



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	School Site Council (SSC) Approval Date	Local Board Approval Date
Mather Heights Elementary School	34673306033203	September 6, 2022	October 20, 2022

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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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

Mather Heights Elementary Vision Statement:

Engage. Inspire. Empower.

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 support 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.

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).

Staff Survey - The staff is asked to rate the following topics on a rubric ranging from exceptionally strong to a current barrier to 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, and 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. Administration supports effective instruction in the classroom through informal observations, and collaborations with teachers and support staff are part of the culture and climate of everyday life at Natoma Station Elementary School.

Initial informal observations reveal a number of strong practices occurring in classrooms. Teachers are consistently using Responsive Classroom strategies such as Morning Meeting, Quiet Time, and positive teacher language to engage all students and create a sense of community and belonging in all classrooms. Our Board-adopted curriculum in Language Arts, Math, Science, and Social Studies is being utilized in every classroom. We are continuing to implement Second Step, a social-emotional curriculum, for all students. All incentive programs are grounded in the common behavioral expectations of the school and are based on positive reinforcement. Grade levels are using common schedules to allow for targeted intervention and instruction in core academic areas. Teachers are using a variety of engagement techniques including choral response, think/write-pair-share, turn and talk, and small group works to help all learners access the curriculum and experience academic success.

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 are used throughout the school year to determine instructional groups, drive interventions/enrichment, and 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.

In 2022-2023, we will be transitioning from iReady Diagnostic assessments to Renaissance Star assessments. These results are used to plan instruction and provide interventions as needed. Teachers in grades 1-5 are participating in Professional Learning Communities (PLC) to dialogue and discuss ways in which to effectively maximize their efforts to support and improve student achievement while building teacher efficacy. Three Every Student By Name (ESBN) meetings (grades kindergarten - grade 5) and weekly PLC grade level meetings (grades 1-5) provide structure and accountability around these common assessments and help target resources toward intervention and amplification. Assessment outcomes are continually reviewed and analyzed by teachers and the principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified, or replaced.

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 Renaissance 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 Renaissance 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 with 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 Multi-Tiered Systems of Support (MTSS) interventions/amplifications.

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)

All of our teachers are properly credentialed and receive ongoing professional development provided by the district and the school site to improve learner outcomes. This year we are continuing to use a Professional Learning Community (PLC) model to strengthen collective teacher efficacy, and to develop a more systematized implementation of Response to Instruction and Intervention (RtI). This focus will include the regular use of formative assessments to inform instruction and provide increased opportunities for targeted intervention and amplification to continuously improve all learner outcomes. Our Climate and Culture facilitators and our site principal will continue to provide training for the Second Step curriculum and ensure that social emotional learning is integrated into the learning that happens throughout the instructional day. Professional Development (PD) and ongoing support of our PLC work are critical. Specifically around essential standards and common formative assessments through the use of Illuminate, Renaissance, and other assessments within the district-adopted curriculum will be an area of focus for the 2022-2023 school year. In addition, Professional Development (PD) focused on providing ongoing training to teachers and support staff to enable them to integrate social emotional learning through the implementation of culturally responsive strategies using the Responsive Classroom approach in addition to the use of mentor texts will be a focus this year.

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 a 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)

Ongoing support for teachers is largely provided through District Curriculum Lead Teachers, site PLC facilitators, Climate and Culture facilitators, and administration. The Elementary Curriculum Lead Teachers support and guide site PLC facilitators, Climate and Culture facilitators, and the site administrator with new curriculum implementation, effective instructional practices, and building teacher efficacy through practices that strengthen coherence, collaboration, and data-driven decision making. Teachers support one another through time spent discussing and researching instructional strategies and effective teaching efforts for their classrooms. We have a Student Success Team that monitors student progress using the Response to Instruction and Intervention model and collaboratively discusses actions to address both the academic and behavioral needs of our students with the greatest needs (Tier 3). Working collaboratively in Professional Learning Communities (PLCs) with a focus on prioritizing essential standards, effectively using formative assessment to guide instruction, and integrating SEL and restorative practices to provide a robust and engaging learning environment is the focus of the 2022-2023 school year.

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

There is constant ongoing teacher collaboration. Formally, teachers meet as Professional Learning Teams (PLTs) where they collectively prioritize essential standards, and learning targets, create common formative assessments and analyze student data to create SMART (Specific, Measurable, Attainable, Realistic/Relevant, Time Bound) goals to effectively address the needs of all learners. Teachers in grades 1-5 meet three times a month to discuss assessment outcomes, share instructional strategies, problem-solve around challenging lessons, share ideas to help specific students, and share in the planning and preparation of lessons. Our Culture and Climate facilitators collaborate and plan professional development for our staff that centers around strengthening students' social-emotional competencies. Our RtI team collaborates with teachers to support the behavioral and academic needs of students who require additional academic and/or social-emotional support. This year we will continue the work on strengthening the collaboration between special education and general education teachers. In addition, we will be looking at our practices using an equity lens to ensure that our practices are culturally responsive and that grade level content is made accessible to all students.

Teaching and Learning

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

All teachers are using the Common Core State Standards as the basis of their instruction. Teachers have received instructional materials that are aligned with the Common Core State Standards and are presently using this curriculum. Teachers have received multiple days of district training, in addition to site curricular meetings for the support of ELA/ English Language Development (ELD), Math, and Social Studies. Amplify, our Next Generation Science Standards (NGSS) aligned curriculum is currently being implemented. Mather Heights Elementary School staff is committed to providing access and support to all students to improve learning outcomes and move toward proficiency in grade level standards.

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. There is constant ongoing teacher collaboration. Formally, teachers meet as Professional Learning Teams (PLTs) where they collectively prioritize essential standards, and learning targets, create common formative assessments and analyze student data to create SMART (Specific, Measurable, Attainable, Realistic/Relevant, Time Bound) goals to effectively address the needs of all learners. Teachers in grades 1-5 meet three times a month to discuss assessment outcomes, share instructional strategies, problem-solve around challenging lessons, share ideas to help specific students, and share in the planning and preparation of lessons. Our Culture and Climate facilitators collaborate and plan professional development for our staff that centers around strengthening students' social-emotional competencies. Our Rtl team collaborates with teachers to support the behavioral and academic needs of students who require additional academic and/or social-emotional support. This year we will continue the work on strengthening the collaboration between special education and general education teachers. In addition, we will be looking at our practices using an equity lens to ensure that our practices are culturally responsive and that grade level content is made accessible to all students.

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 the achievement of the Common Core Standards and identified essential standards. Assessment windows allow teachers to monitor student progress through formative and summative assessments.

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 Renaissance.

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, Renaissance, Freckle, Step Up to Writing and Second Step.

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. We provide opportunities for students to receive the necessary support when appropriate. The implementation of a Multiple Tiered System of Support (MTSS), robust first instruction, and the use of formative assessment to effectively respond to learner needs ensure that all students' needs are met. In addition to academics, we support students in a positive way through a school wide social-emotional learning plan that includes daily practices that build a sense of community and belonging and strengthen relationships, provide positive incentives, and celebrate students for their effort and compassion. We offer additional behavioral support through our Special Friends program, alternative recess, the use of our behavior support staff, and the use of calm down rest and reset spaces.

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, the 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 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, Open House, and New Family Orientation in the Spring. Our school website and Blackboard Connect system keep parents informed of important school information via weekly emails and voicemails. Studies show that student participation in structured after school activities and clubs promotes 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 parents actively participate in school activities and volunteer in our classrooms. Parents who meet safety clearance are invited to work in classrooms, in our school garden, and chaperone educational field trips. Parents and staff, along with our PTA, help to fund, organize and plan events that benefit children throughout the year. Our School Site Council consists of five parents and five staff members who meet regularly to review our site plan and monitor progress on our site goals. Our English Language Advisory Committee meets as part of the Site Council to focus on the specific needs of our English Learners.

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. Our district provides funds that are used to directly support classroom instruction. District services and funding are provided for the direct support of the following classroom resources:

District Curriculum Specialist Teachers who provide coaching and Professional Development to teachers and administrators

Bilingual Instructional Aide

Renaissance

Lexia Core 5

SIPPS

Professional Development

Library Clerk

Parent Coordinator

Site and Intel Corporation funds pay for direct support of classroom instruction, through the support of Professional Development and the purchase of additional instructional resources.

Fiscal support (EPC)

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

Educational Partner 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

PLC Meetings

Grade Level Collaboration Meetings

PBIS Team & Instructional Leadership Team Meetings

BTSN: K-2 3-5th

PTA

Academy Information Night

Kinder Orientation Slide Show and parent meeting

August 2 - Optional Staff Professional Development

August 3 & 4 - Optional Professional Development and PLC Work Days

August 6 & 7 - Professional Development and PLC Work Days

Weekly Staff PLC Meetings

School Site Council and English Learner Advisory Committee Meetings August, September, April

Back to School Night August 18, 2022
Every Student By Name (ESBN) Meetings with Faculty September, February, April
PTA General Meetings
Coffee and Conversation with the Principal are held once each trimester
Open House May 11, 2023
Parent Engagement Nights October, December, February
Twice Monthly Grade Level Response to Intervention Meetings (RtI) beginning September 2022
Student Council Meetings

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) for the 2022-2023 school year. The addition of support from a social worker one day a week will be implemented as well. With our current number of English Language Learners, we have a consistent need for Bilingual Instructional Assistant (BIA) support. The addition of general education paraeducator hours will assist in classrooms with an intentional focus on historically marginalized and most vulnerable student populations.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	4.24%	3.1%	1.22%	18	12	4
Asian	16.47%	18.2%	17.68%	70	70	58
Filipino	2.35%	3.1%	2.44%	10	12	8
Hispanic/Latino	24%	22.7%	21.34%	102	87	70
Pacific Islander	0.47%	0.3%	0.30%	2	1	1
White	37.18%	34.4%	37.50%	158	132	123
Multiple/No Response	14.82%	18.2%	19.21%	63	70	63
Total Enrollment				425	384	328

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	52	44	48
Grade 1	77	66	54
Grade 2	78	69	57
Grade3	64	70	62
Grade 4	84	55	57
Grade 5	70	80	50
Total Enrollment	425	384	328

Conclusions based on this data:

1. Based on this data, Mather Heights Elementary has shown a decline in enrollment. With an enrollment of approximately 328 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	47	50	36	11.1%	13.00%	11.0%
Fluent English Proficient (FEP)	38	36	36	8.9%	9.40%	11.0%
Reclassified Fluent English Proficient (RFEP)	1	5		2.9%	1.30%	

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 2022-2023 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	85	67	62	85	0	59	85	0	59	100	0.0	95.2
Grade 4	72	56	58	72	0	58	72	0	58	100	0.0	100.0
Grade 5	63	80	54	63	0	54	63	0	54	100	0.0	100.0
All Grades	220	203	174	220	0	171	220	0	171	100	0.0	98.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2460.		2469.	40.00		47.46	15.29		18.64	27.06		25.42	17.65		8.47
Grade 4	2521.		2495.	44.44		39.66	30.56		13.79	12.50		22.41	12.50		24.14
Grade 5	2560.		2549.	41.27		37.04	36.51		27.78	14.29		25.93	7.94		9.26
All Grades	N/A	N/A	N/A	41.82		41.52	26.36		19.88	18.64		24.56	13.18		14.04

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.29		40.68	48.24		52.54	16.47		6.78
Grade 4	50.00		41.38	41.67		51.72	8.33		6.90
Grade 5	52.38		38.89	34.92		53.70	12.70		7.41
All Grades	45.00		40.35	42.27		52.63	12.73		7.02

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.12		20.34	42.35		66.10	23.53		13.56
Grade 4	33.33		22.41	52.78		53.45	13.89		24.14
Grade 5	36.51		27.78	47.62		57.41	15.87		14.81
All Grades	34.55		23.39	47.27		59.06	18.18		17.54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.59		27.12	60.00		69.49	9.41		3.39
Grade 4	33.33		13.79	61.11		75.86	5.56		10.34
Grade 5	26.98		22.22	69.84		70.37	3.17		7.41
All Grades	30.45		21.05	63.18		71.93	6.36		7.02

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.29		23.73	42.35		74.58	22.35		1.69
Grade 4	38.89		22.41	50.00		60.34	11.11		17.24
Grade 5	50.79		31.48	42.86		64.81	6.35		3.70
All Grades	40.91		25.73	45.00		66.67	14.09		7.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Since we don't have any CA state data from 2020-2021, we rely on site-based assessment data. We pull performance data from Renaissance, Benchmark Advance, SIPPSS placement assessments, Phonological Awareness Screening Test (PAST), and Step Up to Writing data.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	85	67	62	85	0	59	85	0	59	100	0.0	95.2
Grade 4	72	56	58	72	0	58	72	0	58	100	0.0	100.0
Grade 5	63	80	54	63	0	54	63	0	54	100	0.0	100.0
All Grades	220	203	174	220	0	171	220	0	171	100	0.0	98.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2457.		2475.	32.94		33.90	24.71		37.29	21.18		20.34	21.18		8.47
Grade 4	2526.		2528.	43.06		43.10	27.78		24.14	18.06		22.41	11.11		10.34
Grade 5	2543.		2550.	33.33		46.30	22.22		9.26	25.40		24.07	19.05		20.37
All Grades	N/A	N/A	N/A	36.36		40.94	25.00		23.98	21.36		22.22	17.27		12.87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.24		45.76	21.18		45.76	30.59		8.47
Grade 4	52.78		51.72	34.72		36.21	12.50		12.07
Grade 5	41.27		46.30	34.92		31.48	23.81		22.22
All Grades	47.73		47.95	29.55		38.01	22.73		14.04

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.00		33.90	36.47		52.54	23.53		13.56
Grade 4	44.44		43.10	40.28		37.93	15.28		18.97
Grade 5	34.92		40.74	46.03		42.59	19.05		16.67
All Grades	40.00		39.18	40.45		44.44	19.55		16.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.82		35.59	45.88		61.02	15.29		3.39
Grade 4	50.00		39.66	34.72		44.83	15.28		15.52
Grade 5	34.92		37.04	46.03		44.44	19.05		18.52
All Grades	41.36		37.43	42.27		50.29	16.36		12.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Since we don't have an CA state data from 2020-2021, we rely on site-base assessment data. We pull performance data from Renaissance, enVision 2020 Topic Tests, Quick Checks, and fact fluency.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	4	6	*
1	1498.1	1473.9	*	1489.7	1479.0	*	1505.9	1468.2	*	15	20	4
2	*	*	*	*	*	*	*	*	*	4	5	9
3	*	1508.6	*	*	1516.8	*	*	1499.8	*	5	12	*
4	*	*	*	*	*	*	*	*	*	*	5	7
5		*	*		*	*		*	*		*	4
All Grades										30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	33.33	30.00	*	40.00	30.00	*	26.67	15.00	*	0.00	25.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	16.67	*	*	41.67	*	*	25.00	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	23.33	22.00	20.00	36.67	38.00	50.00	40.00	22.00	23.33	0.00	18.00	6.67	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	26.67	40.00	*	53.33	30.00	*	20.00	5.00	*	0.00	25.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	41.67	*	*	41.67	*	*	0.00	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	26.67	36.00	36.67	56.67	40.00	46.67	13.33	8.00	13.33	3.33	16.00	3.33	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	33.33	10.00	*	40.00	35.00	*	20.00	30.00	*	6.67	25.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	23.33	10.00	6.67	26.67	28.00	36.67	43.33	42.00	43.33	6.67	20.00	13.33	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	66.67	50.00	*	33.33	25.00	*	0.00	25.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	41.67	*	*	41.67	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	40.00	40.00	43.33	56.67	44.00	50.00	3.33	16.00	6.67	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	20.00	30.00	*	66.67	50.00	*	13.33	20.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	33.33	36.00	46.67	56.67	52.00	50.00	10.00	12.00	3.33	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	46.67	20.00	*	40.00	50.00	*	13.33	30.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	25.00	*	*	41.67	*	*	33.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	26.67	18.00	6.67	43.33	58.00	70.00	30.00	24.00	23.33	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	20.00	25.00	*	80.00	50.00	*	0.00	25.00	*	15	20	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	23.33	18.00	10.00	73.33	64.00	83.33	3.33	18.00	6.67	30	50	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students with English as a Second Language, with a total number of 35, continue to grow at Mather Heights in 2022-2023.
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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	26.8	13.0	0.5
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.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	13.0
Foster Youth	2	0.5
Homeless	3	0.8
Socioeconomically Disadvantaged	103	26.8
Students with Disabilities	50	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.1
American Indian or Alaska Native		
Asian	70	18.2
Filipino	12	3.1
Hispanic	87	22.7
Two or More Races	70	18.2
Native Hawaiian or Pacific Islander	1	0.3
White	132	34.4

Conclusions based on this data:

1. Mather Heights student population is comprised mostly of white students at 34.4%.

2. Our largest subgroup is socioeconomically disadvantaged at 103 students, at 26.8%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  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. As students returned to in-person learning, post-pandemic, we will be monitoring suspension and attendance rates. We will continue to focus on student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and the integration of PBIS on campus to improve school climate, school culture, and student engagement.
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

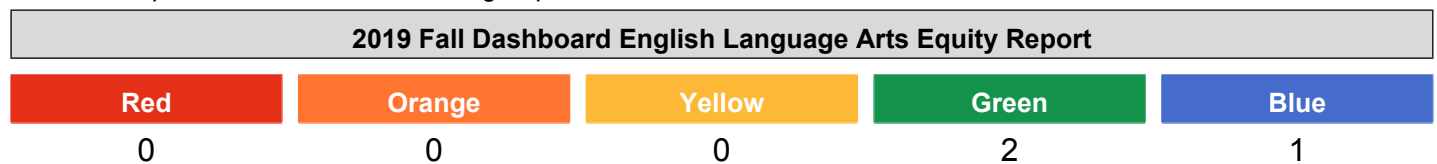
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 94.8 points above standard Increased Significantly ++22.2 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 34.1 points above standard Increased Significantly ++22.6 points 44	 No Performance Color 57.8 points above standard Increased Significantly ++20.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 38 points above standard Increased ++5 points 95

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. We do not have dashboard data from 2020-2021, so we will see what data is published this fall.
2. A focus on the subgroup of students with low socioeconomic status is also necessary when looking at our state assessment results. We will focus Professional Development efforts on improving outcomes for students in the subgroups that showed the greatest decline in performance, with an emphasis on Students with Disabilities and English Language Learners. These subgroups continue to underperform compared to our collective student body. An increased focus on best practices when it comes to high quality first instruction, RtI, a consistent collaboration between general education and special education staff, and inclusion will support greater instructional coherence for students with disabilities at Mather Heights Elementary School. Supports necessary to support our English Language Learners including a Professional Development focus to continue to grow teacher efficacy will continue to be areas of focus. Culturally responsive teaching, acknowledging gaps, and being intentional when we plan RtI / MTSS will be implemented.

School and Student Performance Data

Academic Performance Mathematics

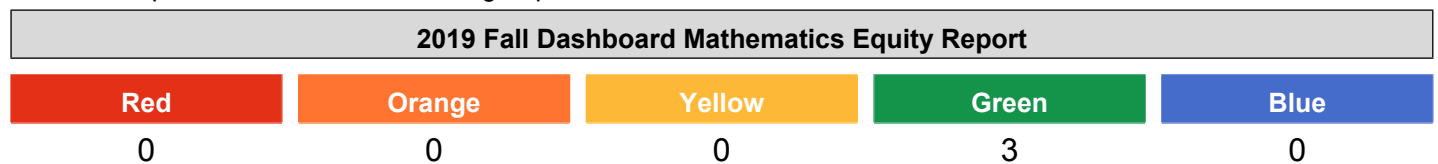
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Green</p> <p>27.4 points above standard</p> <p>Increased ++11.2 points</p> <p>214</p>	 <p>No Performance Color</p> <p>44.4 points above standard</p> <p>Maintained ++0.8 points</p> <p>24</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	 <p>Green</p> <p>6.1 points below standard</p> <p>Increased ++11.4 points</p> <p>59</p>	 <p>No Performance Color</p> <p>18 points below standard</p> <p>Increased Significantly ++21.1 points</p> <p>34</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

1. Students with disabilities increased. 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. Intentional focus on supporting students both academically and socio-emotionally will be necessary throughout the 2022-2023 school year to maintain or increase since returning from post-pandemic times. 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

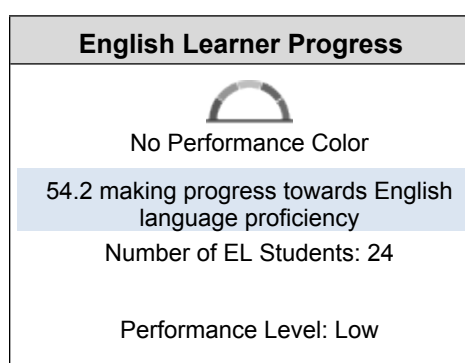
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A We are an elementary school with a preschool - 5 grade population. This is not currently a measure that is tracked on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

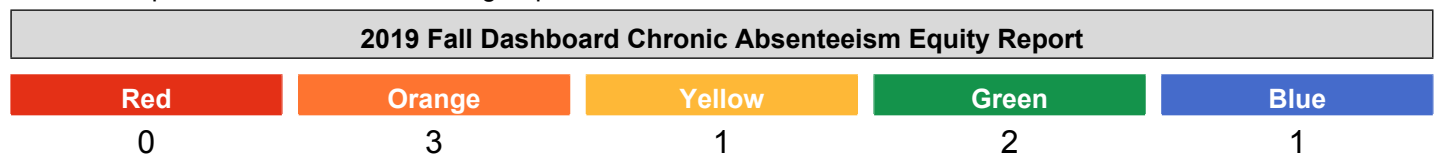
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. 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 students who continue to be absent is a priority through the utilization of the Dashboard feature located in the menu on PowerSchool.
2. 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.
3. A focus on attendance by subgroup will be maintained for the 2022-2023 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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A We are an elementary school with a preschool - 5th grade population. This is not a current measure that is tracked on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

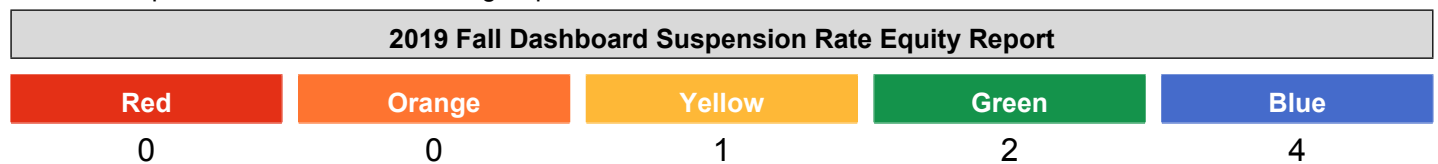
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	0.7

Conclusions based on this data:

1. Rates decreased significantly due to restorative practices (e.g., Behavioral Intervention Plan (BIPs), check in/check out, counseling, restorative questions, conflict management, reflection, and behavior packets).
2. Rates decreased significantly due to an increase in positive school climate and culture.
3. We will continue to work with our district's Social Emotional Learning department and our site's PBIS team to provide Professional Development for our staff to ensure that we are continuing to build all stakeholders' understanding of the importance of fostering positive relationships, using common language, establishing consistent behavior expectations, using de-escalation techniques, and implementing a restorative approach to discipline.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 1

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

All students will receive instruction from a highly-qualified teacher and have access to both grade level and instructional level curriculum

Identified Need

Teacher effectiveness is highly correlated with student achievement.

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 has 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 the 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)

All Students, K-5

Strategy/Activity

Annual Teacher Evaluations

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

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: 2021-22

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 highly-qualified teachers and had access to a standards-based curriculum. All teachers were credentialed and were successfully evaluated during the school year. Teachers received meaningful feedback and when necessary, coaching to improve practice. Teachers attended numerous Professional Development workshops and implemented research-based instructional practices, with a focus on integrating social-emotional learning. Supplemental curriculum and resources were implemented to support our students, including material such as Lexia English to support our English Learners and Steps to

Advance and Soliday Reading to support students with disabilities. Teachers met weekly in Professional Learning Communities to analyze student assessment data, prioritized instruction for essential standards, and measure student learning using common formative assessments.

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

There were no differences between the intended and actual implementation of the goal.

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

No foreseeable changes are anticipated. We will continue to invest in building the capacity of all our teachers and offer supplemental resources and targeted support to ensure access to grade level curriculum for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 2 - Family & Student Engagement

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
Daily Attendance Rates (August, 2021 - May 2022)	96.29%	96.5%
Suspension Rates	0.7%	1.0%
Volunteers and Parent Attendance		Increased attendance rates at school events and increased parent feedback over the course of the year
Student and Parent Surveys	California Healthy Kids Survey	Increased school connectedness, increase in students feeling safe and valued at school
Staff Surveys	previous year	Increased connectedness and happiness at work, goal setting
Family Education Events	Previous year	One per trimester
Print and digital communication	Weekly information and multi-mode outreach through Blackboard and Week at a	Maintain digital and print communications and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Glance online newsletter platform	engagement, weekly and targeted by at least 1%.

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:

Monitor PowerSchool Dashboard for At Risk Students - follow up/connect 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 the 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)

LCFF - Base
1000-1999: Certificated Personnel Salaries

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. Communication with parents/families. Integrate Social Emotional Learning (SEL) support through a variety of strategies including, but not limited to:

Teach the Second Step curriculum to all students; offer positive incentives such as Silver Flyers and Lunch with the Principal; ensure that students have a voice in creating classroom norms and agreements; ensure clear classroom and school-wide language, expectations, and routines; implement the use of restorative practices to address discipline issues; implement a progressive discipline approach and be transparent with students and families about the process; provide interventions including rest and reset zones and alternative recess to students who need additional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) Purchase prizes and incentives
500	District Funded 1000-1999: Certificated Personnel Salaries Culture and Climate Coach

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

Proposed Expenditures for this Strategy/Activity

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

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

Team Building activities (monthly) (e.g., Going to the Red Door Escape Room in Oct, surveying 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: 2021-22

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 the 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 through our PTA by participating in Back to School Party-Movie Night, Restaurant Fundraiser Nights (Monthly), Trunk or Treat, Breakfast with Santa at the Mather Golf Course, Egg Hunt at the Mather Golf Course, Skate Night, Spring Movie Night. Obstacle Course Fund Raiser.

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

There are no differences between the goal and strategies to meet the goal.

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

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.

Goal Subject

LCAP Goal 3: Professional Learning to Support High Quality Instruction

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
Provide Professional Development	On-going Professional Development working in professional learning communities to develop common formative assessments and target essential standards. Use weekly Common Planning Time to analyze student performance outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Training provided for teachers and principal LETRS practices and strategies to build understanding and implementation of evidence-based foundational reading	Students will receive instruction from well-trained teachers and have access to a Guaranteed and Viable curriculum.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	instruction. Training provided for all staff in culturally responsive instructional strategies.	
English Learner Instructional Strategies	Provide integrated and designated ELD instruction within the curriculum (district and site offerings)	Train all teachers and administrators in research based EL strategies and English Language Development.
SIPPS Trained	District and site provided training and professional development	All K-2 teachers, and any interested 3rd-5th
New Teacher Induction	District and site provided training and professional development	All NEW teachers
Culturally responsive and inclusive pedagogy.	On-going Professional Development by our district and site-base Equity Leaders and Climate and Culture facilitators.	All teachers will implement culturally responsive and inclusive evidence-based instructional practices.

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 Student By Name (ESBN): 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: 2021-22

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.

The Curriculum and Instruction department worked closely with the principal and the site PLC Facilitators to provide staff with numerous opportunities for professional learning to optimize classroom instruction and practices. We will continue to refine our practices as a Professional Learning Community (PLC) by using weekly staff meetings (CPT) for teacher collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students access high quality first instruction and meet grade level essential standards. We will continue to build teacher efficacy around prioritizing essential standards, defining learning targets and success criteria, and using common formative and summative assessments to make instructional decisions and monitor student progress. We will provide Professional Development to all staff to build an understanding of equity, including examining cultural biases to ensure inclusive and culturally responsive practices for all students. We will integrate SEL, technology, and art providing Professional Development around evidence-based 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.

Our PLC's will continue to focus on prioritizing essential standards, learning targets and creating Common Formative Assessments in ELA and Math. We will use student performance data to provide systematized and targeted opportunities for amplification and intervention to all students to improve overall performance and eliminate achievement gaps.

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.

There are no anticipated changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 4: Student progress in ELA and math

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. There is a need for collaboration time and Professional Development related to generating common formative assessments tied to essential standards for use when grouping students with homogeneous academic needs and designing targeted instruction through Multi-Tiered Systems of Support (MTSS) rotations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	66.98% met or exceeded (2019 data) 61% met or exceeded (2022 data)	+3 or more points
CAASPP Math	57.55% met or exceeded (2019 data) 67% met or exceeded (2022 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Initial Fluent English Proficient 62%; Intermediate English Learner 12%; Novice English Learner 25%	Improve performance on the ELPAC for students performing and Levels 3 and 4 overall by 5%; Increase reclassification rate by 5%
SIPPS	monitored by teacher	Students are expected to master phoneme awareness, phonics, sight words and spelling through multi syllabic words by the end of second 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

All teachers will collaborate regularly in PLCs to analyze student assessments, and plan instruction to improve all learner outcomes. Weekly teachers will collaborate with their grade level teams to monitor student progress and make instructional decisions to meet the needs of all students. With the support of curriculum specialist teachers, they will prioritize essential standards, define learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have a large effect size (John Hattie).

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)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries

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

Teachers will meet for Every Student by Name meetings (3 times per year) with the principal to analyze student assessments and plan/refine instruction to improve all learner outcomes.

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)

1500

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for teachers

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. Meeting during Common Planning Time within the school day.

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)

None Specified
1000-1999: Certificated Personnel Salaries

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

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: 2021-22

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.

There were no differences between the realization of this goal and the strategies designed to meet it.

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 2022-2023 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	\$6,000.00

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 (\$)
District Funded	\$500.00
General Fund	\$2,000.00
LCFF - Supplemental	\$1,500.00
Parent-Teacher Association (PTA)	\$500.00

Subtotal of state or local funds included for this school: \$4,500.00

Total of federal, state, and/or local funds for this school: \$6,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
District Funded	500.00
General Fund	2,000.00
LCFF - Supplemental	1,500.00
Parent-Teacher Association (PTA)	500.00
Title III	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	3,500.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	500.00
4000-4999: Books And Supplies	General Fund	2,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00

	Parent-Teacher Association (PTA)	500.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	3,000.00
Goal 3	1,500.00
Goal 4	1,500.00

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 Parent or Community Member
Jennifer Jarwin	Other School Staff Parent or Community Member
Donna Eddy	Classroom Teacher
Jennifer Gex	Classroom Teacher
Danielle Judd	Classroom Teacher
Darrell Amerine	Parent or Community Member
Daiju Larsen	Parent or Community Member
Christina Harlin	Classroom Teacher Parent or Community Member
Laura Navarre	Classroom Teacher

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 ELAC Members	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 6, 2022.

Attested:

Handwritten signatures in blue ink. The top signature is for Wendy Sol, and the bottom signature is for Michelle Udovic. Both signatures are followed by a horizontal line pointing to their respective names in the table.

Principal, Wendy Sol on 9/6/22

SSC Chairperson, Michelle Udovic on 9/6/22

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.

[Educational Partner 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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

School Site Council Meeting



Topic: MHE School Site Council/ELAC Meeting

Date & Time: September 6, 2022 03:00 PM Pacific Time (US and Canada)

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Meeting ID: 291 095 924 746

Passcode: DJv5t4

Agenda

- **Welcome**
- **LCAP Stakeholder Engagement: SPSA Review**
- **ELAC**

This meeting is open to the public. The public will be allowed to address the committee. Meeting materials will be available upon request.

Mather Heights Elementary School Site Council Meeting Announcement

September 6th, 2022 3:00pm via Teams



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

Mather Heights Elementary

Site Council Meeting

Sign in Sheet (Meeting via Teams)

Tuesday, September 6th, 2022



1. Wendy Sol – Principal
2. Michelle Udovic- Classified
3. Jennifer Jarwin- Classified/Parent
4. Robert Aguirre- Parent
5. Christina Harlin- Certificated/Parent
6. Andy Kotko- Certificated/Parent
7. Donna Eddy- Certificated
8. Jenn Gex- Certificated
9. Laura Navarre- Certificated

School Site Council Meeting
September 6th, 2022

Meeting called to order by Wendy Sol at 3:00pm

SPSA

- CAASP test scores available for first time after COVID
- LCAP goals
- Suspensions- low rate at MHE
- PTA funding
- School culture projects
- Positive behavior- referrals for positive behavior
- School/Staff culture and climate
- Attendance focus

LCAP Goals/Goalettes

- Professional Development
- EL instructional strategy
- SIPPS
- Restorative Practice training
- PLC
- Analyzing student growth
- ELA/Math standards
- Grade level standards in English and math
- Formative/Summative testing
- MTSS groups
- Change to Renaissance
- Weekly meetings to discuss student progress/data

Budget Summary

Camera Installation

- Outdoors
- Main indoor coverage will be in multi
- 16-19 cameras

Next SSC will be about School Safety Plan

Michelle Udovic

From: Christina Harlin
Sent: Wednesday, September 7, 2022 3:41 PM
To: Michelle Udovic
Subject: Re: SPSA

Hello,
I approve of the SPSA.
Thank you!

Christina Harlin
Second Grade Teacher
Mather Heights Elementary

From: Michelle Udovic <mudovic@fcusd.org>
Sent: Wednesday, September 7, 2022 3:39 PM
Cc: rja1987@gmail.com <rja1987@gmail.com>; Christina Harlin <CHarlin@fcusd.org>
Subject: SPSA

Hello and thank you again for attending the School Site Council meeting! Please don't forget to shoot me a quick email stating you approve the SPSA so we can finalize the document.
Thank you!

Michelle Udovic
Parent Coordinator
Mather Heights Elementary
916.294.2440 ext. 630145
916.294.2486 - Fax

Michelle Udovic

From: Donna Eddy
Sent: Tuesday, September 6, 2022 3:50 PM
To: Michelle Udovic
Subject: SIPSA

Hi Michelle,
I approve of the SIPSA plan.
Donna Eddy
4th grade teacher

Michelle Udovic

From: Jennifer Gex
Sent: Tuesday, September 6, 2022 3:50 PM
To: Michelle Udovic
Subject: SSC Mtg.

Hi Michelle,
I approve it!
Jenn Gex

Michelle Udovic

From: Laura Navarre
Sent: Tuesday, September 6, 2022 3:50 PM
To: Michelle Udovic
Subject: SIPSA approval

Hi Michelle,

I approve the SIPSA. Have a good afternoon. Stay cool!

Laura Navarre
Mather Heights
Kindergarten

Michelle Udovic

From: Andy Kotko
Sent: Tuesday, September 6, 2022 3:46 PM
To: Michelle Udovic
Subject: SITE council plan approval

I vote to APPROVE the SPSA.
-Andy

Michelle Udovic

From: robert aguirre <rja1987@gmail.com>
Sent: Wednesday, September 7, 2022 3:41 PM
To: Michelle Udovic
Cc: Christina Harlin
Subject: Re: SPSA

EXTERNAL EMAIL

Hi Michelle,

I approve.

Kind regards

On Wed, Sep 7, 2022 at 3:39 PM Michelle Udovic <mudovic@fcusd.org> wrote:

Hello and thank you again for attending the School Site Council meeting! Please don't forget to shoot me a quick email stating you approve the SPSA so we can finalize the document.

Thank you!

Michelle Udovic

Parent Coordinator

Mather Heights Elementary

916.294.2440 ext. 630145

916.294.2486 - Fax

--
Robert Aguirre
209-662-3096

Michelle Udovic

From: Jennifer Jarwin
Sent: Wednesday, September 7, 2022 3:41 PM
To: Michelle Udovic
Subject: School site council

I approve SPSA

Jennifer Jarwin
Mather Heights Elementary
Tolson-Crocker Unified School District
Administrative Assistant
4370 School Road
Mather, Ca
(916) 294-2440 ext. 63015
Fax (916) 294-2486

Mather Heights Elementary

ELAC Meeting



English Learner Advisory Committee Meeting (ELAC) 3:30pm
Date & Time: September 6, 2022 03:00 PM

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Meeting ID: 291 095 924 746

Passcode: DJv5t4

Agenda

- Welcome
- LCAP Stakeholder Engagement: SPSA Review
- ELAC

This meeting is open to the public. The public will be allowed to address the committee. Meeting materials will be available upon request.

Mather Heights Elementary

ELAC Meeting



Sign in Via Microsoft Teams Virtual Meeting

Date & Time: September 6, 2022 03:30 PM

- 1. Wendy Sol-Principal**
- 2. Michelle Udovic-Classified**
- 3. Jennifer Jarwin-Classified/Parent**
- 4. Robert Aguirre-Parent**
- 5. Christina Harlin-Certificated/Parent**
- 6. Andy Kotko-Certificated/Parent**
- 7. Donna Eddy-Certificated**
- 8. Jenn Gex-Certificated**
- 9. Laura Navarre-Certificated**

Mather Heights Elementary ELAC Meeting Notes

- ☐ ELL student population at MHE
 - ☐ 32 students
 - ☐ Multiple languages
 - ☐ Majority Russian speakers
- ☐ Supports
 - ☐ BIA, classroom teacher
- ☐ ELPAC testing
- ☐ Goals:
 - ☐ RFEP
 - ☐ Continuous support as needed
 - ☐ Translation services
- ☐ Needs:
 - ☐ Russian/Ukrainian BIA support
 - ☐ Parent representation