



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	April 22, 2025	August 14, 2025

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:

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:

The purpose of this plan is to align Mather Heights Elementary's (MHE) site goals with the district's Local Control and Accountability Plan (LCAP) goals. By focusing on school-wide coherence, teamwork, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Communities (PLC), MHE will meet the requirements outlined in the Every Student Succeeds Act (ESSA). The long-term goal is to prevent and/or eliminate the achievement gap, ensuring every student performs at high levels.

To achieve this, MHE will implement evidence-based interventions, including identifying essential standards and providing a Multi-Tiered System of Supports (MTSS) with grade-level rotations based on these standards. The school will utilize and analyze the results of common formative and summative assessments to flexibly group students for targeted instruction tailored to their needs. These strategies will be a key part of the Single Plan for Student Achievement (SPSA).

MHE will continue to prioritize action plans that address the areas of need, specifically focusing on improving outcomes for subgroups that require additional support. Through targeted efforts and a data-driven approach, MHE is committed to ensuring that all students, regardless of background, have the opportunity to succeed and achieve at their highest potential.

School Vision and Mission

Mather Heights Elementary Vision Statement:

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

Mission: Engage. Inspire. Empower.

Vision: 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 schoolwide Science, Technology, Engineering Arts, and Mathematics (S.T.E.A.M.) enrichment.
- Utilizing Positive Behavioral Interventions and Supports (PBIS); an approach for teaching children's 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, located in Sacramento County along the HWY 50 corridor, serves more than 20,089 students. With schools averaging about 20 miles from downtown Sacramento and just over 100 miles from San Francisco, the district encompasses a range of educational options from Preschool through Adult education. The district includes 21 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 follows a traditional academic calendar and enrolled 236 students in kindergarten through fifth grade during the first month of the 2024–2025 school year. The largest ethnic group is White, comprising 42.4% of the student body. Other notable racial groups include Hispanic (27.5%), Asian (11.4%), African American (5.9%), and Filipino (5.9%). In terms of student demographics, 36% of students are socioeconomically disadvantaged, 10% are English language learners, and 0.4% are in foster care. By comparison, during the 2023–2024 school year, the school had a slightly higher enrollment of 279 students in the same grade span. That year, the racial breakdown was 41.2% White, 23.3% Hispanic, 9.7% Asian, 2.9% African American, and 2.9% Filipino. However, beginning the 2025–2026 school year, Mather Heights is expecting a gradual growth in student population with the boundary changes that will include the Sommerset, Rio Del Oro, and The Preserve neighborhoods.

Mather Heights Elementary serves the communities surrounding the former Mather Air Force Base, located east of Sacramento on the Highway 50 corridor. The school's spacious, well-maintained campus is considered a true neighborhood school, with many students living within walking distance. Despite its historical charm, Mather Heights is equipped with modern amenities and technology, ensuring a high-quality learning environment for all students.

The primary goal of Mather Heights is to provide a high-quality, standards-based education while supporting the social-emotional development of each student. The school is committed to inspiring students to reach the highest intellectual and personal standards through a stimulating and comprehensive program. In a caring, respectful, and culturally responsive environment, Mather Heights strives to instill in each student a love of learning, resilience, and the ability to embrace challenges.

The school community is dedicated to developing students who are adaptable, resilient, and equipped with the knowledge, skills, and mindset to succeed in their education and in life. Mather Heights' staff, composed of highly qualified educators, provides a nurturing atmosphere where students can thrive. Additionally, enrolled students gain a pathway to the International Baccalaureate Middle Years Programme at Mitchell Middle School, continuing their journey toward academic and personal growth.

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)

Attendance Drive and SOAR Awards

Token Economy - Silver Flyers & Silver Flyer Store

Second Step

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

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 express a strong desire to be involved in their children's education, and the school works to foster a productive partnership between home and school. We also place great value on community partnerships. Our active PTA plays a key role in organizing events and activities that engage both students and families. The school dedicates significant time and resources to building strong connections with families and the community through initiatives such as the School Site Council (SSC), ELAC, parent engagement activities, Students of the Month, SOAR awards, PTA Family Nights, Conversations with the Principal, and numerous volunteer opportunities.

To ensure families stay informed, Mather Heights utilizes a variety of communication tools, including ParentSquare (voice, email, and text), the school marquee, and the school's website, which provide updates on schedules, events, and activities. Teachers also use parent-friendly communication platforms, such as Class Dojo and ParentSquare, to maintain ongoing communication. Additionally, PowerSchool allows parents to access individual teacher emails, check grades, and monitor attendance, enabling two-way communication between teachers and families. This frequent communication, along with regular conferences and opportunities for parent involvement in the classroom, helps to cultivate a positive and supportive learning environment for all students.

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 & Guiding Coalition/Instructional Leadership Team Meetings

Back To School Night (BTSN): K-2nd, 3rd-5th

Parent Teachers Association (PTA) board and general meetings

Kinder Orientation Slide Show and parent meeting

Staff Professional Development

Required Professional Development and PLC Workdays

Weekly Staff PLC/WIN Meetings (three times a month)

School Site Council and English Learner Advisory Committee Meetings: October 22, 2024, November 14, 2024,

February 11, 2025, April 22, 2025, May 12, 2025

Back to School Night August 15, 2024

Every Student by Name (ESBN) Meetings with Faculty: September, February, and April

Open House: May 1, 2025

Twice Monthly Grade Level Response to Intervention Meetings (Rtl) 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.

MHE will continue to implement all identified action plans aimed at improving student achievement. Given the growing need for additional opportunities for socialization and PBIS skill-building, the Special Friends program will remain a key initiative at Mather Heights Elementary for the 2025-2026 school year. Additionally, the support of a Mental Health Specialist (MHS) three days a week will further strengthen the implementation of PBIS, Social-Emotional Learning (SEL), and restorative justice practices.

With the ongoing presence of English Language Learners at MHE, the school will continue to rely on the support of a Bilingual Instructional Assistant (BIA) to assist students. To further support historically marginalized and vulnerable student populations, additional general education paraeducator hours will be added to provide targeted assistance in classrooms, ensuring that every student receives the individualized attention they need to succeed.

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.

Chronic Absenteeism is the single state indicator in which Mather Heights Elementary School was in the "Orange" performance category with 12% of the students chronically absent.

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.

Chronic Absenteeism is a key state indicator where specific subgroups, such as MHE's socioeconomically disadvantaged students and students with disabilities, were two or more performance levels below the "all students" performance, placing these groups in the "Red" performance category. To address this, MHE will continue implementing the 20-day attendance challenge, offering incentives to students and increasing parent communication to improve attendance. Additionally, MHE will focus on fostering positive staff-student relationships through PBIS activities and events, emphasizing behavior management strategies with positive lessons. Restorative Justice practices will remain a priority, with more Tier 1 behavior interventions incorporated in classrooms, supported by the Mental Health Specialist (MHS) and the PBIS/Culture and Climate Team. The PBIS/Culture and Climate Team will also lead the SOAR (Self-Aware, On Task, Achieving, Respectful) initiative throughout the year. Building on the initial success of the school-wide attendance competitions, which led to increased attendance rates, this strategy will continue into the 2025-2026 school year.

In the area of English Language Arts, the socioeconomically disadvantaged group is currently performing at the Orange Level, falling two or more performance levels behind the "all students" performance. For the 2025-2026 school year, MHE will maintain its focus on improving literacy and numeracy across all grade levels by strengthening its Professional Learning Teams. Teachers will have dedicated collaboration/release days to refine the Guaranteed and Viable Curriculum, enhance year-round pacing guides, and improve 15-day challenge unit plans. Additionally, they will collaborate to create and develop common formative and summative assessments and implement school-wide writing assessments, all aimed at boosting overall student achievement.

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 academic performance improved in 2024 across all content areas, teachers have noted the need for continued focus on enhancing students' performance in Mathematics, as the annual growth rate in CAASPP showed no significant increase or decrease. To address this, the completed year-round plans for Mathematics and English Language Arts (ELA) across all grade levels will be fully implemented in the 2025-2026 school year. Additionally, each grade level has developed 15-day challenge plans for every trimester in both Math and ELA. These unit plans for the entire year will be reviewed in the upcoming school year, and the Professional Learning Teams will make necessary improvements based on data and teacher feedback.

Teachers will continue using the Individual Teacher Action Plan (ITAP) form to analyze assessment results, enabling them to make informed decisions about reteaching or amplifying specific standards. Furthermore, coaching will be provided for each grade level as needed, ensuring teachers have the support required to effectively address student needs and enhance overall performance in Mathematics.

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 current data, Mather Heights Elementary has experienced a decline in enrollment, with approximately 279 students enrolled and 10% of them being unduplicated students in the school year 2023-2024. While enrollment has remained relatively consistent across the years, it is anticipated to increase in the upcoming school years. This is due to the approval of new school boundaries, which now include the Somerset, The Preserve, and Rio Del Oro neighborhoods, effective in the 2025-2026 school year. This adjustment is expected to contribute to a rise in student enrollment.

2.

inclusive practices and culturally responsive pedagogy. By prioritizing these efforts, MHE can create a more equitable learning environment that meets the diverse needs of all students and fosters an atmosphere of belonging for everyone.

3. The school-wide focus on cohesion, along with an emphasis on "all means all," is essential to ensure that every student at Mather Heights receives equal attention and support, particularly as our enrollment becomes more diverse. This approach will help foster an inclusive environment where all students, regardless of background, are given the resources and opportunities they need to succeed.

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	3	10.0%	11.11%	10.7%

Conclusions based on this data:

1. Mather Heights Elementary continues to see a small but growing percentage of English Language Learners, with 10.1% of students currently designated as English Learners. To support these students, the school will continue to prioritize the English Learner Advisory Committee (ELAC), aiming to enhance family involvement and engagement. Additionally, there will be a strong emphasis on working toward student reclassification and the Seal of Biliteracy as they progress toward high school, with the goal of increasing parent participation and fostering a supportive environment for English Learners.
2. Although the suspension rate at MHE is relatively low, with only 2% of students suspended for at least one day in the 2023-2024 school year, the California Dashboard indicates a continued need to focus on improving school culture and implementing restorative practices. This is particularly important for reducing suspension rates among Students with Disabilities (currently at the Red performance level), as well as English Language Learners (ELLs) and Hispanic students (both in the Orange performance level). Efforts will remain focused on fostering an inclusive and supportive environment for all students.
3. Ongoing staff development focused on improving Integrated ELD instruction and equipping teachers with research-based ELD strategies will remain a priority at MHE. Additionally, the school will continue to provide the services of a Bilingual Instructional Assistant to ensure that students who speak languages other than English as their primary language receive the necessary support to thrive 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	62	58	45	59	58	45	59	58	45	95.2	100.0	100
Grade 4	58	57	47	58	56	47	58	56	47	100.0	98.2	100
Grade 5	54	53	56	54	52	55	54	52	55	100.0	98.1	98.2
All Grades	174	168	148	171	166	147	171	166	147	98.3	98.8	99.3

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2469.	2461.	2457.	47.46	39.66	44.44	18.64	24.14	24.44	25.42	17.24	8.89	8.47	18.97	22.22
Grade 4	2495.	2503.	2504.	39.66	33.93	38.30	13.79	30.36	31.91	22.41	21.43	8.51	24.14	14.29	21.28
Grade 5	2549.	2514.	2524.	37.04	30.77	29.09	27.78	30.77	34.55	25.93	11.54	20.00	9.26	26.92	16.36
All Grades	N/A	N/A	N/A	41.52	34.94	36.73	19.88	28.31	30.61	24.56	16.87	12.93	14.04	19.88	19.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.68	29.31	28.89	52.54	60.34	57.78	6.78	10.34	13.33
Grade 4	41.38	25.00	38.30	51.72	69.64	53.19	6.90	5.36	8.51
Grade 5	38.89	26.92	29.09	53.70	59.62	58.18	7.41	13.46	12.73
All Grades	40.35	27.11	31.97	52.63	63.25	56.46	7.02	9.64	11.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.34	29.31	26.67	66.10	50.00	55.56	13.56	20.69	17.78
Grade 4	22.41	10.71	19.15	53.45	73.21	63.83	24.14	16.07	17.02
Grade 5	27.78	23.08	18.18	57.41	53.85	56.36	14.81	23.08	25.45
All Grades	23.39	21.08	21.09	59.06	59.04	58.50	17.54	19.88	20.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.12	15.52	20.00	69.49	81.03	64.44	3.39	3.45	15.56
Grade 4	13.79	8.93	12.77	75.86	83.93	76.60	10.34	7.14	10.64
Grade 5	22.22	9.62	12.73	70.37	75.00	76.36	7.41	15.38	10.91
All Grades	21.05	11.45	14.97	71.93	80.12	72.79	7.02	8.43	12.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.73	25.86	33.33	74.58	60.34	55.56	1.69	13.79	11.11
Grade 4	22.41	12.50	25.53	60.34	82.14	63.83	17.24	5.36	10.64
Grade 5	31.48	17.31	27.27	64.81	65.38	58.18	3.70	17.31	14.55
All Grades	25.73	18.67	28.57	66.67	69.28	59.18	7.60	12.05	12.24

Conclusions based on this data:

1. MHE places significant emphasis on a variety of data sources to inform and guide instructional decisions. The school incorporates performance data from Renaissance, Benchmark Advance, SIPPS placement assessments, UFLI assessments, the Phonological Awareness Screening Test (PAST), and classroom writing assessments. Additionally, CAASPP, CAST, and ELPAC scores are considered for placement purposes. Starting in the 2024-2025 school year, MHE has introduced the use of new Interim Assessments, including Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs), to further enhance data-driven decision-making. In the 2025-2026 school year, teachers in grades 3-5 will continue to utilize a range of common formative and summative assessments, alongside the available interim assessments for CAASPP, CAST, and ELPAC, to inform instructional practices and ensure student progress.
2. A significant challenge, particularly for third-grade students, is the lack of proficiency in keyboarding skills needed for the writing portions of assessments. To address this, MHE will continue to ensure that all students regularly use Chromebooks and participate in the "All the Right Type" keyboarding skills program, helping to develop the necessary skills for successful assessment completion.
3. MHE will incorporate all available data, alongside ongoing classroom and district-wide assessments, as part of a comprehensive approach using multiple measures. Analyzing this data through Professional Learning Communities (PLCs) is a crucial component of the school's Multi-Tiered System of Supports (MTSS) process, ensuring that targeted interventions and supports are effectively identified for students. Additionally, teachers will continue to use the Individual Teacher Action Plan (ITAP) form for data analysis and performance monitoring, further strengthening their ability to respond to students' needs.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	62	58	45	59	58	45	59	58	45	95.2	100.0	100
Grade 4	58	57	47	58	56	47	58	56	47	100.0	98.2	100
Grade 5	54	53	56	54	53	55	54	53	55	100.0	100.0	98.2
All Grades	174	168	148	171	167	147	171	167	147	98.3	99.4	99.3

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2475.	2477.	2465.	33.90	36.21	40.00	37.29	32.76	26.67	20.34	20.69	17.78	8.47	10.34	15.56
Grade 4	2528.	2528.	2528.	43.10	42.86	48.94	24.14	30.36	19.15	22.41	21.43	23.40	10.34	5.36	8.51
Grade 5	2550.	2504.	2524.	46.30	20.75	23.64	9.26	18.87	27.27	24.07	33.96	30.91	20.37	26.42	18.18
All Grades	N/A	N/A	N/A	40.94	33.53	36.73	23.98	27.54	24.49	22.22	25.15	24.49	12.87	13.77	14.29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.90	41.38	37.78	52.54	46.55	44.44	13.56	12.07	17.78
Grade 4	43.10	26.79	31.91	37.93	58.93	55.32	18.97	14.29	12.77
Grade 5	40.74	20.75	18.18	42.59	45.28	61.82	16.67	33.96	20.00
All Grades	39.18	29.94	28.57	44.44	50.30	54.42	16.37	19.76	17.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.59	36.21	31.11	61.02	51.72	55.56	3.39	12.07	13.33
Grade 4	39.66	39.29	34.04	44.83	53.57	59.57	15.52	7.14	6.38
Grade 5	37.04	16.98	21.82	44.44	50.94	56.36	18.52	32.08	21.82
All Grades	37.43	31.14	28.57	50.29	52.10	57.14	12.28	16.77	14.29

Conclusions based on this data:

- Mather Heights Elementary (MHE) places a strong emphasis on site-based assessment data to inform instructional practices and improve student outcomes. The school utilizes performance data from tools such as Renaissance, enVision 2020 Topic Tests, Quick Checks, and fact fluency assessments. In addition, CAASPP, CAST, and ELPAC scores are considered for placement decisions.

Starting in the 2024-2025 school year, MHE has incorporated new Interim Assessments, including Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs), to further enhance data-driven decision-making and provide timely insights into student performance.

Looking ahead to the 2025-2026 school year, teachers in grades 3-5 will continue to utilize a wide range of common formative and summative assessments, alongside the available interim assessments for CAASPP, CAST, and ELPAC. This comprehensive approach will support ongoing instructional adjustments, ensuring that student progress is effectively monitored and addressed throughout the year.
- One challenge, particularly for 3rd grade students, is the lack of keyboarding skills required to complete the writing portions of math performance tasks. To address this, MHE will continue to have all students regularly use Chromebooks, along with the 'All the Right Type' keyboarding skills program. This will support students in developing the necessary typing proficiency to successfully complete assessments and assignments that require written responses.

For the 2025-2026 school year, one certificated staff member has committed to providing targeted math intervention after school for at least one hour per week. This intervention will be informed by teachers' diagnostic, formative, and summative assessment data, which will serve as baseline metrics to identify and address students' specific learning needs. This targeted support aims to further enhance student performance and bridge any gaps in understanding.
- MHE will utilize all available data, alongside ongoing classroom and district-wide assessments, as part of a comprehensive approach that incorporates multiple measures. Analyzing this data through Professional Learning Communities (PLCs) is a critical component of the Multi-Tiered System of Supports (MTSS) process, enabling the school to identify and implement targeted interventions and supports for students. Teachers will continue to use the Individual Teacher Action Plan (ITAP) form for data analysis and performance monitoring, ensuring that instructional decisions are data-driven and that students receive the support they need to succeed.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	7	4
1	*	*	*	*	*	*	*	*	*	4	*	5
2	*	*	*	*	*	*	*	*	*	9	4	*
3	*	*	*	*	*	*	*	*	*	*	6	4
4	*	*	*	*	*	*	*	*	*	7	*	4
5	*	*	*	*	*	*	*	*	*	4	5	*
All Grades										30	28	22

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	32.14	22.73	50.00	28.57	27.27	23.33	32.14	31.82	6.67	7.14	18.18	30	28	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.67	50.00	31.82	46.67	17.86	27.27	13.33	25.00	22.73	3.33	7.14	18.18	30	28	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	21.43	18.18	36.67	25.00	31.82	43.33	32.14	22.73	13.33	21.43	27.27	30	28	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.33	35.71	18.18	50.00	60.71	59.09	6.67	3.57	22.73	30	28	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.67	50.00	27.27	50.00	32.14	40.91	3.33	17.86	31.82	30	28	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	21.43	22.73	70.00	50.00	40.91	23.33	28.57	36.36	30	28	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	35.71	18.18	83.33	57.14	68.18	6.67	7.14	13.64	30	28	22

Conclusions based on this data:

1. The number of students with English as a Second Language (ESL) continues to grow at Mather Heights, with a total of 28 ESL students currently enrolled. In the 2024-2025 school year, additional newcomer students, who were overflowed from neighboring schools such as White Rock Elementary and Cordova Meadows Elementary, were enrolled at Mather Heights. This increase in ESL students reflects the school's commitment to serving a diverse student population and providing support to meet their unique language development needs.

2. The number of students who have been successfully redesignated as Reclassified Fluent English Proficient (RFEP) at Mather Heights continues to increase each year. In the 2024-2025 school year, three students qualified to be reclassified as RFEP (more than one from the previous school year), demonstrating the progress and effectiveness of the school's English language development programs. This ongoing achievement highlights Mather Heights' commitment to supporting students in their language acquisition and ensuring they meet the necessary criteria for reclassification.
3. The consistent number of English Learners at Mather Heights Elementary (MHE) highlights the ongoing need for dedicated Bilingual Instructional Aid (BIA) support. This support is essential in providing targeted assistance to students as they develop their English language skills. Additionally, MHE will continue to prioritize professional development for teachers, ensuring they are equipped with the latest research-based instructional strategies to effectively scaffold learning and accelerate students' English language acquisition. This ongoing commitment will help ensure that English Learners receive the support they need to succeed academically and linguistically.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
279	38%	10%	0.4%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	10%
Foster Youth	1	0.4%
Homeless	7	2.5%
Socioeconomically Disadvantaged	106	38%
Students with Disabilities	41	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.9%
American Indian	1	0.4%
Asian	27	9.7%
Filipino	8	2.9%
Hispanic	65	23.3%
Two or More Races	54	19.4%
Pacific Islander	1	0.4%
White	115	41.2%

Conclusions based on this data:

1. Mather Heights Elementary's student population is primarily composed of white students, who make up 41.2% of the total enrollment. This demographic composition plays a key role in shaping the school's approach to diversity,

equity, and inclusion, ensuring that all students, regardless of their background, receive the support and resources needed for success.

2. Mather Heights Elementary's largest subgroup is socioeconomically disadvantaged, comprising 38% of the student population, with 106 students. This subgroup's unique needs are central to the school's efforts to provide targeted support and ensure that all students have access to the resources and opportunities necessary for academic success. The school is committed to addressing the challenges faced by these students and promoting equity in education.
3. The number of English Language Learners (ELs) enrolled at Mather Heights Elementary continues to increase each year. In response to this growth, the school is committed to implementing a range of strategies aimed at enhancing both language acquisition and academic success. These strategies include targeted English Language Development (ELD) support, dedicated bilingual instructional aide, ongoing professional development for teachers in effective ELD practices, classroom language scaffolding, increased parent and family engagement, and continuous progress monitoring to track student growth and adjust instruction as needed.

To meet the diverse needs of all students, two sections of Special Day Class (SDC) for intensive autism support were introduced in the 2023-2024 school year. Looking forward to the 2025-2026 school year, Mather Heights will expand its offerings to include a new class for Transitional Kindergarten and Kindergarten students with special needs. MHE will continue to broaden its support for both English Language Learners and students with special needs, ensuring that every student receives personalized services and interventions to help them succeed academically, socially, and emotionally.

School and Student Performance Data

Overall Performance






The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. A focused effort on improving English Learner progress is essential, as evidenced by the subgroup data in both English Language Arts (ELA) and Mathematics. This targeted attention will ensure that English Learners receive the support and resources needed to close achievement gaps and succeed across all subject areas.
2. Suspension rates at Mather Heights Elementary decreased from 2.7% in the 2022-2023 school year to 2.0% in 2023-2024, reflecting the positive impact of ongoing efforts focused on restorative practices, progressive discipline,

and the integration of Positive Behavioral Interventions and Supports (PBIS) to enhance school climate and culture. As students return to in-person learning post-pandemic, MHE will continue to closely monitor both suspension and attendance rates to ensure sustained progress. The school will maintain its focus on student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and PBIS, all aimed at fostering a supportive and inclusive school climate. Additionally, the successful school-wide class attendance competition will continue in the upcoming year to further improve overall attendance rates. In 2024, Mather Heights Elementary was honored with the Silver Implementation Award from California PBIS, recognizing the school's commitment to fostering a positive school climate through the successful implementation of Positive Behavioral Interventions and Supports (PBIS). This prestigious award highlights MHE's dedication to creating a supportive and inclusive environment where students can thrive academically, socially, and emotionally.

3. Despite remaining in the Green performance category, Mather Heights Elementary saw no improvement in its math scores. In response, the school focused on refining best practices through professional development centered on mathematics, with an emphasis on number talks and math discourse. This approach aimed to improve students' ability to communicate their reasoning and strengthen performance in constructed response questions. A key focus for MHE was enhancing overall math performance for all students. To achieve this, the Professional Learning Teams dedicated a year to collaborative work within grade-level teams (K-1, 2-3, 4-5). This collaboration culminated in a release day to summarize their efforts and ensure that essential standards were aligned with corresponding topics, units of study, curriculum materials, formative and summative assessments, and the analysis of test results to identify areas requiring additional support, whether through remediation or enrichment activities. Additionally, all grade-level teams completed their 15-day challenge unit plans for mathematics for each trimester. The full implementation of the year-round unit plans and 15-day challenge unit plans will begin in the 2025-2026 school year.

School and Student Performance Data

Academic Performance English Language Arts

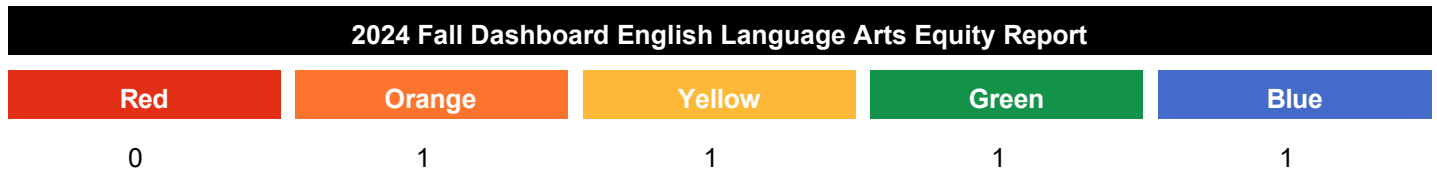
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>32.3 points above standard</p> <p>Increased 4.9 points</p> <p>143 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>16.0 points below standard</p> <p>Declined 30.1 points</p> <p>21 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.4 points below standard</p> <p>Declined 13.2 points</p> <p>46 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>45.2 points below standard</p> <p>Increased 5.9 points</p> <p>19 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>87.1 points above standard</p> <p>Increased 8.2 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>3.4 points above standard</p> <p>Increased 6.3 points</p> <p>31 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>0.2 points above standard</p> <p>Declined 6.7 points</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>50.3 points above standard</p> <p>Increased 13.1 points</p> <p>55 Students</p>

Conclusions based on this data:

1. Mather Heights continues to experience achievement gaps among various subgroups, particularly within the Socioeconomically Disadvantaged and Students with Disabilities groups. To address these gaps, the school will focus on implementing best practices in Tier One instruction, ensuring that all students have access to high-quality, standards-based teaching. Targeted support will be provided by the MTSS (Multi-Tiered System of Supports) specialist and the Resource Specialist Program (RSP) teacher to address Tier 2 and Tier 3 needs, offering additional interventions and personalized support to help close these achievement gaps.
2. A strong focus on the subgroups of students with low socioeconomic status and English language learners is critical when reviewing Mather Heights Elementary's state assessment results. The school will prioritize Professional Development efforts aimed at improving outcomes for these subgroups, particularly Students with Disabilities and English Language Learners, who have shown the greatest decline in performance. These groups continue to underperform compared to the broader student population, and targeted support will be key in addressing these gaps.

To support these efforts, MHE will place an increased emphasis on best practices in high-quality first instruction, Response to Intervention (RtI), and fostering consistent collaboration between general education and special education staff. This approach will ensure greater instructional coherence for students with disabilities. For English Language Learners, the school will continue to focus on Professional Development to enhance teacher efficacy and ensure that educators are equipped with effective strategies to support language acquisition.

Additionally, MHE will implement culturally responsive teaching and be intentional about identifying and addressing gaps in student achievement. Planning for RtI/MTSS will be a key part of this approach. A significant area of focus for the 2025-2026 school year will be the continued use of Professional Learning Teams (PLT) and WIN (What I Need) in English Language Arts, building upon the success of similar initiatives in Mathematics in the 2023-2025

school years. This strategic focus will ensure that all students receive the tailored support they need to succeed academically and close achievement gaps.

3. While overall student achievement in English Language Arts (ELA) is at the Green performance level, Mather Heights Elementary is committed to further improving outcomes for all subgroups. To support this goal, the school will implement a comprehensive approach that includes effective instructional strategies, targeted support, and continuous professional development. Progress will be closely monitored through ongoing data analysis by General Education and Special Education teachers, as well as the MTSS specialist and ELD program monitor. This collaborative effort will track the progress of all students in ELA and math, utilizing both formative assessments (e.g., classroom quizzes, observations, and writing samples) and summative assessments (such as unit tests, CAASPP, and ELPAC). Teachers will analyze this data to identify areas for growth and implement targeted instructional strategies accordingly.

School and Student Performance Data

Academic Performance Mathematics

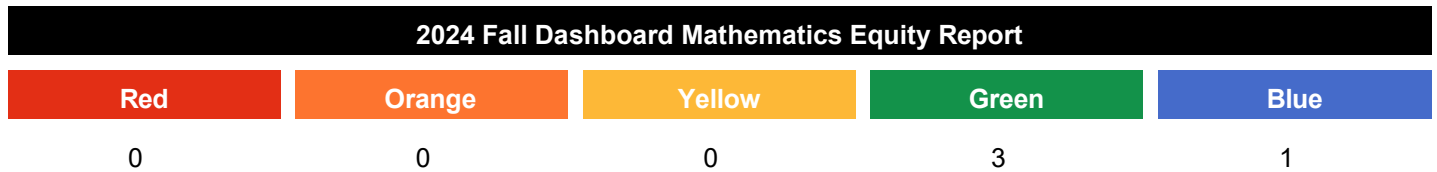
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>24.7 points above standard</p> <p>Maintained 1.4 points</p> <p>144 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>5.2 points below standard</p> <p>Declined 25.0 points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.1 points above standard</p> <p>Maintained 2.5 points</p> <p>47 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>18.6 points below standard</p> <p>Increased 10.6 points</p> <p>19 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>73.6 points above standard</p> <p>Declined 10.1 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.3 points below standard</p> <p>Increased 10.3 points</p> <p>31 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>13.8 points above standard</p> <p>Increased 3.6 points</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>35.4 points above standard</p> <p>Maintained 0.3 points</p> <p>56 Students</p>

Conclusions based on this data:

- Mather Heights Elementary maintained strong math achievement in 2024, but there is a need to strengthen Tier 1 instruction to better meet the diverse needs of all students. Starting in the 2024-2025 school year, the school has introduced new Interim Assessments—such as Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs)—to enhance data-driven decision-making and provide timely insights into student performance.

Looking ahead to the 2025-2026 school year, teachers in grades 3-5 will continue using a mix of common formative and summative assessments, in addition to interim assessments for CAASPP, CAST, and ELPAC. This approach will enable ongoing instructional adjustments, ensuring effective monitoring and support for student progress throughout the year.
- Analyzing the school's state assessment results, MHE will focus on the subgroup of students with low socioeconomic status, English language learners, and students with disabilities. A targeted approach to support these students academically and socio-emotionally will be critical for maintaining or improving performance in the 2025-2026 school year. Mather Heights' PBIS team will collaborate with the PLC/MTSS team, focusing on these subgroups to provide the necessary interventions. Additionally, specific supports for low SES students will be explored to address their unique needs.
- In 2024, all students who took the CAASPP Math test helped maintain the school's overall performance, which was 24.7 points above the standard, placing the school at a green performance level. To further strengthen math instruction, the school has prioritized planned PLT collaboration meetings and release days to enhance the implementation of year-round pacing guides. These guides incorporate the district's focus on essential math standards and 15-day challenge units.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 57.9% making progress. Number Students: 19 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 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
10.5%	31.6%	5.3%	42.1%

Conclusions based on this data:

- In 2024, 10.5% of students who took the ELPAC assessment showed a decrease in at least one ELPI level, while 42.1% demonstrated progress by advancing at least one level. MHE will maintain its focus on providing students with integrated ELD instruction, utilizing effective, research-backed strategies in Tier 1 teaching. Professional development opportunities will be provided on integrated and designated ELD instruction, and instructional materials from Benchmark Advance will be available in the upcoming school year.
- Targeted support from the Bilingual Instructional Assistant (BIA) is crucial, and MHE will continue to utilize BIA services to support ELD students. The school will also focus on enhancing the BIA's capacity to effectively assist English Learners, ensuring they can access both the language and content of the curriculum and standards.
- The ELAC committee will continue to strengthen partnerships with English Language Learner (ELL) families at Mather Heights. Additionally, the MTSS specialist will support students by offering practice activities and district-approved materials to help them prepare for the annual summative ELPAC test.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Orange </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 12% Chronically Absent </div> <p style="text-align: center;">Maintained 0.3</p> <p style="text-align: center;">292 Students</p>	<p style="text-align: center;">English Learners</p> <div style="text-align: center;">  Orange </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 18.2% Chronically Absent </div> <p style="text-align: center;">Increased 3.5</p> <p style="text-align: center;">33 Students</p>	<p style="text-align: center;">Long-Term English Learners</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">0 Students</p>
<p style="text-align: center;">Foster Youth</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">1 Student</p>	<p style="text-align: center;">Homeless</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">8 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Red </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 22.3% Chronically Absent </div> <p style="text-align: center;">Increased 0.5</p> <p style="text-align: center;">112 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>26.7% Chronically Absent</p> <p>Increased 13</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>6.9% Chronically Absent</p> <p>Increased 3.1</p> <p>29 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>16.7% Chronically Absent</p> <p>Increased 1.3</p> <p>66 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>15.8% Chronically Absent</p> <p>Declined 1.4</p> <p>57 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>8.4% Chronically Absent</p> <p>Declined 2.4</p> <p>119 Students</p>

Conclusions based on this data:

1. In the 2023-2024 school year, 12% of MHE students were chronically absent. In response, MHE will continue collaborating with the attendance clerk and front office staff to track attendance and engage in parent outreach. The PBIS and administrative teams will develop and implement the Attendance and Engagement Plan to reduce chronic absenteeism. Tracking and monitoring absent students will remain a priority, utilizing the Dashboard feature in PowerSchool to ensure effective intervention.
2. Mather Heights will continue using an automated truancy tracking system to monitor and communicate about students who are chronically tardy or truant. The attendance clerk will maintain communication with parents of chronically absent students and will lead the school's School-wide Attendance Competition initiative.
3. MHE will maintain a focus on attendance by subgroup for the 2025-2026 school year to ensure all students receive the necessary supports to attend school. Special attention will be given to socioeconomically disadvantaged students, students with disabilities, and English language learners, based on the data. Tiered supports will be used to address absenteeism, and the district-supported 20-Day Attendance Challenge will continue to be implemented at MHE.

School and Student Performance Data

Conditions & Climate Suspension Rate

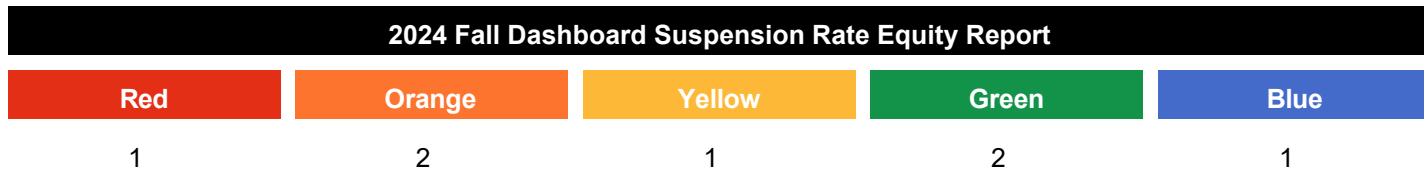
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>296 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 0.3%</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.7%</p> <p>115 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>6.6% suspended at least one day</p> <p>Increased 6.6%</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 3.1%</p> <p>66 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>58 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 1.4%</p> <p>119 Students</p>

Conclusions based on this data:

1. MHE's suspension rates have decreased significantly due to restorative justice practices, such as Behavioral Intervention Plans (BIPs), check-in/check-out, counseling, the SOAR campaign, Second Step lessons, conflict management, reflection activities, behavior packets, SEL circles, and MHS support. However, MHE will intensify efforts to support subgroups that experienced an increase in suspension rates, including socioeconomically disadvantaged students, English language learners, and Hispanic students.
2. MHE's suspension rates have decreased significantly due to an improved school climate and culture, particularly through the implementation of the school-wide Self-Aware, On-Task, Achieving, Respectful (SOAR) initiative. The PBIS team will continue to strengthen the SOAR initiative and attendance drives to further reduce the overall suspension rate.
3. MHE will continue collaborating with the district's Social Emotional Learning department and the school's PBIS team to provide professional development for all staff. This will ensure that MHE continues to strengthen the understanding of fostering positive relationships, using common language, establishing consistent behavior expectations, employing de-escalation techniques, and implementing a restorative approach to discipline. The Special Friends and A Touch of Understanding programs will also continue at MHE during the 2025-2026 school year.

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: Enhancing Student Achievement Through High-Quality Instruction and Targeted Support

Mather Heights Elementary aims to improve student achievement in ELA and Math by implementing high-quality first instruction with differentiation strategies and a targeted Multi-tiered Systems of Support/Response to Intervention (MTSS/RtI) process to identify and support struggling students. For the 2025-2026 school year, the goal is for 70% of students to score 3 or higher (Met or Exceeded Standards) in CAASPP-ELA, and for 64% of students to score 3 or higher (Met or Exceeded Standards) in CAASPP-Math.

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 Students 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 will be provided for student groups who continue to perform below their grade-level peers in ELA and Math. To address this, there is a need for dedicated collaboration time and professional development focused on creating common formative and summative assessments aligned with essential standards. These assessments will be used to group students with similar academic needs and design 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) 67.34% met or exceeded (2024 data)	+3 or more points
CAASPP Math	57.55% met or exceeded (2019 data) 61.22% met or exceeded (2024 data)	+3 or more points
Renaissance STAR Reading	999 (Fall 2024) 1025 (Winter 2025) up 26 points	all students make 1+ years' worth of growth
Renaissance STAR Math	912 (Fall 2024) 952 (Winter 2025) up 40 points	all students make 1+ years' worth of growth
ELPAC	2024 Data: 22.73% Proficient or Well- Developed, 27.27% Moderately	Improve performance on the ELPAC for students performing at Levels 3 and

	Developed, 31.82% Somewhat Developed, 18.18% Beginning to Develop); Initial Fluent English Proficient 62%; Intermediate English Learner 12%; Novice English Learner 25%	4 overall by 5%; Increase reclassification rate by 5%
SIPPS/UFLI	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	769 (Fall 2024) 828 (Winter 2025) up 59 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	Students will show growth on CFA assessments. Teachers create CFAs based on ELA essential standards as grade-level teams. Teachers will craft rigorous CFAs that show which students are in need of remediation.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
1.2	Teachers use the required Universal Screeners and IAB Assessments to progress monitor student reading achievement three times a year. 100% of teachers will complete the diagnostic/screeners and enter the data during the assigned assessment windows.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
1.3	All grade-level teams will utilize PLT/WIN release time to collaboratively complete year-round pacing guides, 15-day challenge unit plans, and both common formative and summative assessments, as well as writing assessments in Mathematics and English Language Arts. Through the school's Individualized Teacher Action Plan, teams will analyze assessment results to identify areas for reteaching or enrichment, providing targeted support to promote student growth.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	6375 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers for scheduled PLT/WIN Release Days 1420 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Substitute Teachers
1.4	The MTSS (Multi-Tiered Systems of Support) will provide targeted support for students through 6–8-week interventions tailored to their specific needs. The MTSS Specialist will assess and prioritize the needs of Tier 2 students, delivering focused instruction in Mathematics and English Language Arts. In addition to the core curriculum, the MTSS Specialist will incorporate district-approved supplementary materials to address the needs of both Tier 2 and Tier 3 students. The MTSS Schedule has blocked instructional time in ELA and Math for each grade level.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39011 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 9007 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits
1.5	Continuously monitor the progress of EL students through the integration of English Language	ALL with a special focus on "at risk" as identified	5399 LCFF - Supplemental

<p>Development (ELD) strategies and focused preparation for the English Language Proficiency Assessment for California (ELPAC). The Bilingual Instructional Aide (BIA) and Program Monitor will collaborate to ensure effective support. Instructional scaffolding will be consistently applied, along with additional resources such as graphic organizers and audio-visual materials, to support all learners, including English learners and students with IEPs and 504 plans.</p>	<p>by the PowerSchool Dashboard.</p>	<p>2000-2999: Classified Personnel Salaries Bilingual Instructional Aide Salary 2098 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Aide Benefits</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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: During the 2024-2025 school year, teachers were grouped into grade-level teams (K-1, 2-3, 4-5) to engage in PLT/WIN activities. This year-long collaboration focused on Mathematics and English Language Arts, where each grade-level team developed comprehensive yearly implementation plans. These plans included units of study, essential standards, Guaranteed and Viable Curriculum pacing, instructional materials, and formative and summative assessments. Additionally, each team designed and implemented one 15-Day Challenge plan per trimester for both subjects. Full implementation of these plans will take place in the 2025-2026 school year.

MTSS/RtI (Multi-Tiered Systems of Support/Response to Intervention): MHE has implemented MTSS/RtI, providing targeted 6–8-week interventions based on student needs. For the upcoming school year, a more consistent and focused approach to the intervention process will be introduced, with enhanced support from the MTSS Specialist.

English Learner (EL) Support: The progress of English Language Learners (ELLs) has been closely monitored through the use of integrated and/or designated English Language Development (ELD) strategies, as well as preparation for the English Language Proficiency Assessment for California (ELPAC). Support from the Bilingual Instructional Aide (BIA) and Program Monitor has been instrumental. The MTSS Specialist provided support to all English language learners to prepare them for the Summative ELPAC test, and this initiative will continue next school year.

Overall Impact: MHE has experienced continuous growth in student academic performance, as reflected in 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 discrepancies between the implementation of this goal and the strategies developed to achieve 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 to this goal. MHE will continue to implement the identified strategies and activities to achieve the goal. With the support of the MTSS Specialist, MHE will focus on maintaining consistent implementation of the Professional Learning Teams (PLT) and RtI/MTSS systems. The school will continue utilizing a variety of data sources, including CAASPP, CAST, Renaissance/STAR, student grades, and teacher assessments, to monitor progress and inform instruction.

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 - Strengthening Family and Student Engagement

Mather Heights Elementary will foster a safe and welcoming environment that encourages daily student attendance by reducing severe and chronic absenteeism, lowering the overall suspension rate, and increasing the percentage of students attending 95% or more across all grade levels.

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 undeserved 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, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement, 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.

In the 2025-2026 school year, Mather Heights Elementary will address chronic absenteeism, which affected 12% of students in 2024, by continuing collaboration with the attendance clerk and front office staff to track attendance and engage in proactive parent outreach. The PBIS and administrative teams will develop and implement an Attendance and Engagement Plan aimed at reducing chronic absenteeism. Tracking and monitoring student absences will remain a priority, utilizing the PowerSchool Dashboard to ensure timely and effective interventions. Mather Heights Elementary will strengthen staff capacity in supporting student social-emotional well-being by continuing collaboration with the district's Social Emotional Learning department and the school's PBIS team. Professional development will focus on fostering positive relationships, using common language, establishing consistent behavior expectations, employing de-escalation techniques, and implementing restorative discipline practices. Additionally, the Special Friends and A Touch of Understanding programs will continue to be offered at MHE during the 2025-2026 school year to support student engagement and well-being.

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	94.8% (2024 data) 11.7% chronically absent (2023 data) 12% chronically absent (2024 data)	95% and higher daily attendance rate less than 5% chronically absent
Suspension Rates	1.8% (2023 data) 2% (2024 data)	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 the MHE website, ParentSquare, 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	<p>MHE will continue to promote improved attendance rates through the ongoing implementation of the 20-Day Attendance Challenge.</p> <p>Staff will actively monitor the PowerSchool dashboard to identify at-risk students and will follow up by connecting directly with them for support and intervention.</p> <p>Ongoing communication with families will be maintained through phone calls, A2A truancy letters, and School Attendance Review Team (SART) meetings, providing both information and resources to support improved attendance.</p> <p>Information about the importance of regular attendance will be distributed during Back-to-School Night and Open House events to engage families early in the year.</p> <p>An attendance flyer and a message emphasizing the importance of daily attendance have been included in the weekly parent newsletter, Week at a Glance, with plans to continue this messaging throughout the school year.</p> <p>School-wide Attendance Class Competitions, led by the principal and attendance clerk, have been implemented to motivate students and foster a positive culture around attendance.</p>	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	<p>10700 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk Salary 8282 LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk Benefits</p>
2.2	<p>Focus on Reducing Suspensions: MHE is committed to reducing suspensions by expanding the use of restorative practices and integrating Social Emotional Learning (SEL) throughout the school. Strategies include implementing reflection sheets, behavior packets, counseling, Morning Meetings, Community Circles, and SEL-focused recess with trained staff. The</p>	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	<p>4500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends Facilitator Hours</p>

	<p>Second Step curriculum is taught school-wide and aligned with monthly life skills, which are also featured on dedicated wellness and life skills web pages. Communication with families is emphasized. Additional supports include positive incentives like Silver Flyers and Lunch with the Principal, student input on classroom norms, clear expectations and routines, progressive discipline, and intervention strategies such as rest and reset zones and alternative recess. The Special Friends program also provides targeted, trimester-based support plans for referred students.</p>		
2.3	<p>Family Engagement: MHE is committed to maintaining and increasing family engagement by partnering with the Parent-Teacher Association (PTA) to foster stronger connections with families and the community. Together, staff, students, and parents will support and participate in a variety of school-wide events and activities throughout the year to encourage meaningful involvement.</p>	<p>ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.</p>	<p>0 Parent-Teacher Association (PTA) None Specified</p>
2.4	<p>PBIS and SEL: MHE is dedicated to fostering a positive, inclusive, and engaging school environment through a variety of school culture and climate initiatives. Staff participation in PBIS conferences (at both the state and district levels) and the addition of School Culture and Climate Team members are supported through dedicated funding to strengthen campus-wide efforts.</p> <p>Projects aimed at improving school culture include inspirational messages on bathroom stall doors, an updated Wellness website, and the completion of the school garden. Supervised common recess time has been enhanced to promote safety and positive interactions among students and staff. MHE will provide training to yard duty supervisors throughout the year.</p> <p>To support Social Emotional Learning, the Second Step curriculum is implemented, and character education is woven into daily life. The Self-Aware, On Task, Achieving, Respectful (SOAR) and Attendance Drive will continue in 2025-2026 for full implementation.</p> <p>Weekly FUNtastic Fridays energize the campus with music, dancing, and virtual high fives to start the day on a positive note. Student achievements are celebrated through various means such as the monthly SOAR awards and Students of the Month recognition assemblies, classroom shout-outs, school announcements, and Positive Office Referrals. Staff members are also recognized each month through the "You Bowl Me Over" initiative. Teacher of the Year and Employees of the Year will also be recognized during the 5th-grade promotion ceremony.</p>	<p>ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.</p>	<p>1000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS-SOAR Campaign and Attendance Drive Supplies 727 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty Supervisor Training (Extra Hours) 273 LCFF - Supplemental 3000-3999: Employee Benefits Yard Duty Supervisor Benefits</p>

<p>2.5</p>	<p>School (Staff and Students) Culture and Climate: MHE is committed to fostering a positive and supportive staff culture through regular recognition, collaboration, and team-building efforts.</p> <p>Staff and students are celebrated through kudos, affirmations, and expressions of gratitude shared during meetings, featured in the weekly bulletin, and delivered as handwritten notes paired with small treats. The Students of the Month and SOAR Awards will continue in the 2025-2026 school year. Students will be recognized during the end-of-trimester assemblies.</p> <p>To strengthen team connections, staff team-building activities are planned based on feedback collected through a beginning-of-the-year survey. Past events have included outings like a visit to the Red Door Escape Room.</p> <p>Looking ahead to the 2025–2026 school year, A Touch of Understanding will be introduced as a student workshop, further enriching the inclusive culture of the school and connecting with staff-led SEL efforts.</p> <p>Collaboration is central to school improvement: the principal, teachers, support staff, and the Rtl team regularly meet to review academic and behavior data and determine appropriate behavior intervention supports for students, reinforcing a shared commitment to student success.</p>	<p>Staff/Students</p>	<p>2200 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A Touch of Understanding and Other Activity Fees</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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 school's leadership team (Guiding Coalition), PBIS/Climate, and MTSS/Rtl teams collaborated strategically to address chronic absenteeism and reduce suspension rates as part of efforts to improve overall school attendance. Despite these efforts, data from A2A/School Status Attend, DataQuest, and the California School Dashboard indicated a slight decline in the overall attendance rate and a modest increase in suspensions. On a positive note, parent engagement remained high, as demonstrated by the strong participation in school and PTA activities, and the significant 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 was alignment between the implementation of this goal and the strategies designed to achieve it, with no significant deviations from the original plan.

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

No changes are anticipated for this goal at this time. MHE will continue to implement the identified strategies and activities to support its successful achievement.

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: Building Leadership and Teacher Efficacy Through Targeted Professional Development

Mather Heights Elementary 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
Training Logs, Certificate of Attendance, Walkthroughs	The school principal and teachers have participated in various professional development opportunities hosted by the school district, school site, and external organizations, including PLC Solution Tree workshops, Math Task Force training, Response to Intervention, Behavior Management Solutions, and more.	Students will receive instruction from well-trained teachers, with access to a Guaranteed and Viable curriculum and SEL practices. Teachers are actively applying the instructional strategies and materials learned from professional development. As a result, student engagement will increase due to improved instructional practices.
Self-Reported Data, PLT Notes, Walkthroughs	Students who need additional support in reading and mathematics will receive targeted interventions from their classroom teachers, MTSS specialist, and after-school programs.	Students receiving interventions will demonstrate growth in reading and mathematics, with the MTSS specialist and classroom teachers regularly monitoring their progress.
Training Logs, Self-Report, Assessment Data	The district and school site provide training and professional development. MHE hosted a district curriculum	Teachers will incorporate UFlI and SIPPS Challenge into their daily instruction and maintain records of

	specialist to train teachers in UFli and SIPPS Challenge.	assessment data to track student progress.
Instructional Rounds Documentation and Feedback	The school principal conducts unannounced instructional rounds (walkthroughs) throughout the year to observe and recognize outstanding practices in every classroom, with instructional coaching offered as needed.	The principal and teachers collaborate to deliver mini-PD sessions on best practices, providing written and verbal feedback through the instructional rounds form.
Training Logs, Self-Report, PLT Notes, Walkthroughs	Ongoing professional development is provided by the school district and site-based Climate and Culture/PBIS facilitators.	All teachers will implement culturally responsive and inclusive evidence-based instructional practices. Specific SEL plans will be developed for Tiers 2 and 3 to address the targeted needs of students.

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	Grades K–2 teachers have been trained and are actively implementing UFLI strategies to strengthen foundational reading skills.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
3.2	Grades 3–5 teachers have been trained and will implement the SIPPS Challenge program to support advanced literacy development.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
3.3	Purchase district-approved supplementary materials to address Tier 2 and Tier 3 academic and social-emotional needs, based on insights gained from staff professional development.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	3000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Zearn Mathematics and Other Supplementary Materials
3.4	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.	
3.5	Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students in meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. MHE staff will engage in targeted professional development in SEL, curriculum, ELD, UDL, and PLC/WIN practices. Teachers will collaborate regularly in teams to analyze data, plan instruction, and monitor progress. Support from leadership will guide prioritization of standards, assessments, and instructional decisions. Training will also cover evidence-based reading strategies (LETRS/UFli) and culturally responsive teaching.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher Salaries for Professional Development Days 693 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teacher Benefits 9678 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			K-5 Elementary Paraeducator Salary 3633 LCFF - Supplemental 3000-3999: Employee Benefits K-5 Elementary Paraeducator Benefits
3.6	Provide targeted reading and math interventions/tutorials for students performing below grade-level standards to enhance their academic growth and achievement.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39011 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 9007 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits 3528 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for After-School Tutorials 753 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits for After-School Tutorials

Annual Review

SPSA Year Reviewed: 2024-25

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 actively applied and integrated the instructional strategies learned through professional development provided by the school and district. This is reflected in the principal's documentation of instructional rounds and the feedback—both verbal and written—shared with staff. Evidence shows a marked increase in the use of instructional scaffolding, leading to high-quality instruction across 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.

The implementation of this goal was fully aligned with the strategies designed to achieve 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.

No changes are anticipated for this goal. MHE will continue to implement the identified strategies and activities to achieve it.

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: A Safe and Inclusive School Environment for Student Success

Mather Heights Elementary will create and sustain a safe, healthy, and inclusive school environment where all students feel connected, supported, and equipped to thrive academically, socially, and emotionally.

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.

Research consistently shows that teacher efficacy/effectiveness is the most influential factor in improving student achievement, highlighting the need for ongoing professional development and support.

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 hold appropriate credentials for their assignments, and that all employees are evaluated in alignment with district standards and timelines. Monitor participation in the teacher induction (BTSA) program by tracking the successful completion of Year 1 and Year 2, as well as the total number of participating and completing teachers.
Williams Act facilities audit	100% in good repair	Ensure that 100% of school facilities are maintained in "Good" or "Exemplary" condition, as measured by the Williams Act facilities inspection criteria.
Williams Act instructional materials audit.	100% compliance	Ensure ongoing 100% compliance with the Williams Act by verifying that all schools have adequate instructional materials and facilities are maintained in good condition.

Walkthroughs/Observation Logs	70% and above of classrooms demonstrating use of culturally and linguistically responsive strategies based on walkthrough or observation rubrics.	Ensure that at least 85% of classrooms will demonstrate the use of culturally and linguistically responsive instructional strategies, as evidenced by classroom walkthroughs and observation rubrics.
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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	<p>Mather Heights Elementary (MHE) will ensure that annual teacher evaluations are conducted in alignment with district guidelines. In addition, the principal will conduct regular, unscheduled instructional rounds to provide meaningful feedback and highlight effective instructional practices across campus.</p> <p>To support a robust and systematic Multi-Tiered System of Supports (MTSS), MHE will continue funding the MTSS Specialist position. This role is critical in strengthening high-quality Tier 1 instruction and coordinating targeted Tier 2 and Tier 3 interventions.</p> <p>MHE is committed to building staff capacity by providing targeted professional development aligned to both academic content areas and social-emotional learning (SEL) needs.</p> <p>To further support collaboration and instructional planning, MHE will allocate funds to provide teachers with release time for Professional Learning Team (PLT) meetings and targeted WIN (What I Need) time planning.</p>	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39010 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 9007 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits 6375 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Salaries for PLT/WIN Collaboration Release Days 1420 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Benefits for PLT/WIN Collaboration Release Days
4.2	<p>Mather Heights Elementary (MHE) will continue to fund previously hired classified staff to strengthen school-to-home communication. This ongoing support will help ensure that students are healthy, engaged in their learning, and supported both academically and socially emotionally, ultimately contributing to improved student achievement. MHE will continue to have a parent coordinator and health assistant.</p>	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	11421 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 4648 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits 6014 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant Salary 2351 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits

4.3	Mather Heights Elementary (MHE) will allocate funds to purchase necessary supplies and instructional materials, including supplementary resources, to ensure all students have access to high-quality learning materials, as mandated by the Williams Act. In addition, MHE will provide targeted professional development for teachers and staff to effectively use these materials, with a focus on closing the achievement gap and supporting equitable academic outcomes for all students.	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	1425 LCFF - Supplemental 4000-4999: Books And Supplies Supplies, Supplementary Materials/PBIS/SEL and Attendance Drive
4.7			

Annual Review

SPSA Year Reviewed: 2024-25

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 Mather Heights Elementary (MHE) are highly qualified, holding appropriate teaching credentials and academic degrees. To ensure ongoing professional growth and instructional excellence, the school district and site principal provide teachers with targeted professional development opportunities that support continuous learning and refinement of their instructional practices.

Since August 2023, the principal has conducted regular unscheduled instructional rounds, a practice that will continue into the 2025–2026 school year. These rounds are designed to observe and provide feedback on effective instructional strategies in action. Teachers are encouraged to share successful practices with colleagues through mini-professional development sessions during staff meetings, fostering a collaborative culture of learning and peer support.

In alignment with the district’s Guaranteed and Viable Curriculum, MHE utilizes both core and district-approved supplemental instructional materials to enhance the quality of Tier 1 instruction. Additionally, the school continues to support its MTSS specialist and other intervention staff in delivering targeted Tier 2 and Tier 3 supports, ensuring that all students receive the academic and behavioral interventions they need to succeed.

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 discrepancies between the planned strategies and their implementation; all actions were carried out as intended to support the achievement of the goal.

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

No changes are anticipated for this goal. Mather Heights Elementary will continue to implement the established strategies and activities to support its successful achievement.

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: 2024-25

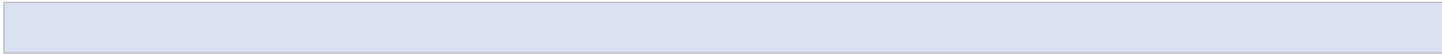
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$244,966.00
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 (\$)
LCFF - Supplemental	\$100,913.00
Learning Recovery	\$144,053.00
Parent-Teacher Association (PTA)	\$0.00

Subtotal of state or local funds included for this school: \$244,966.00

Total of federal, state, and/or local funds for this school: \$244,966.00

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	100,913	0.00
Learning Recovery	144,053	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	100,913.00
Learning Recovery	144,053.00
Parent-Teacher Association (PTA)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,310.00
2000-2999: Classified Personnel Salaries	43,939.00
3000-3999: Employee Benefits	52,592.00
4000-4999: Books And Supplies	2,425.00
5700-5799: Transfers Of Direct Costs	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	19,278.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	43,939.00

3000-3999: Employee Benefits	LCFF - Supplemental	25,571.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,425.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,200.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	117,032.00
3000-3999: Employee Benefits	Learning Recovery	27,021.00
None Specified	Parent-Teacher Association (PTA)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,310.00
Goal 2	27,682.00
Goal 3	72,303.00
Goal 4	81,671.00

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
Donna Eddy	Classroom Teacher
Stephanie Tembey	Classroom Teacher
Christina Harlin	Classroom Teacher
Chris Smith	Parent or Community Member
Jennifer Jarwin	Other School Staff
Yeni Garcia	Parent or Community Member
Rachel Bland	Parent or Community Member
Chelsey Murphy	Parent or Community Member
Kelly Condon	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Joel C. Francisco	Principal
Rachel Bland	Other School Staff
Yeni Garcia	Parent or Community Member
Donna Eddy	Classroom Teacher
Stephanie Tembey	Classroom Teacher

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Joel C. Francisco on 4/22/2025



SSC Chairperson, Donna Eddy on 4/22/2025

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.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



SCHOOL SITE COUNCIL/ELAC 2024-2025

SSC/ELAC Meeting - 3rd Trimester

April 22, 2025, 3:30 p.m. via MS TEAMS

Microsoft Teams

[Join the meeting now](#)

Meeting ID: 257 613 477 691

Passcode: yqqt9D

AGENDA

1. Welcome
2. Call to Order
3. Review *and* Approval of the Previous SSC Minutes
4. New Business: LCAP/ SPSA Goals for 2025-2026 School Year
6. Approval of the SPSA Goals
7. Adjournment
8. Next SSC/ELAC Meeting (if necessary): May 13, 2025



MEETING NOTES:

MATHER HEIGHTS ELEMENTARY SCHOOL SITE COUNCIL MEETING AGENDA/ MINUTES

Date: April 22, 2025

Time: 3:30 12.m

Location: MS Teams Meeting_

1. **Call to Order** - Introductions

The meeting was called to order at 3:32pm.

Members Present:

Joel Francisco, Principal

Rachel Bland, Parent Coordinator

Jennifer Jarwin, Administrative Assistant, Parent, Classified Staff

Stephanie Tembey, Teacher

Donna Eddy, Teacher

Christina Harlin, Teacher

Kelly Condon, Parent, PTA President

Chris Smith, Parent

Laura Schulz, Parent

Petra Taylor, Parent

Yeni Garcia, Parent

Chelsey Murphy, Parent

Quorum established with B members in attendance.

2. **Previous Meeting Minutes** - Meeting was called to order at 3:31 pm. Previous SSC minutes were approved. Motion to approve the minutes was raised by Stephanie. motion was seconded by Christina.

3. **Public Comment-** None

4. **Unfinished Business-** None

5. **New Business:**

- a. **SPSA Goals and Supplemental Budget Presentation for the 2025-2026 School Year:**
Principal Francisco presented the updated SPSA goals and provided an overview of the supplemental budget allocations for the 2025-2026 school year.

Mather Heights Elementary School



b. **Approval of the SPSA for the 2025-2026 School Year:** Stephanie motioned to approve the SPSA, and Christina seconded the motion. The plan was unanimously approved by all members in attendance.

6. **Adjournment/Next Meeting:** A motion to adjourn was made by Donna and seconded by Rachel. The motion was approved, and the meeting was adjourned at 4:01 PM. The next meeting will be held on May 13, 2025, at 3:30 PM via virtual meeting.

Minutes respectfully submitted by: Principal Joel Francisco.

JodC. Francisco,
Signature

April 22, 2025
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/ELAC MEETING

April 22, 2025
MS TEAMS



AGENDA

1. Welcome
2. Introductions
3. Call to Order [Link to Minutes](#)
4. MHE School Plan for Student Achievement
5. Approval of the SPSA for 2025-2026
6. Adjournment



MHE SPSA 2025-2026 GOALS

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)

Title: Enhancing Student Achievement Through High-Quality Instruction and Targeted Support



MHE SPSA 2025-2026 GOALS

MHE GOAL 1: *Mather Heights Elementary aims to improve student achievement in ELA and Math by implementing high-quality first instruction with differentiation strategies and a targeted Multi-tiered Systems of Support/Response to Intervention (MTSS/Rtl) process to identify and support struggling students. For the 2025-2026 school year, the goal is for 70% of students to score 3 or higher (Met or Exceeded Standards) in CAASPP-ELA, and for 64% of students to score 3 or higher (Met or Exceeded Standards) in CAASPP-Math.*



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

1.1 Students will show growth on CFA assessments. Teachers create CFAs based on ELA essential standards as grade-level teams. Teachers will craft rigorous CFAs that show which students need remediation.

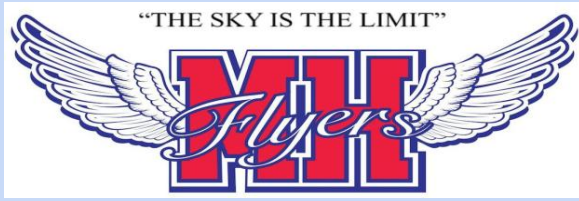
1.2 Teachers use the required Universal Screeners and IAB Assessments to progress monitor student reading achievement three times a year. 100% of teachers will complete the diagnostic/screeners and enter the data during the assigned assessment windows.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

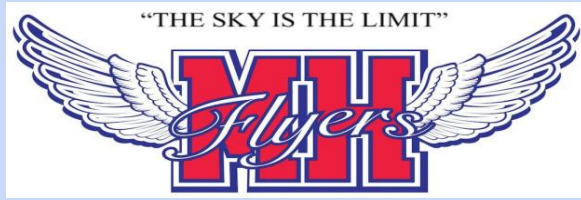
1.3 All grade-level teams will utilize PLT/WIN release time to collaboratively complete year-round pacing guides, 15-day challenge unit plans, and both common formative and summative assessments, as well as writing assessments in Mathematics and English Language Arts. Through the school's Individualized Teacher Action Plan, teams will analyze assessment results to identify areas for reteaching or enrichment, providing targeted support to promote student growth.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

1.4 The MTSS (Multi-Tiered Systems of Support) will provide targeted support for students through 6-8 week interventions tailored to their specific needs. The MTSS Specialist will assess and prioritize the needs of Tier 2 students, delivering focused instruction in Mathematics and English Language Arts. In addition to the core curriculum, the MTSS Specialist will incorporate district-approved supplementary materials to address the needs of both Tier 2 and Tier 3 students. The MTSS Schedule has blocked instructional time in ELA and Math for each grade level.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

1.5 Continuously monitor the progress of EL students through the integration of English Language Development (ELD) strategies and focused preparation for the English Language Proficiency Assessment for California (ELPAC). The Bilingual Instructional Aide (BIA) and Program Monitor will collaborate to ensure effective support. Instructional scaffolding will be consistently applied, along with additional resources such as graphic organizers and audio-visual materials, to support all learners, including English learners and students with IEPs and 504 plans.



MHE SPSA 2025-2026 GOALS

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and undeserved student populations. (State priority 3, 5, and 6)

Title: Strengthening Family and Student Engagement



MHE SPSA 2025-2026 GOALS

MHE GOAL 2: *Mather Heights Elementary will foster a safe and welcoming environment that encourages daily student attendance by reducing severe and chronic absenteeism, lowering the overall suspension rate, and increasing the percentage of students attending 95% or more across all grade levels.*



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

2.1 MHE will continue to promote improved attendance rates through the ongoing implementation of the 20-Day Attendance Challenge.

Staff will actively monitor the PowerSchool dashboard to identify at-risk students and will follow up by connecting directly with them for support and intervention.

Ongoing communication with families will be maintained through phone calls, A2A truancy letters, and School Attendance Review Team (SART) meetings, providing both information and resources to support improved attendance.

Information about the importance of regular attendance will be distributed during Back-to-School Night and Open House events to engage families early in the year.

An attendance flyer and a message emphasizing the importance of daily attendance have been included in the weekly parent newsletter, Week at a Glance, with plans to continue this messaging throughout the school year.

School-wide Attendance Class Competitions, led by the principal and attendance clerk, have been implemented to motivate students and foster a positive culture around attendance.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

2.2 Focus on Reducing Suspensions:

MHE is committed to reducing suspensions by expanding the use of restorative practices and integrating Social Emotional Learning (SEL) throughout the school. Strategies include implementing reflection sheets, behavior packets, counseling, Morning Meetings, Community Circles, and SEL-focused recess with trained staff. The Second Step curriculum is taught school-wide and aligned with monthly life skills, which are also featured on dedicated wellness and life skills web pages. Communication with families is emphasized. Additional supports include positive incentives like Silver Flyers and Lunch with the Principal, student input on classroom norms, clear expectations and routines, progressive discipline, and intervention strategies such as rest and reset zones and alternative recess. The Special Friends program also provides targeted, trimester-based support plans for referred students.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

2.3 Family Engagement:

MHE is committed to maintaining and increasing family engagement by partnering with the Parent-Teacher Association (PTA) to foster stronger connections with families and the community. Together, staff, students, and parents will support and participate in a variety of school-wide events and activities throughout the year to encourage meaningful involvement.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

2.4 PBIS and SEL:

MHE is dedicated to fostering a positive, inclusive, and engaging school environment through a variety of school culture and climate initiatives. Staff participation in PBIS conferences (at both the state and district levels) and the addition of School Culture and Climate Team members are supported through dedicated funding to strengthen campus-wide efforts.

Projects aimed at improving school culture include inspirational messages on bathroom stall doors, an updated Wellness website, and the completion of the school garden. Supervised common recess time has been enhanced to promote safety and positive interactions among students and staff. MHE will provide training to yard duty supervisors throughout the year.

To support Social Emotional Learning, the Second Step curriculum is implemented, and character education is woven into daily life. The Self-Aware, On Task, Achieving, Respectful (SOAR) and Attendance Drive will continue in 2025-2026 for full implementation.

Weekly FUNtastic Fridays energize the campus with music, dancing, and virtual high fives to start the day on a positive note. Student achievements are celebrated through various means such as the monthly SOAR awards and Students of the Month recognition assemblies, classroom shout-outs, school announcements, and Positive Office Referrals.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

2.5 School (Staff and Students) Culture and Climate:

MHE is committed to fostering a positive and supportive staff culture through regular recognition, collaboration, and team-building efforts.

Staff and students are celebrated through kudos, affirmations, and expressions of gratitude shared during meetings, featured in the weekly bulletin, and delivered as handwritten notes paired with small treats.

To strengthen team connections, staff team-building activities are planned based on feedback collected through a beginning-of-the-year survey. Past events have included outings like a visit to the Red Door Escape Room.

Looking ahead to the 2025–2026 school year, A Touch of Understanding will be introduced as a student workshop, further enriching the inclusive culture of the school and connecting with staff-led SEL efforts.

Collaboration is central to school improvement: the principal, teachers, support staff, and the RtI team regularly meet to review academic and behavior data and determine appropriate behavior intervention supports for students, reinforcing a shared commitment to student success.



MHE SPSA 2025-2026 GOALS

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)

Title: Building Leadership and Teacher Efficacy Through Targeted Professional Development



MHE SPSA 2025-2026 GOALS

MHE GOAL 3: *Mather Heights Elementary 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.*



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

3.1 Grades K–2 teachers have been trained and are actively implementing UFLI strategies to strengthen foundational reading skills.

3.2 Grades 3–5 teachers have been trained and will implement the SIPPS Challenge program to support advanced literacy development.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

3.3 Purchase district-approved supplementary materials to address Tier 2 and Tier 3 academic and social-emotional needs, based on insights gained from staff professional development.

3.4 Instructional rounds will be conducted by the principal to identify best teaching practices in every classroom.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

3.5 Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students in meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. MHE staff will engage in targeted professional development in SEL, curriculum, ELD, UDL, and PLC/WIN practices. Teachers will collaborate regularly in teams to analyze data, plan instruction, and monitor progress. Support from leadership will guide prioritization of standards, assessments, and instructional decisions. Training will also cover evidence-based reading strategies (LETRS/UFli) and culturally responsive teaching.

3.6 Provide targeted reading and math interventions for students performing below grade-level standards to enhance their academic growth and achievement.



MHE SPSA 2025-2026 GOALS

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive. (State Priority 1 and 6)

Title: A Safe and Inclusive School Environment for Student Success



MHE SPSA 2025-2026 GOALS

MHE GOAL 4: *Mather Heights Elementary will create and sustain a safe, healthy, and inclusive school environment where all students feel connected, supported, and equipped to thrive academically, socially, and emotionally.*



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

4.1 Mather Heights Elementary (MHE) will ensure that annual teacher evaluations are conducted in alignment with district guidelines. In addition, the principal will conduct regular, unscheduled instructional rounds to provide meaningful feedback and highlight effective instructional practices across campus.

To support a robust and systematic Multi-Tiered System of Supports (MTSS), MHE will continue funding the MTSS Specialist position. This role is critical in strengthening high-quality Tier 1 instruction and coordinating targeted Tier 2 and Tier 3 interventions.

MHE is committed to building staff capacity by providing targeted professional development aligned to both academic content areas and social-emotional learning (SEL) needs.

To further support collaboration and instructional planning, MHE will allocate funds to provide teachers with release time for Professional Learning Team (PLT) meetings and targeted WIN (What I Need) time planning.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

4.2 Mather Heights Elementary (MHE) will continue to fund previously hired classified staff to strengthen school-to-home communication. This ongoing support will help ensure that students are healthy, engaged in their learning, and supported both academically and social-emotionally, ultimately contributing to improved student achievement.



MHE SPSA 2025-2026 GOALS

ACTIVITIES:

4.3 Mather Heights Elementary (MHE) will allocate funds to purchase necessary supplies and instructional materials, including supplementary resources, to ensure all students have access to high-quality learning materials, as mandated by the Williams Act. In addition, MHE will provide targeted professional development for teachers and staff to effectively use these materials, with a focus on closing the achievement gap and supporting equitable academic outcomes for all students.



MHE SPSA 2025-2026 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

1000-1999 Certificated Personnel Salaries -	\$136,310.00
2000-2999 Classified Personnel Salaries -	\$43,939.00
3000-3999 Employee Benefits -	\$52,592.00
4000-4999 Books and Supplies -	\$2,425.00
5700-5799 Transfer of Direct Costs -	\$4,500.00
5800-5999 Professional/Consulting Services And Operating Expenditures-	\$5,200.00
GRAND TOTAL	\$244,966.00



MHE SPSA 2025-2026 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

GOAL 1	\$63,296.67
GOAL 2	\$29,107.00
GOAL 3	\$72,328.67
GOAL 4	\$80,233.66
Sources:	
<i>LCFF Supplemental</i>	(\$100,913.00)
<i>Learning Recovery</i>	(\$144,053.00)
GRAND TOTAL	\$244,966.00



MHE SPSA 2025-2026 APPROVAL

APPROVAL of the SPSA PLAN for 2025-2026 School Year

