will be called to order via Zoom at 3:15pm. If you are interested in joining the School Site Council, please

notify Michelle Udovic, Parent Coordinator at [mudovic@fcusd.org](mailto:mudovic@fcusd.org)



## School Site Council Meeting September 14, 2021

Meeting called to order by Wendy Sol via Zoom at 3:17pm

Attendees: Wendy Sol, Michelle Udovic, Jennifer Jarwin, Danielle Judd, Andy Kotko, Donna Eddy

Reviewed new LCAP(Local Control Accountability Plan)

- New LCAP goals found on district website
- Explained Goals/Goalettes

Explained SPSA(School Plan for Student Achievement)

- Currently in draft form awaiting review from Principal/District

Reviewed SPSA

- Enrollment Data- decrease in appx. 100 students
- EL enrollment
- CAASPP data (2018/2019 is last data available) and conclusions
- School and Student Performance Data (provided by 2019 Fall data-not updated due to COVID) and conclusions

Reviewed LCAP Goals

- Goals, Strategies, and Proposed Expenditures
- Increase parent engagement
- Surveys
- Increasing Attendance Rates
- Suspension Rates-increase restorative practices, reflection sheets and behavior practices, SEL Recess with trained staff members, etc.
- School Culture/Climate-PBIS, Monthly Character Traits, Wingman Patrol, FUNtastic Fridays, Lexia and iReady celebrations, etc.
- Team Building for staff members, staff culture and morale building
- Family Engagement
- Professional Development
- Every Child by Name-3 times a year (Sept, Nov, Mar)
- Making sure students are meeting grade level standards- Intervention teacher, BIA
- Budget Summary-\$4000/\$2500 Small budget because MHE is not a Title 1 school



Approval of SPSA

- Send email to Wendy Sol or Michelle Udovic to confirm approval

School Safety Binder

- Will be in office for review

Meeting adjourned by Wendy Sol at 4:03pm



## SPSA approval- Jennifer Jarwin

Michelle Udovic <mudovic@fcusd.org>

Thu 9/16/2021 3:25 PM

To: Wendy Sol <WSol@fcusd.org>

**From:** Jennifer Jarwin  
**Sent:** Wednesday, September 15, 2021 3:19 PM  
**To:** Michelle Udovic <mudovic@fcusd.org>  
**Subject:** Re: School Site Council SPSA

Approve

Thank you,  
**Jen Jarwin**  
Administrative Assistant

Blanche Sprentz Elementary  
249 Flower Street  
Folsom, CA 95630  
Ph: 916-294-9110  
Fax: 916-294-2480

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**From:** Michelle Udovic <[mudovic@fcusd.org](mailto:mudovic@fcusd.org)>  
**Sent:** Wednesday, September 15, 2021 3:12 PM  
**To:** Danielle Judd <[djudd@fcusd.org](mailto:djudd@fcusd.org)>; Donna Eddy <[DEddy@fcusd.org](mailto:DEddy@fcusd.org)>; Jennifer Jarwin <[jjarwin@fcusd.org](mailto:jjarwin@fcusd.org)>  
**Subject:** School Site Council SPSA

Hello SSC Members,

Please respond to this email to approve or not approve the SPSA we discussed in yesterday's (9/14/21) meeting.

**Michelle Udovic**  
**Parent Coordinator**  
**Mather Heights Elementary**  
**916.294.2440-Phone**  
**916.294.2486-Fax**



## SPSA approval- Danielle Judd

Michelle Udovic <mudovic@fcusd.org>

Thu 9/16/2021 3:26 PM

To: Wendy Sol <WSol@fcusd.org>

**From:** Danielle Judd  
**Sent:** Wednesday, September 15, 2021 3:15 PM  
**To:** Michelle Udovic <mudovic@fcusd.org>  
**Subject:** RE: School Site Council SPSA

I approve the SPSA we discussed in yesterday's (9/14/21) meeting! 😊

*Danielle Judd*

Mather Heights Elementary School  
1<sup>st</sup> Grade Teacher  
(916) 294-2440 Ext. 630204

**From:** Michelle Udovic <[mudovic@fcusd.org](mailto:mudovic@fcusd.org)>  
**Sent:** Wednesday, September 15, 2021 3:13 PM  
**To:** Danielle Judd <[djudd@fcusd.org](mailto:djudd@fcusd.org)>; Donna Eddy <[DEddy@fcusd.org](mailto:DEddy@fcusd.org)>; Jennifer Jarwin <[jjarwin@fcusd.org](mailto:jjarwin@fcusd.org)>  
**Subject:** School Site Council SPSA

Hello SSC Members,

Please respond to this email to approve or not approve the SPSA we discussed in yesterday's (9/14/21) meeting.

Michelle Udovic  
Parent Coordinator  
Mather Heights Elementary  
916.294.2440-Phone  
916.294.2486-Fax



## SPSA approval-Donna Eddy

Michelle Udovic <mudovic@fcusd.org>

Thu 9/16/2021 3:25 PM

To: Wendy Sol <WSol@fcusd.org>

**From:** Donna Eddy

**Sent:** Thursday, September 16, 2021 8:37 AM

**To:** Michelle Udovic <mudovic@fcusd.org>

**Subject:** RE: School Site Council SPSA

I approve the SPSA plan.

Donna Eddy

4<sup>th</sup>/5<sup>th</sup> grade teacher

**From:** Michelle Udovic

**Sent:** Wednesday, September 15, 2021 3:13 PM

**To:** Danielle Judd <[djudd@fcusd.org](mailto:djudd@fcusd.org)>; Donna Eddy <[DEddy@fcusd.org](mailto:DEddy@fcusd.org)>; Jennifer Jarwin <[jjarwin@fcusd.org](mailto:jjarwin@fcusd.org)>

**Subject:** School Site Council SPSA

Hello SSC Members,

Please respond to this email to approve or not approve the SPSA we discussed in yesterday's (9/14/21) meeting.

Michelle Udovic

Parent Coordinator

Mather Heights Elementary

916.294.2440-Phone

916.294.2486-Fax