School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mather Heights Elementary School	34673306033203	June 4, 2024	August 15, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Mather Heights Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement.   Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Mather Heights Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to align MHE's 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 MHE 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 utilizing and analyzing the results of common formative and summative 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. Although MHE is no longer an ATI school, MHE will continue to focus on identified priority action plans targeting the areas of need, including all the subgroups that need improvement.

School Vision and Mission

Mather Heights Elementary Vision Statement:

Engage. Inspire. Empower.

MHE's 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.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,089 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult. There are twenty-one elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and a virtual academy.

Mather Heights Elementary School operates on a traditional schedule, and during the first month of the 2022-2023 school year, 316 students were enrolled in grades kindergarten through fifth. The school's gender distribution is 52.5% boys and 47.5% girls. The school's largest ethnic group is white, with 39.2% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 16.5%, Hispanic at 20.3%, African American at 1.9%, and Filipino at 2.5%. Mather Heights Elementary School has 51 students enrolled in the Academy for Advanced Learning, a magnet school for high-achieving students.

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

Mather Heights boasts a robust PBIS system including several programs that contribute to our positive school culture and climate. Some of these are:
Self-Aware, On Task, Achieving, Respectful (SOAR)
Token economy - Silver Flyers & Silver Flyer Store
Second Step & Monthly Character Traits
Book Vending Machine- Weekly Nominations for Good Deeds
Lunchroom Activities - Character Education lessons and Read-Aloud, joke days
FUNtastic Fridays - greeting students with music, dancing, and high fives every Friday morning before school
Parent Participation Recess- Last Friday of the month
Structured Recess and Wingman Patrol
Restorative Practices -Behavioral Intervention Plans (BIPs), check-in/check-out, counseling, reflection, and behavior packets

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

Educational Partner Involvement

How, when, and with whom did Mather Heights Elementary 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:
School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings
Every Student by Name (ESBN)/1:1 Chats
Staff Meetings
Professional Learning Communities (PLC) Meetings
Grade-Level Professional Learning Teams (PLT)/What I Need (WIN) Collaboration Meetings
Positive Behavior Interventions and Support (PBIS) Team & Instructional Leadership Team Meetings

Back To School Night (BTSN): K-2 3-5th
Parent Teachers Association (PTA) board and general meetings
Academy Information Night
Kinder Orientation Slide Show and parent meeting
August 2 - Optional Staff Professional Development
August 3 & 4 - Optional Professional Development and PLC Workdays
August 6 & 7 - Professional Development and PLC Workdays
Weekly Staff PLC/WIN Meetings
School Site Council and English Learner Advisory Committee Meetings August 23, 2023, November 29, 2023 , January 24, 2024, March 20, 2024
Back to School Night August 17, 2023
Every Student by Name (ESBN) Meetings with Faculty September, February, and April
PTA General Meetings
Open House May 8, 2024
Parent Engagement Nights October, December, February
Twice Monthly Grade Level Response to Intervention Meetings (RtI) beginning August 2024
Student Council Meetings

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Although Mather Heights Elementary is no longer an ATSI school starting this school year, MHE will continue implementing all the identified action plans to improve student achievement. With an increase in students in need of additional opportunities for socialization and PBIS skill building, the Special Friends program has been requested to continue at Mather Heights Elementary (MHE) for the 2023-2024 and 2024-2025 school years. The addition of support from a social worker one day a week will be implemented as well. Additional support from a Mental Health Specialist (MHS) one day a week will also help with PBIS, SEL, and restorative justice practices implementation. With the current number of English Language Learners, MHE has 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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension rate is the single state indicator in which Mather Heights Elementary School increased by 1.5% and was in the "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

One of the two state indicators where specific subgroups were two or more performance levels below the "all student" performance was Chronic Absenteeism, in which the MHE's socioeconomically disadvantaged students were still in the "Orange " performance category. The other state indicator was Suspension Rate, in which four subgroups were in the "Orange" performance category, namely English Language Learners, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. To improve students' overall performance in those categories, MHE will continue to implement the 20-day attendance challenge by providing students with incentives and increasing parent communication. MHE will promote positive staff-student relationships through the implementation of PBIS activities and events, highlighting behavior management strategies through positive lessons. The school will also continue implementing Restorative Justice practices and practice more Tier 1 behavior interventions in the classrooms through the help of a Mental Health Specialist (MHS), an intern social worker, and PBIS/Culture and Climate Team. The initial

success of the school-wide attendance competitions yielded increased attendance rates, and this strategy will continue in the 2024-2025 school year.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

While MHE's overall students' academic performance has increased in 2024 in all content areas, teachers reported the need to continue working on improving students' performance in Mathematics since the annual growth rate did not yield any increase or decrease in performance in CAASPP. The completed year-round plan for Mathematics in every grade-level will be implemented in the 2024-2025 school year. Additionally, each grade level has already completed 15-day challenge plans for every trimester. Teachers will continue utilizing the Individual Teacher Action Plan (ITAP) form to analyze assessment results to help them make decisions on reteaching or amplifying standards.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mather Heights Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	0.36%	0	0	1
African American	1.22%	1.9%	2.87%	4	6	8
Asian	17.68%	16.46%	9.68%	58	52	27
Filipino	2.44%	2.53%	2.87%	8	8	8
Hispanic/Latino	21.34%	20.25%	23.30%	70	64	65
Pacific Islander	0.30%	0.32%	0.36%	1	1	1
White	37.50%	39.24%	41.22%	123	124	115
Multiple/No Response	19.21%	19.3%	19.35%	63	61	54
			Total Enrollment	328	316	279

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	48	41	32
Grade 1	54	57	39
Grade 2	57	50	57
Grade3	62	58	47
Grade 4	57	58	50
Grade 5	50	52	54
Total Enrollment	328	316	279

Conclusions based on this data:

1. Based on this data, Mather Heights Elementary has shown a decline in enrollment. With an enrollment of approximately 316 students, and the number of unduplicated students at 10%, the enrollment is somewhat consistent across years.

2. Because MHE 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	32	28	13.0%	11.0%	10.0%
Fluent English Proficient (FEP)	36	33	20	9.4%	11.0%	7.2%
Reclassified Fluent English Proficient (RFEP)	4	4		10.0%	11.11%	

Conclusions based on this data:

1. Mather Heights Elementary continues to have a small percentage, yet increasing, of English Language Learners with 10.1% of the students designated as English Learners. The continuation of the English Learner Advisory Committee (ELAC) will help Mather Heights support EL students by increasing family involvement. An emphasis on work towards reclassification and the Seal of Biliteracy when students reach high school will be highlighted in an attempt to increase parent participation.

2. Despite the small percentage (2.7%), the California Dashboard demonstrates that MHE needs to continue to work on school culture and restorative practices in an effort to reduce suspension rates of the school's English Language Learners (ELLs).

3. Continued work with staff development and the possibility of having a 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	62	58	0	59	58	0	59	58	0.0	95.2	100.0
Grade 4	56	58	57	0	58	56	0	58	56	0.0	100.0	98.2
Grade 5	80	54	53	0	54	52	0	54	52	0.0	100.0	98.1
All Grades	203	174	168	0	171	166	0	171	166	0.0	98.3	98.8

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2469.	2461.		47.46	39.66		18.64	24.14		25.42	17.24		8.47	18.97
Grade 4		2495.	2503.		39.66	33.93		13.79	30.36		22.41	21.43		24.14	14.29
Grade 5		2549.	2514.		37.04	30.77		27.78	30.77		25.93	11.54		9.26	26.92
All Grades	N/A	N/A	N/A		41.52	34.94		19.88	28.31		24.56	16.87		14.04	19.88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.68	29.31		52.54	60.34		6.78	10.34
Grade 4		41.38	25.00		51.72	69.64		6.90	5.36
Grade 5		38.89	26.92		53.70	59.62		7.41	13.46
All Grades		40.35	27.11		52.63	63.25		7.02	9.64

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34	29.31		66.10	50.00		13.56	20.69
Grade 4		22.41	10.71		53.45	73.21		24.14	16.07
Grade 5		27.78	23.08		57.41	53.85		14.81	23.08
All Grades		23.39	21.08		59.06	59.04		17.54	19.88

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.12	15.52		69.49	81.03		3.39	3.45
Grade 4		13.79	8.93		75.86	83.93		10.34	7.14
Grade 5		22.22	9.62		70.37	75.00		7.41	15.38
All Grades		21.05	11.45		71.93	80.12		7.02	8.43

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Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.73	25.86		74.58	60.34		1.69	13.79
Grade 4		22.41	12.50		60.34	82.14		17.24	5.36
Grade 5		31.48	17.31		64.81	65.38		3.70	17.31
All Grades		25.73	18.67		66.67	69.28		7.60	12.05

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Conclusions based on this data:

1. MHE relies heavily on site-based assessment data. The school utilizes performance data from Renaissance, Benchmark Advance, SIPPS placement assessments, Phonological Awareness Screening Test (PAST), and classroom writing assessments. CAASPP, CAST, and ELPAC scores are also considered for placement purposes.

2. One hindrance, particularly with the third graders, is the lack of keyboarding skills required when completing writing portions of the assessment. MHE will continue to have all students regularly utilize Chromebooks as well as 'All the Right Type' keyboarding skills program.

3. MHE will use this data along with on-going classroom and district-wide assessments as part of multiple measures. Analyzing this data via the Professional Learning Communities is an essential piece of the school's Multi-Tiered System of Supports process and to determine targeted interventions and supports for students.

School Plan for Student Achievement (SPSA)   Mather Heights Elementary School

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School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	62	58	0	59	58	0	59	58	0.0	95.2	100.0
Grade 4	56	58	57	0	58	56	0	58	56	0.0	100.0	98.2
Grade 5	80	54	53	0	54	53	0	54	53	0.0	100.0	100.0
All Grades	203	174	168	0	171	167	0	171	167	0.0	98.3	99.4

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2475.	2477.		33.90	36.21		37.29	32.76		20.34	20.69		8.47	10.34
Grade 4		2528.	2528.		43.10	42.86		24.14	30.36		22.41	21.43		10.34	5.36
Grade 5		2550.	2504.		46.30	20.75		9.26	18.87		24.07	33.96		20.37	26.42
All Grades	N/A	N/A	N/A		40.94	33.53		23.98	27.54		22.22	25.15		12.87	13.77

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		45.76	48.28		45.76	46.55		8.47	5.17
Grade 4		51.72	57.14		36.21	33.93		12.07	8.93
Grade 5		46.30	24.53		31.48	45.28		22.22	30.19
All Grades		47.95	43.71		38.01	41.92		14.04	14.37

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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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		33.90	41.38		52.54	46.55		13.56	12.07
Grade 4		43.10	26.79		37.93	58.93		18.97	14.29
Grade 5		40.74	20.75		42.59	45.28		16.67	33.96
All Grades		39.18	29.94		44.44	50.30		16.37	19.76

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		35.59	36.21		61.02	51.72		3.39	12.07
Grade 4		39.66	39.29		44.83	53.57		15.52	7.14
Grade 5		37.04	16.98		44.44	50.94		18.52	32.08
All Grades		37.43	31.14		50.29	52.10		12.28	16.77

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. MHE relies heavily on site-based assessment data. MHE utilizes performance data from Renaissance, enVision 2020 Topic Tests, Quick Checks, and fact fluency. CAASPP, CAST, and ELPAC scores are also considered for placement purposes.

2. One hindrance, particularly with the 5th grade, is the lack of keyboarding skills required when completing writing portions of the math performance tasks. MHE will continue to have all its students regularly utilize Chromebooks as well as 'All the Right Type' keyboarding skills program.

3. MHE will use this data along with ongoing classroom and district-wide assessments as part of multiple measures. Analyzing this data via the Professional Learning Communities (PLC) is an essential piece of the Multi-Tiered System of Supports process and to determine targeted interventions and supports for students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California (ELPAC)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	*	7
1	1473.9	*	*	1479.0	*	*	1468.2	*	*	20	4	*
2	*	*	*	*	*	*	*	*	*	5	9	4
3	1508.6	*	*	1516.8	*	*	1499.8	*	*	12	*	6
4	*	*	*	*	*	*	*	*	*	5	7	*
5	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										50	30	28

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	30.00	*	*	30.00	*	*	15.00	*	*	25.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	16.67	*	*	41.67	*	*	25.00	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.00	20.00	32.14	38.00	50.00	28.57	22.00	23.33	32.14	18.00	6.67	7.14	50	30	28

Overall Language — Percentage of Students at Each Performance Level for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	40.00	*	*	30.00	*	*	5.00	*	*	25.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	41.67	*	*	0.00	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	36.67	50.00	40.00	46.67	17.86	8.00	13.33	25.00	16.00	3.33	7.14	50	30	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	10.00	*	*	35.00	*	*	30.00	*	*	25.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	6.67	21.43	28.00	36.67	25.00	42.00	43.33	32.14	20.00	13.33	21.43	50	30	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	50.00	*	*	25.00	*	*	25.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	41.67	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	43.33	35.71	44.00	50.00	60.71	16.00	6.67	3.57	50	30	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	30.00	*	*	50.00	*	*	20.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	46.67	50.00	52.00	50.00	32.14	12.00	3.33	17.86	50	30	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	20.00	*	*	50.00	*	*	30.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	25.00	*	*	41.67	*	*	33.33	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.00	6.67	21.43	58.00	70.00	50.00	24.00	23.33	28.57	50	30	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School Plan for Student Achievement (SPSA)   Mather Heights Elementary School

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	50.00	*	*	25.00	*	*	20	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	8.33	*	*	83.33	*	*	8.33	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.00	10.00	35.71	64.00	83.33	57.14	18.00	6.67	7.14	50	30	28

Writing Domain
Percentage of Students by Domain Performance Level for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students with English as a Second Language, with a total number of 28, continue to grow at Mather Heights.

2. The number of students who have been successfully redesignated as Reclassified Fluent English Proficient (RFEP) at Mather Heights continues to increase each year.

3. The consistent number of English Learners at Mather Heights Elementary (MHE) justifies the school's need for continued Bilingual Instructional Aid (BIA) support.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
316	**22.5**	**10.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mather Heights Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	10.1
Foster Youth		
Homeless	6	1.9
Socioeconomically Disadvantaged	71	22.5
Students with Disabilities	36	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.9
Asian	52	16.5
Filipino	8	2.5
Hispanic	64	20.3
Two or More Races	61	19.3
Pacific Islander	1	0.3
White	124	39.2

Conclusions based on this data:

1. Mather Heights student population is comprised mostly of white students at 39.2%.

2.   MHE's largest subgroup is socioeconomically disadvantaged with 71 students, at 22.5%.

3.   The number of English Language Learners enrolled at MHE continues to increase each year. Two sections of Special Day Class (SDC) in the intensive autism group were added in 2023-2024 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
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 MHE continued to focus on restorative practices, progressive discipline, and the integration of PBIS on campus to improve school climate and culture. As students return to in-person learning, post-pandemic, MHE will be monitoring suspension and attendance rates. The school 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. School-wide class attendance competition was also implemented and will continue the following school year to improve the overall attendance rate.

3. Because math scores declined last year, MHE 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. One of MHE's main focuses was to improve the overall math performance of all students, hence, the Professional Learning Teams devoted a year-long collaboration with their grade-level teams (K-1, 2-3, 4-5) and culminated with two release days in April 2024 and May 2024 to summarize the PLC work around mathematics by ensuring identified essential standards had corresponding topics or units of study, curriculum materials, formative and summative assessments, and analyses of test results to determine additional support, whether remediation or enrichment activities. The next PLT/CPT plan for the following school year will focus on English Language Arts.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 27.4 points above standard Decreased -11.3 points 161 Students	14.2 points above standard Decreased -10 points 26 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	4.8 points above standard Maintained +0.1 points 40 Students	51.1 points below standard Decreased Significantly -61.4 points 18 Students

School Plan for Student Achievement (SPSA)   Mather Heights Elementary School

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2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	Green 78.8 points above standard Decreased Significantly - 26.5 points 31 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.9 points below standard Decreased -14.5 points 38 Students	7 points above standard Decreased -12.2 points 31 Students	Less than 11 Students 1 Student	Green 37.2 points above standard Increased +5.5 points 53 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.7 points below standard Increased +14.3 points 13 Students	75.1 points above standard Decreased Significantly -22.1 points 13 Students	25.2 points above standard Decreased -10.2 points 125 Students

Conclusions based on this data:

1. Mather Heights continues to have achievement gaps in different subgroups and will focus on implementing best practices in Tier One instruction.

2. A focus on the subgroup of students with low socioeconomic status is also necessary when looking at MHE's state assessment results. The school will focus on Professional Development efforts to improve 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 the 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 help 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 in planning the RtI / MTSS will be implemented. A focus on PLT/WIN in English Language Arts to support the MTSS initiative (similar to the PLT/WIN in Mathematics in 2023-2024) will be implemented as a major area of focus for the 2024-2025 school year.

School and Student Performance Data

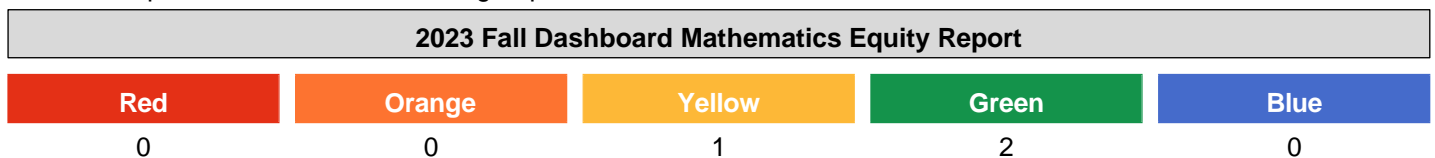## Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	19.8 points above standard	No Performance Color
26.1 points above standard	Decreased Significantly -27 points	0 Students
Decreased -13 points	26 Students	
161 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	4.7 points above standard	29.2 points below standard
2 Students	Decreased -7.6 points	Decreased Significantly -33.2 points
	40 Students	18 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	Green 83.6 points above standard Decreased Significantly -23.9 points 31 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 12.7 points below standard Decreased -12 points 38 Students	10.2 points above standard Decreased Significantly -15.5 points 31 Students	Less than 11 Students 1 Student	Green 35.2 points above standard Decreased -4.2 points 53 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
22.5 points below standard	62.1 points above standard	20.3 points above standard
Decreased Significantly -18.6 points	Decreased Significantly -28.1 points	Decreased -12.2 points
13 Students	13 Students	125 Students

Conclusions based on this data:

1. Students with disabilities increased with the addition of two sections of Special Day Class (intensive autism) in 2023-2024 school year.

2. A focus on the subgroup of students with low socioeconomic status was also necessary when looking at the school's state assessment results. Intentional focus on supporting students both academically and socio-emotionally would be necessary throughout the 2023-2024 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.

3. Although the school's overall performance in Math remains "green", MHE will continue to prioritize Tier 1 instruction in mathematics through the PLT/WIN initiative, a primary focus in 2023-2024 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
77.8% making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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.

2023 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
2	2	0	14

Conclusions based on this data:

1. MHE will focus on integrated ELD instruction by applying effective and research proven ELD strategies in Tier 1 instruction. MHE will offer professional development related to integrated and/or designated ELD instruction. Instructional materials available through Benchmark Advance will be offered in the coming school year.

2. Targeted support from Bilingual Instructional Assistant (BIA) is needed. MHE will continue to work with the BIA to develop capacity to work and support English Learners so that they can access the language and content of the curriculum/standards.

3. The ELAC committee will continue to increase partnerships with English Language Learner (ELL) families at Mather Heights.
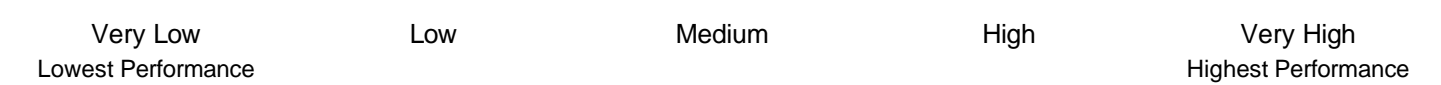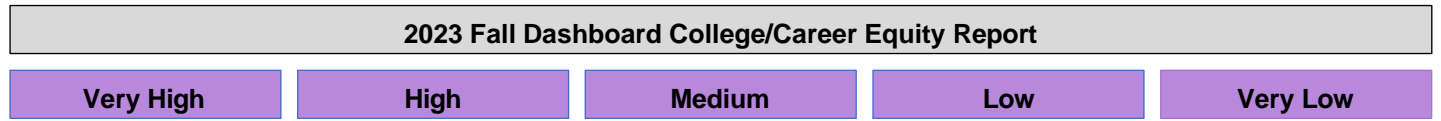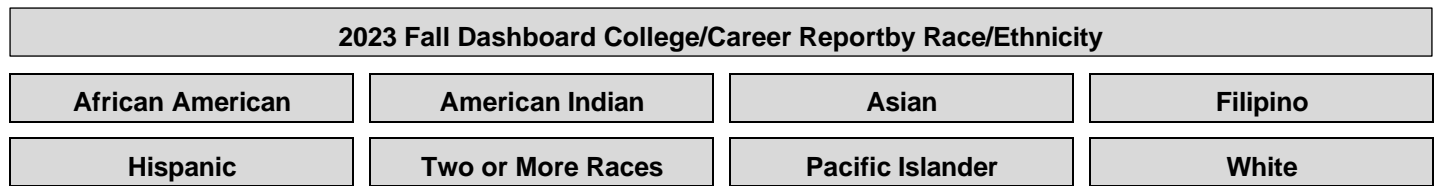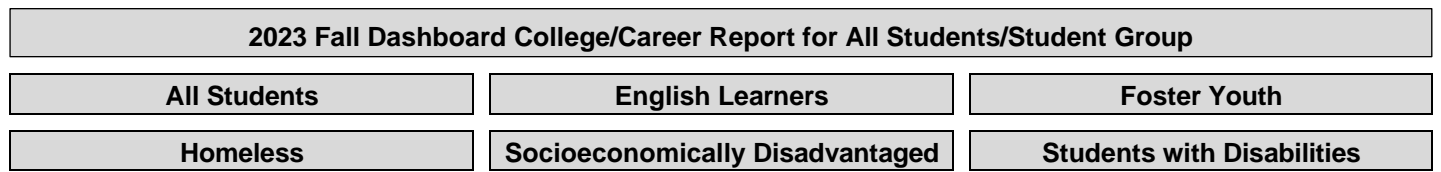
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
11.7% Chronically Absent	14.7% Chronically Absent	0 Students
Declined Significantly -9.8	Declined -13.2	
325 Students	34 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
8 Students	21.8% Chronically Absent	13.6% Chronically Absent
	Declined -4.2	Declined -7.8
	87 Students	44 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	No Performance Color 0 Students	Green 3.8% Chronically Absent Declined -5.7 52 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 15.4% Chronically Absent Declined -10.3 65 Students	Yellow 17.2% Chronically Absent Declined -6.7 64 Students	Less than 11 Students 1 Student	Yellow 10.9% Chronically Absent Declined -14.5 129 Students

Conclusions based on this data:

1. Continue to work with the school's 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. MHE 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 the attendance clerk. The attendance clerk will also lead the school's initiative - School-wide Attendance Competition which started in the 2023-2024 school year. This initiative will continue in the 2024-2025 school year.

3. A focus on attendance by subgroup will be maintained for the 2023-2024 school year to ensure that all supports are in place 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 the above data. MHE will be using tiered supports to address absenteeism. The district-supported 20-Day Attendance Challenge will be implemented twice a year.

School and Student Performance Data

Academic Engagement
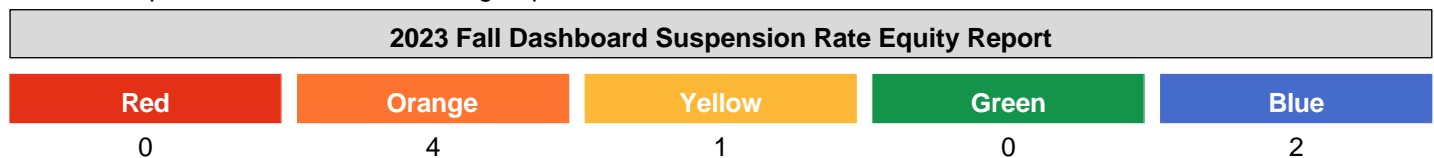### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A MHE is 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	2

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.8% suspended at least one day	2.7% suspended at least one day	0 Students
Increased 1.5	Increased 2.7	
332 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Blue
8 Students	3.3% suspended at least one day	0% suspended at least one day
	Increased 2	Declined -2.3
	90 Students	44 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0 54 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 1.5% suspended at least one day Maintained 0.1 67 Students	Orange 1.5% suspended at least one day Increased 1.5 66 Students	Less than 11 Students 1 Student	Orange 3.1% suspended at least one day Increased 3.1 130 Students

Conclusions based on this data:

1. MHE's suspension 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, SEL circles, MHS and social worker support). However, MHE will increase its efforts to continue supporting subgroups that showed an increase in suspension rate, including socio-economically disadvantaged and English language learners.

2. MHE's suspension rates decreased significantly due to an increase in positive school climate and culture, most specifically the implementation of the school-wide Self-Aware, On-Task, Achieving, Respectful (SOAR) initiative.

3. MHE will continue to work with the district's Social Emotional Learning department and the school site's PBIS team to provide Professional Development for all staff to ensure that MHE is continuing to build all educational partners' 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 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **LCAP Goal 1: Student progress in English Language Arts (ELA) and Math**
> Mather Heights Elementary will Improve student achievement in ELA and Math by implementing high quality first instruction utilizing differentiation strategies and a precise Multi-tiered Systems of Support/Response to Intervention (MTSS/RtI) process to identify and support struggling students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
> 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
> 1.02 - Ensure English Learners, Foster Youth, and Student with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
> 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
> 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	66.98% met or exceeded (2019 data) 68.25% met or exceeded (2023 data)	+3 or more points
CAASPP Math	57.55% met or exceeded (2019 data) 61.07% met or exceeded (2023 data)	+3 or more points
Renaissance STAR Reading	967 (Fall 2023) 1012 (Spring 2024) up 45 points	all students make 1+ years' worth of growth
Renaissance STAR Math	962 (Fall 2023) 1016 (Spring 2024) up 54 points	all students make 1+ years' worth of growth
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 teachers	Students are expected to master phonemic awareness, phonics, sight words, and spelling through multi-syllabic words by the end of second grade
STAR Early Literacy	750 (Fall 2023) 830 (Spring) up 80 points	all students make 1+ years' worth of growth

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will collaborate regularly during Professional Learning Teams/What I Need (PLT/WIN) time to analyze student assessments, and plan instruction to improve all learner outcomes. 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 the principal and district lead curriculum specialists, they will prioritize essential standards, define learning targets and success criteria, create common formative and summative assessments, analyze assessment results using the Individual Teacher Action Plan (ITAP) form, and provide enrichment or remediation based on the assessment results. Implement quality Tier 1 (first instruction) with sufficient instructional scaffolding consistently in all subject areas.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	23372 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 7631 Learning Recovery 3000-3999: Employee Benefits employee benefits Intervention teacher 1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers for scheduled PLC-WIN/ESBN/MTSS release times 331 LCFF - Supplemental 3000-3999: Employee Benefits substitute teacher benefits 1795 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) 644 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits 5350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk Salary 3990 LCFF - Supplemental 3000-3999: Employee Benefits

				Benefits: Elementary School Clerk 1994 LCFF - Supplemental 4000-4999: Books And Supplies books and supplies/district-approved supplementary materials 2930 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant Salary 1089 LCFF - Supplemental 3000-3999: Employee Benefits Benefits: Health Assistant 4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 1790 LCFF - Supplemental 3000-3999: Employee Benefits Benefits: Parent Coordinator
1.2	Teachers will meet with the principal during Every Student by Name (ESBN) to analyze student assessments and plan/refine instruction to improve all learner outcomes.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.		LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers for scheduled PLC/ESBN/MTSS release times LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Substitute Teachers
1.3	All grade-level teams will participate in PLT/WIn release times to work on 15-day challenges (one per trimester) in Mathematics and English Language Arts. Grade-level teams will conduct the completed grade-level 15-day challenge for each trimester on agreed-scheduled dates.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.		LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers for scheduled PLC/ESBN/MTSS release times LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Substitute Teachers
1.4	MTSS/RtI - multi-tiered systems of support, or response to intervention for students. Students are placed in 6-8-week targeted interventions based on needs. MTSS Specialist will identify and prioritize the needs of Tier 2 students and provide targeted instruction in Mathematics and English Language	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.		LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials for MTSS Tiers 1-3

	Arts. Aside from the approved curriculum, the MTSS specialist will utilize district-approved supplementary materials for Tier 2 and Tier 3 student needs.		
1.5	English Learner (EL) Support - Monitor the progress of EL through continued use of integrated and designated English Language Development (ELD) and English Language Proficiency Assessment for California (ELPAC) preparation with the help of the Bilingual Instructional Aid (BIA) and Program Monitor. Consistent use of instructional scaffolding to support all students, additional resources (i.e. graphic organizers, audio-visuals, etc.) to support all learners, including English language learners and students with IEPs and 504s.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aid LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PLT/WIN - In the 2023-2024 school year, teachers were grouped according to their respective grade-level teams (K-1, 2-3, 4-5). The PLT/WIN at the site level started the year-long work that focused on Mathematics where grade-level teams completed the yearly plan for implementation that includes units of study/topics, essential standards or big ideas, Guaranteed and Viable Curriculum pacing and instructional materials, and formative and summative assessments. Each grade-level team also collaborated on creating one 15-Day Challenge plan for every trimester and full implementation of this plan will take place the following school year. A similar plan for English Language Arts will be implemented in the 2024-2025 school year.

MHE implemented the MTSS/RtI - multi-tiered systems of support, or response to intervention for students. Students were placed in 6-8-week targeted interventions based on needs. A more consistent and targeted approach to the school's intervention process will be implemented the following school year with the support of the MTSS specialist.

English Learner (EL) Support - Monitored the progress of English Language Learners (ELLs) through continued use of integrated and/or Designated English Language Development (ELD) and English Language Proficiency Assessment for California (ELPAC) prep through the help of a Bilingual Instructional Aid (BIA) and Program Monitor. An ELPAC clinic was implemented for ELLs on identified days throughout the year and will continue the following school year.

Planned Every Student by Name (ESBN) meetings will be included during the next school year's action plans. Teachers and the principal will analyze every available data using multiple measures to accurately place students in general education classes and intervention support programs (MTSS/RtI tiered support).

Overall, MHE has seen continuous growth in student academic performance as evidenced by available assessment data.

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 implementation 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.

There are no anticipated changes that will be made to this goal. MHE will continue implementing the identified strategies/activities to meet the goal. With the support of the new MTSS Specialist, MHE will continue to work on consistent implementation of the Professional Learning Teams/What I Need (PLT/WIN) and RtI/MTSS processes/systems. MHE has been utilizing multiple measures of data, including CAASPP, CAST, Renaissance/STAR, students' grades, teacher evaluation of students, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **LCAP Goal 2 - Family & Student Engagement**
> Mather Heights Elementary will create a safe and welcoming environment where children want to attend school daily by reducing the number of students with severe and chronic absenteeism, reducing the overall suspension rate, and increasing the percentage of students attending 95% or more in every grade level.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
> 2.01 - Increase student attendance rates and reduce chronic absenteeism .
> 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
> 2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.
> 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
> 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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

> Increase attendance rates and decrease suspension rates by improving school culture and climate through student engagement.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	96.29%	96.5% and higher
Suspension Rates	0.7%	1.0% or lower
Volunteers and Parent Attendance	Met	Increased attendance rates at school events and increased parent volunteers over the course of the year (limit to Category 2 volunteers)
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 Glance online newsletter platform	Maintain digital and print communications and engagement, weekly and targeted by at least 1%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Focus on Improving Attendance Rate: MHE will continue to implement the 20-day challenge. A Monitor PowerSchool Dashboard for At-Risk Students - follow up/connect with students. 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 flyer and message in weekly parent newsletter "Week at a Glance." Will incorporate additional messaging throughout the school year. Implemented the school-wide Attendance Class Competitions led by the principal and attendance clerk	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	23371 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 7630 Learning Recovery 3000-3999: Employee Benefits Benefits: MTSS Specialist 1795 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional aid 644 LCFF - Supplemental 3000-3999: Employee Benefits benefits: associated with hiring staff Bilingual Instructional Aid 5350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School clerk 3990 LCFF - Supplemental 3000-3999: Employee Benefits benefits: associated with hiring staff elementary school clerk 4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries parent coordinator 1790 LCFF - Supplemental 3000-3999: Employee Benefits benefits: associated with hiring staff Parent coordinator 1994 LCFF - Supplemental 4000-4999: Books And Supplies

			supplies/attendance campaign None Specified 3000-3999: Employee Benefits benefits: associated with hiring staff elementary paraeducator
2.2	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. Special Friends will schedule and implement trimester support plans for students who were referred to the program by staff, teachers, and parents.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	500 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Purchase prizes and incentives 500 District Funded 1000-1999: Certificated Personnel Salaries Culture and Climate Coach 4500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends
2.3	Family Engagement: Maintain and increase level of Family Engagement	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	500 General Fund 4000-4999: Books And Supplies Site Carryover: refreshments, childcare, and extra custodial help 2931 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Care Assistant 1089 LCFF - Supplemental 3000-3999: Employee Benefits Benefits associated with the hiring of a Health Care Assistant
2.4	School Culture/Climate: PBIS Conferences (CA & FCUSD), funding additional staff from the School Culture Team	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1,500 General Fund 4000-4999: Books And Supplies

	School Culture Projects: Inspirational messages on bathroom stall doors, update Wellness Site, and complete the school garden. Supervision for common recess for students/staff Recess Game Rules Signage - sidewalk signs and posters. Second Step Monthly Character Traits: Each month we 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, and making sure kids are 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 Celebrations: Lexia, Character Trait recognition via assemblies, announcements, classroom presentations, celebrations, etc. Positive Office referrals			Subs, paint, stencils, sidewalk signs
2.5	Staff Culture/Climate: Weekly Character Trait focus area (for teachers to encourage students) Kudos/affirmations/gratitude in meetings, on the weekly bulletin, and in 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. Every Student by Name - The principal and teachers meet to analyze academics and behavior data to determine behavior intervention supports (Tier 2 Behavior Management Solutions Academies will be run by MHS, RSP case manager, psychologist, and speech language pathologist.	Staff		1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers for teacher release days 331 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teacher Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The leadership, PBIS/Climate, and MTSS/RtI teams worked collaboratively to improve the school's attendance rate by decreasing chronic absenteeism and suspension rates. There was an increase in the overall attendance rate based on the A2A/School Status Attend reports. Similarly, there was a very high parent participation in school and PTA activities, as evidenced by the number of approved Category 2 parent volunteers.

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 implementation 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.

There are no anticipated changes that will be made to this goal. MHE will continue implementing the identified strategies/activities to meet the 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 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 3: Professional Learning to Support High Quality Instruction
Mather Heights provides staff with opportunities for professional learning to optimize classroom instruction and practices. MHE will improve leadership capacity and teacher efficacy by participating in targeted Professional Development opportunities and Professional Learning Communities.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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

Increase leadership and teacher efficacy in literacy, English Language Arts, Mathematics, and Social-Emotional Learning (SEL).

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Attendance	The school principal and all teachers have attended different professional development hosted by the school district, school site, and other places (including PLC - Solution Tree workshops, Math Task Force training, Response to Intervention, Behavior Management Solutions, etc.)	Students will receive instruction from well-trained teachers and have access to a Guaranteed and Viable curriculum and SEL practices.
English Learner Instructional Strategies	Provide integrated and/or designated ELD instruction within the curriculum (district and site offerings). MHE hosted a district curriculum specialist to train teachers in ELD strategies.	Train all teachers and the school administrator in research based EL strategies and English Language Development. Teachers implement the strategies in their classrooms.
Literacy/UFli Training	The district and school site provide training and professional development. MHE hosted a district curriculum specialist to train teachers in UFli in April/May 2024.	All K-2 teachers, and any interested 3rd-5th receive training in UFli

Instructional Rounds Documentation and Feedback	The school principal conducts unannounced instructional rounds throughout the year to identify and highlight the best instructional practices in every classroom.	Principal and teachers collaborate to provide the staff with mini-PD on best practices. Written and verbal feedback are provided using the instructional rounds form.
Culturally responsive and inclusive pedagogy.	Ongoing Professional Development by the school district and site-based Climate and Culture/PBIS facilitators. Leadership and Climate and Culture/PBIS teams completed the Hannigan Behavior Management Solutions Workshops and Training during the 2023-2024 school year and in May 2024.	All teachers will implement culturally responsive and inclusive evidence-based instructional practices. Tiers 2 and 3 will develop plans for specific Behavior Academies.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The school's leadership team and members of the RtI/MTSS and PBIS/Climate and Culture teams will attend a variety of professional development that focuses on Social-Emotional Learning, Restorative Justice Practices, Behavior Management Solutions - Behavior Academies, Second Step, etc.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	0 General Fund 5000-5999: Services And Other Operating Expenditures
3.2	Instructional rounds will be conducted by the principal to identify best teaching practices in every classroom.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	0 General Fund 5000-5999: Services And Other Operating Expenditures
3.3	Purchase district-approved supplementary materials to support Tier 2 and Tier 3 needs, both academically and social-emotionally. These materials are based on identified needs as a result of the professional development that staff members attended.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1994 LCFF - Supplemental 4000-4999: Books And Supplies district-approved supplementary materials and PBIS/SEL/Attendance Drive 23371 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 7630 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits
3.4	Teachers will be provided with professional development on research-based strategies in ELD instruction. This PD will be conducted in collaboration with the district curriculum and instruction lead teachers. With the help of the site-based Bilingual Instructional Assistant, teachers will apply/implement the strategies in their classrooms.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	0 General Fund 5000-5999: Services And Other Operating Expenditures C and I Specialist 1795 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			BIA Salary 644 LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits
3.5	Staff members will attend targeted professional development in the following areas: Social-Emotional Learning, K-5 Curriculum, English Language Development instructional strategies, Universal Design for Learning, and Professional Learning Communities/What I Need. Ongoing Professional Development working in Professional Learning Teams/What I Need (PLT/WIN). All teachers will collaborate regularly during Professional Learning Teams/What I Need (PLT/WIN) time to analyze student assessments, and plan instruction to improve all learner outcomes. 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 the principal and district lead curriculum specialists, they will prioritize essential standards, define learning targets and success criteria, create common formative and summative assessments, analyze assessment results using the Individual Teacher Action Plan (ITAP) form, and provide enrichment or remediation based on the assessment results. Training provided for teachers and the school principal in LETRS/UFli practices and strategies to build understanding and implementation of evidence-based foundational reading instruction. Training provided for all staff in culturally responsive instructional strategies.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher Salaries for PLT/WIN Release Days 331 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teacher Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers have applied, tried out, and/or fully implemented the different instructional strategies that they learned after participating in professional development offered by the school and school district. These findings are evident in the principal's documentation of instructional rounds that he conducted, and the verbal and written feedback that he provided the staff. There was evidence of increased use of instructional scaffolding that resulted in high-quality instruction in all tier levels.

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 implementation 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.

There are no anticipated changes that will be made to this goal. MHE will continue implementing the identified strategies/activities to meet the 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 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **LCAP Goal 4**
> At MHE, all students will receive equitable instruction from highly qualified teachers and have access to both grade level and instructional level curriculum.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
> 4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
> 4.02 - Maintain schools in good repair.
> 4.03 - 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

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

> Teacher effectiveness is highly correlated with student achievement.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100% appropriately assigned and credentials	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.
Williams Act facilities audit	100% in good repair	100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act instructional materials audit.	100% compliance	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Annual teacher evaluations will be conducted along with unscheduled instructional rounds conducted by the principal to generate feedback on the best instructional practices on campus. MHE will continue funding the MTSS specialist position to ensure that the school will have a robust and systematic intervention program to support high quality Tier 1 instruction, as well as Tier 2 and Tier 3 support. MHE will continue to build staff capacity by providing teachers and other staff with targeted professional development, including content areas and SEL needs. MHE will allocate funds to provide teachers with release days for PLT/WIN collaboration.	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	23371 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 7630 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits 1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Salaries for PLT/WIN collaboration release days 331 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Benefits for PLT/WIN collaboration release days
4.2	MHE will continue funding previously hired classified personnel to increase school to home communications to ensure that the students are healthy and are actively participating in student learning that will help improve student achievement, both academically and social-emotionally.	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1795 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Salary 644 LCFF - Supplemental 3000-3999: Employee Benefits Benefits: BIA LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk Salary LCFF - Supplemental 3000-3999: Employee Benefits Benefits: Elementary School Clerk LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant Salary LCFF - Supplemental

				3000-3999: Employee Benefits Benefits: Health Assistant LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary LCFF - Supplemental 3000-3999: Employee Benefits Benefits: Parent Coordinator
4.3	Purchase needed supplies, instructional materials (including supplementary materials) and provide training to teachers and other staff to prevent or close the achievement gap.		All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1994 LCFF - Supplemental 4000-4999: Books And Supplies Supplies, Supplementary Materials/PBIS/SEL and Attendance Drive
4.7				

Annual Review
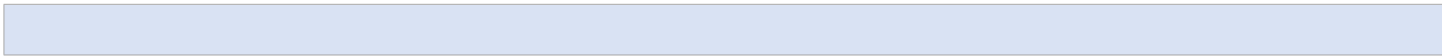
SPSA Year Reviewed: 2023-24

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

Analysis

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

All teachers at MHE are highly qualified because they hold appropriate teaching credentials and academic degrees. However, to ensure that they continue to demonstrate their competency and skills, the school district and the site principal provide teachers with targeted professional development for continuous learning. Unscheduled instructional rounds have been conducted since August 2023, and this practice will continue in the 2024-2025 school year designed to generate feedback on the best instructional practices that teachers utilize in their classrooms. Teachers have been encouraged to share those strategies with their colleagues in the form of mini-PDs during staff meetings. Aside from the district-approved curriculum to support fidelity in using the Guaranteed and Viable Curriculum, the school site also utilizes district-approved supplemental materials to help teachers deliver high-quality first instruction, as well as supporting the MTSS specialist and other staff members in addressing Tier 2 and Tier 3 needs.

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 implementation 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.

There are no anticipated changes that will be made to this goal. MHE will continue implementing the identified strategies/activities to meet the 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 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,541.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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	$69,535.00
Learning Recovery	$124,006.00
Parent-Teacher Association (PTA)	$500.00

Subtotal of state or local funds included for this school: $196,541.00

Total of federal, state, and/or local funds for this school: $196,541.00

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
LCFF - Supplemental	69,534	-1.00
Learning Recovery	124,006	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	500.00
General Fund	2,000.00
LCFF - Supplemental	69,535.00
Learning Recovery	124,006.00
Parent-Teacher Association (PTA)	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	99,985.00
2000-2999: Classified Personnel Salaries	33,421.00
3000-3999: Employee Benefits	48,159.00
4000-4999: Books And Supplies	10,476.00
5000-5999: Services And Other Operating Expenditures	0.00
5700-5799: Transfers Of Direct Costs	4,500.00

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	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,421.00
3000-3999: Employee Benefits	LCFF - Supplemental	17,638.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,976.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	93,485.00
3000-3999: Employee Benefits	Learning Recovery	30,521.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,256.00
Goal 2	64,755.00
Goal 3	37,265.00
Goal 4	37,265.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Joel Francisco	Principal
Rachel Bland	Parent or Community Member
Christina Harlin	Classroom Teacher
Jennifer Jarwin	Other School Staff
Donna Eddy	Classroom Teacher
Stephanie Tembey	Parent or Community Member
Yeni Garcia	Parent or Community Member
Laura Navarre	Classroom Teacher
Chelsey Long	Parent or Community Member
Kristen Misamore	Parent or Community Member

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

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
(signature)	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 June 4, 2024.

Attested:

Signature	Role
(signature)	Principal, Joel C. Francisco on 6/4/2024
(signature)	SSC Chairperson, Stephanie Tembey on 6/4/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

Mather Heights Elementary School

ENGLISH LEARNER ADVISORY COMMITTEE 2023-2024

ELAC Meeting

June 4, 2024, 10:00 a.m.

Room 14

AGENDA

1. Welcome
2. Introductions
3. Call to Order
4. Purpose of the ELAC
5. MHE School Plan for Student Achievement
6. Approval of the SPSA for 2024-2025
7. Questions
8. Adjournment

MHE SITE COUNCIL/ELA(
MEETING

June 7, 2024
Room 14

AGENDA

1. Welcome
2. Introductions
3. Call to Order
4. MHE School Plan for Student Achievement
5. Approval of the SPSA for 2024-2025
6. Adjournment

LCAP Goal 1: Student progress in ELA and Math

Mather Heights Elementary will improve student achievement in ELA and Math by implementing high quality first instruction utilizing differentiation strategies and a precise Multi-tiered Systems of Support/Response to Intervention (MTSS/Rtl) process to identify and support struggling students.

LCAP Goal 2 - Family & Student Engagement

Mather Heights Elementary will create a safe and welcoming environment where children want to attend school daily by reducing the number of students with severe and chronic absenteeism, reducing the overall suspension rate, and increasing the percentage of students attending 95% or more in every grade level.

LCAP Goal 3: Professional learning to Support High Quality Instruction

Mather Heights provides staff with opportunities for professional learning to optimize classroom instruction and practices. MHE will improve leadership capacity and teacher efficacy by participating in targeted Professional Development opportunities and Professional Learning Communities.

LCAP Goal 4: Highly qualified teachers

At MHE, all students will receive equitable instruction from highly qualified teachers and have access to both grade level and instructional level curriculum.

MHE SPSA 2024-2025 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

1000-1999 Certificated Personnel Salaries -	$99, 985.00
2000-2999 Classified Personnel Salaries -	$33,421.00
3000-3999 Employee Benefits -	$48,159.00
4000-4999 **Books** and Supplies -	$10,476.00
5000-5999 Services and Other Expenditures -	$4,500.00

GRAND TOTAL $196,541.00

MHE SPSA 2024-2025 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

GOAL1	$57,256.00
GOAL2	$64,755.00
GOAL3	$37,265.00
GOAL4	$37,265.00
GRAND TOTAL	$196,541.00

APPROVAL of the
SPSA PLAN
for 2024-2025 School Year

"THE SKY IS THE LIMIT"
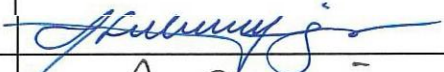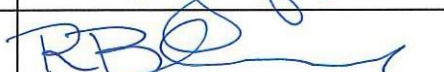
MATHER HEIGHTS ELEMENTARY SCHOOL
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
10:00-11:00 a.m., June 4, 2024, Room 14

ATTENDANCE

NO.	PARENT'S/STAFF NAME	STUDENT'S NAME	SIGNATURE
1	Jo&I' C.;; 7f'tiflC,fJ"tJ)	Staff	_(signature)_
2	Jennifer Jarwin	Staff	_(signature)_
3	YENI G.10 C..'"-	MIRANDA KASSANDRA MAGALLON	_(signature)_
4	K°'-t\ne\ Bland	Staff	RB _(signature)_
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Mather Heights Elementary School

SITE COUNCIL 2023-2024

SSC Meeting #5
June 4, 2024, 9:00 a.m.

AGENDA

1. Welcome
2. Introductions
3. Call to Order
4. MHE School Plan for Student Achievement
5. Approval of the SPSA for 2024-2025
6. Adjournment

4370 School Road Mather, CA 95655 ı [P] 916.294.2440 ı [F] 916.294.2486 ı www.fcusd.org/mhe

Mather Heights Elementary School

MEETING NOTES:

MATHER HEIGHTS ELEMENTARY SCHOOL SITE COUNCIL MEETING
AGENDA/ MINUTES

Date: June 4L 2024   *Time: 9:00 am*   *Location: Room 14*

1. **Call to Order**
   Meeting was called to order at 9:00 a.m.

2. **Introductions**
   Members Present:
   _x_ *Joel Francisco, Principal*
   _x_ *Rachel Bland, Parent*
   _x_ *Jennifer Jarwin, Administrative Assistant, Parent, Classified Staff*
   _x_ *Christina Harlin, Teacher*
   _x_ *Stephanie Tembey, Parent*
   _x_ *Chelsey Long, Parent*
   _x_ *Yeni Garcia, Parent {ELAC}*

   Quorum established with _J_ members in attendance.

   Introductions: Introduce new members to the council.

3. **Previous Meeting Minutes** - *(see minutes from March 20, 2024 meeting)*

4. **Public Comment-** *None*

5. **Unfinished Business-** *None*

   a. ***Single Plan For Student Achievement SPSA-***
      a). Purpose and Description
      b). Student Performance Data Collection
      c). Planned Improvements
      *d). Budget Summary : **SPSA MHE Goals and Supplemental Budget Allocations***
      e). Budgeted Funds and Expenditures
          8. *1000 Certificated*
          9. *2000 Classified*
          10. *3000 Benefits*

4370 School Road Mather, CA 95655 I [P] 916.294.2440 I [F] 916.294.2486 I www.fcusd.org/mhe

11. *4000 Things*
12. 5000 *Places/Services*
13. *6000-7000 Categorical Programs*
14. *8000-10000 CFO*

Presented by Principal Francisco. J. Jarwin moved to approve the SPSA. R. Bland seconded the motion. Motion passed.

7. **Adjournment/Next Meeting-Motion** *to adjourn made by* C. *Harlin, seconded by J. Jarwin. Motion approved. Meeting adjourned at 10:04 am. Next meeting will be decided in August* ***2024.***

Minutes respectfully submitted by: Principal Joel Francisco.

JoelC. nan.ci&co-   June 4. 2024
Signature   Date

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

MHE SITE COUNCIL/ELA(MEETING

June 7, 2024
Room 14

AGENDA

1. Welcome
2. Introductions
3. Call to Order
4. MHE School Plan for Student Achievement
5. Approval of the SPSA for 2024-2025
6. Adjournment

LCAP Goal 1: Student progress in ELA and Math

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GOAL2	$64,755.00
GOAL3	$37,265.00
GOAL4	$37,265.00
GRAND TOTAL	$196,541.00

..THE SKY IS THE LIMIT..

APPROVAL of the SPSA PLAN for 2024-2025 School Year

--THE SKY IS THE LIMIT'

MATHER HEIGHTS ELEMENTARY SCHOOL
SITE COUNCIL MEETING ATTENDANCE
9:00-10:00 a.m., June-4, 2024, Room 14

ATTENDANCE

NO.	MEMBER'S NAME	SIGNATURE
1	Chelsey Long	*(signature)*
2	Joel C. Francisco	*(signature)*
3	Jennifer Janwin	*(signature)*
4	YENI GARCIA	*(signature)*
5	Christina Harlin	*(signature)*
6	Stephanie Tembey	S. Tembey
7	ivo.-e,'n-e\ b\ rc\	*(signature)*
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