

Mather Heights Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mather Heights Elementary School
Street	4370 School Road
City, State, Zip	Mather, CA 95655
Phone Number	916-294-2440
Principal	Joel C. Francisco
Email Address	jfrancis@fcusd.org
School Website	www.fcusd.org/mhe
County-District-School (CDS) Code	CA

2023-24 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website	www.fcusd.org

2023-24 School Description and Mission Statement

School Vision and Mission: “Our vision at Mather Heights Elementary is to engage, inspire, and empower a community of lifelong learners through critical thinking, collaboration, innovation, and preparation for college & career readiness and civic-mindedness.”

Mission: Engage. Inspire. Empower.

Our vision is to provide a well-rounded education for all students (academically, behaviorally, socially 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.
- 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.

School & Community Profile;

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adults. There are twenty-one elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and a virtual academy.

Mather Heights Elementary School operates on a traditional schedule, and during the first month of the 2023-2024 school year, 274 students were enrolled in grades kindergarten through fifth. The school's gender distribution is 135 boys and 139 girls. The school's largest ethnic group is white, with 48.5% of the school population describing themselves as white. In terms of racial

2023-24 School Description and Mission Statement

subgroups, significant numbers include Asians at 12%, Hispanic at 22.3%, African American at 6.5%, and Filipino at 5.1%. Mather Heights Elementary School has 50 students enrolled in the Academy for Advanced Learning, a magnet school for high-achieving students.

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

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

Safety, Respect, and Responsibility

Token economy - Silver Flyers & Silver Flyer Store

Second Step & Monthly Learner Attributes

Book Vending Machine- Weekly Nominations for Good Deeds

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

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

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

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 Kindergarten Information Night 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. 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	57
Grade 2	50
Grade 3	58
Grade 4	58
Grade 5	52
Total Enrollment	316

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
Asian	16.5%
Black or African American	1.9%
Filipino	2.5%
Hispanic or Latino	20.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	19.3%
White	39.2%
English Learners	10.1%
Homeless	1.9%
Socioeconomically Disadvantaged	22.5%
Students with Disabilities	11.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	94.53	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.54	11.60	1.24	12115.80	4.41
Unknown	1.00	4.93	88.40	9.48	18854.30	6.86
Total Teaching Positions	20.30	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	97.36	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	0.50	2.64	62.20	6.31	15831.90	5.67
Total Teaching Positions	18.90	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Mather Heights Elementary has 19 classrooms, a multipurpose room, and an administration building. The school was built in 1951 as the Mather Air Force Base local school. It was closed when the base closed and reopened in 2000 with a full modernization completed. It is comprised of classrooms, a multipurpose room, a library, a staff lounge, a stage area, and three playgrounds. Remodeling in 2000 included a new A/C system, new ceilings, wall coverings, carpet, built-in cabinets and workstations, new office configuration, grounds, a computer lab, and a refinished wooden gym floor. Our playgrounds were resurfaced, and a new drainage system was installed during the summer of 2011. We modernized again in the summer of 2014. New landscaping, Americans with Disabilities Act (ADA) compliance, and a new parking lot and back parking lot were on the agenda. New heating, ventilation, and air conditioning (HVAC) units were installed schoolwide in August of 2022.

Cleaning Process: Two full-time custodians, and one part-time custodian, ensure that the school is maintained to provide a clean and safe environment for students. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2023

Year and month of the most recent FIT report

2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys' restroom by room 21 has a broken door on stall. Work order submitted.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	63	59	58	47	46
Mathematics (grades 3-8 and 11)	65	61	48	48	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	166	98.81	1.19	63.25
Female	79	78	98.73	1.27	69.23
Male	89	88	98.88	1.12	57.95
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	90.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	56.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	48.48
White	57	55	96.49	3.51	63.64
English Learners	14	13	92.86	7.14	30.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	27.78

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	167	99.40	0.60	61.08
Female	79	79	100.00	0.00	53.16
Male	89	88	98.88	1.12	68.18
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	90.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	41.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	48.48
White	57	56	98.25	1.75	67.86
English Learners	14	14	100.00	0.00	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	47.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	55.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	33.96	44.81	45.75	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	33.96
Female	24	24	100.00	0.00	33.33
Male	29	29	100.00	0.00	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	54.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	23.08
White	14	14	100.00	0.00	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0.924528301886792	1	1	0.981132075471698	1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Mather Heights Elementary School encourages and values parent involvement. We provide many opportunities for parents to become involved with their child's educational experience.

Mather Heights families are encouraged to attend Back to School Night (BTSN), School Site Council (SSC), PTA events, family engagement activities, Coffee with the Principal, Open House, and Kindergarten Information Night 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. 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.

Parents are a vital part of what we do as a family at Mather Heights. For additional information about organized opportunities for parent involvement at Mather Heights Elementary School, please contact the school office at (916) 294-2440, email the PTA at matherheights@gmail.com, or visit our website at www.fcusd.org/mhe.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	325	38	11.7
Female	160	155	18	11.6
Male	172	170	20	11.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	54	52	2	3.8
Black or African American	6	6	1	16.7
Filipino	8	8	0	0.0
Hispanic or Latino	67	65	10	15.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	66	64	11	17.2
White	130	129	14	10.9
English Learners	37	34	5	14.7
Foster Youth	0	0	0	0.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	90	87	19	21.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	44	6	13.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.29	1.81	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0
Female	1.88	0
Male	1.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.49	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.52	0
White	3.08	0
English Learners	2.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Mather Heights Elementary participates in the district-wide "Catapult" school safety program. Our staff and students actively participate in drills and safety instruction. The district provides child safety monitors for our campus. All our doors are locked at all times, and visitors must report to the main office before coming on campus. The campus is restricted to essential employees only. All parent volunteers who work with students are Category 2 cleared. This includes fingerprinting and a clear Tuberculosis (TB) test. Visitors and staff members are required to wear identification badges.

We work with our Safe School Officers on ideas to make our campus a safer place for students and staff. Campus drills and practice scenarios with our staff and students help us to prepare for real-life events. Our site safety team helps us plan drills and they go over our Safe School Plan. This plan is reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise and emergency drills are practiced every two months. Fire drills are conducted monthly. The Emergency Plan is designed to give staff members and students guidance during emergency situations. There was one (1) student accident reported in the 2022-2023 school year.

Date of Last Review/Update: November 29, 2023
 Date Last Reviewed with Staff: November 30, 2023

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	36		1	2
1	32	2	1	1
2	34	1	2	1
3	34		3	1
4	26	5		2
5	39		5	2
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	40		1	2
1	27	3		1
2	29	2	1	1
3	31	1	2	1
4	26	3	2	1
5	23	3	3	1
Other	17	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,102	\$1,362	\$7,740	\$90,770
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-8.5	11.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	16.0	2.7

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Mather Heights receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,379	\$55,550
Mid-Range Teacher Salary	\$74,289	\$84,645
Highest Teacher Salary	\$101,614	\$111,284
Average Principal Salary (Elementary)	\$133,273	\$139,860
Average Principal Salary (Middle)	\$143,251	\$146,440
Average Principal Salary (High)	\$148,555	\$158,447
Superintendent Salary	\$320,000	\$278,268
Percent of Budget for Teacher Salaries	34.44%	32.21%
Percent of Budget for Administrative Salaries	4.64%	4.89%

Professional Development

Folsom Cordova Unified School District has provided four optional professional development (PD) days for certificated staff for the current year. Language Essentials for Teachers of Reading and Spelling (LETRS) training was offered to certificated staff as optional PD for those interested. The Climate Facilitators have attended a variety of training focused on PBIS (positive behavior intervention strategies), Attendance and Engagement PD, as well as social-emotional learning PD. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site-level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

Additionally, teachers participate in trainings on mental health/suicide prevention and safety practices each year. During the 2023-2024 school year, teachers have received Professional Development on Professional Learning Communities (PLCs), Renaissance Place, and restorative practices. The school nurse provided safety training to all MHE employees during staff meetings in November 2023 and December 2023. Teachers also attended the November 2023 Suicide Prevention Training, and Behavior Training was provided by the Behavior Specialist to all instructional assistants, K-5 paraeducator, and yard duty supervisors in December 2023. Two teachers were sent to the 3-day Rtl at Work Conference held in Sacramento on November 13-15, 2023. Three teachers also attended the PLC Institute Conference in Kansas, Missouri from November 29 to December 1, 2023. Continuous site professional development for certificated staff in implemented through the Professional Learning

Professional Development

Teams/Common Planning Time meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2