

Mather Heights Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Mather Heights Elementary School
Street	4370 School Road
City, State, Zip	Mather, CA 95655
Phone Number	916-294-2440
Principal	Joel C. Francisco
Email Address	jfrancis@fcusd.org
School Website	https://mhe.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673306033203

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2025-26 School Description and Mission Statement

At Mather Heights Elementary School, our vision is to engage, inspire, and empower a community of lifelong learners through critical thinking, collaboration, innovation, and preparation for college, career, and civic life.

Mission Statement: Engage. Inspire. Empower.

Our Commitment: We are dedicated to providing a well-rounded education that supports the academic, behavioral, and social-emotional growth of all students through clearly defined standards and high expectations. We achieve this by:

- *Promoting experiential and collaborative learning opportunities.
- *Inspiring creative, critical, and analytical thinking.
- *Delivering a rigorous, technology-enhanced curriculum.
- *Creating experiences that prepare students for future educational and workforce success.
- *Supporting students in becoming competitive and adaptable in a global economy.
- *Implementing Positive Behavioral Interventions and Supports (PBIS) to teach and sustain positive behaviors.
- *Encouraging strong parent and community involvement through the Parent Teacher Association (PTA), School Site Council, English Learner Advisory Committee (ELAC), parent engagement initiatives, and volunteer opportunities.

School & Community Profile.

Folsom Cordova Unified School District (FCUSD) serves two vibrant communities in Sacramento County, located along the Highway 50 corridor. The district educates more than 20,500 students, spanning from preschool through adult education. FCUSD schools are situated approximately 20 miles east of downtown Sacramento and just over 100 miles from San Francisco, offering families a balance of suburban comfort and access to major metropolitan areas. The district includes

2025-26 School Description and Mission Statement

twenty-one elementary schools, one charter elementary school, four middle schools, three comprehensive high schools, three alternative high schools, an adult school, and a virtual academy, providing diverse educational opportunities to meet the needs of all learners.

Mather Heights Elementary School operates on a traditional schedule, and during the first four months of the 2025-2026 school year, 273 students were enrolled in grades transitional kindergarten through fifth. The school's gender distribution is 138 boys and 135 girls. The school's largest ethnic group is white, with 37.36% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asians at 11.72%, Hispanics at 26%, and African Americans at 4.39%. Mather Heights Elementary School serves families in the communities established on the former Mather Air Force Base, located east of Sacramento along the Highway 50 corridor. The campus is spacious, beautifully maintained, and truly embodies the feel of a neighborhood school, with most students living within walking distance. Mather Heights blends the charm of a traditional school with the advantages of modern facilities and advanced technology. Its primary goal is to deliver a high-quality, standards-based education while nurturing the social and emotional growth of every student. The school is dedicated to inspiring academic excellence, intellectual curiosity, and personal integrity through a rigorous and engaging program. Within a caring, respectful, and culturally responsive environment, Mather Heights encourages students to embrace learning, take thoughtful risks, and meet challenges with confidence. The school community strives to develop resilient, adaptable learners who are prepared with the knowledge, skills, and mindset to continue their education and contribute meaningfully as responsible adults. The highly qualified and dedicated staff provide a supportive atmosphere where students thrive under the guidance of exceptional educators. Beginning in the 2025–2026 school year, Mather Heights expanded its attendance boundary to include three new neighborhoods: Sommerset Ranch on Douglas Road, The Preserve on Douglas Road, and Rio del Oro on White Rock Road. The same year also marked the addition of a morning-only Transitional Kindergarten (General Education) class and a Transitional Kindergarten/Kindergarten Special Day Class. Students enrolled at Mather Heights benefit from a seamless educational pathway that leads to the International Baccalaureate Middle Years Programme at Mitchell Middle School.

Positive Behavioral Interventions and Supports (PBIS)

Mather Heights Elementary boasts a robust PBIS system that fosters a positive, inclusive, and supportive school culture. Our programs promote the core values of Safety, Respect, and Responsibility, and provide multiple avenues for recognizing and reinforcing positive behavior. Key PBIS components include:

*Silver Flyers Token Economy – Students earn Silver Flyers for demonstrating positive behaviors, which can be redeemed at the Silver Flyer Store or entered into weekly and end-of-trimester drawings.

*Second Step & SOAR Expectations – Students learn and practice social-emotional and behavioral skills through the Second Step curriculum and the SOAR framework (Self-Aware, On Task, Achieving, Respectful).

*Book Vending Machine – Students can earn tokens for positive behavior and exchange them for books, promoting both literacy and positive reinforcement.

*Lunchroom Activities – Character education lessons and read-alouds during lunch build community and reinforce school-wide values.

*FUNtastic Fridays – Each Friday morning, staff greet students with music, dancing, and high fives to start the day with energy and connection.

*Restorative Practices – Supports such as Behavior Intervention Plans (BIPs), check-in/check-out systems, counseling, reflection activities, and behavior packets help students develop self-regulation and accountability.

Wellness Center – Operated weekly by the school's mental health specialist, offering a safe space for students to reset and receive support.

*Positive Pathways Program – An evidence-based curriculum designed to help students make healthy choices and improve outcomes by teaching practical social-emotional skills. It replaces the former Special Friends curriculum.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	29
Grade 2	37
Grade 3	47
Grade 4	43
Grade 5	46
Total Enrollment	236

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	40.1
Asian	7.9
Black or African American	2.5
Filipino	3.9
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	15.4
White	31.9
English Learners	9.7
Foster Youth	0.4
Homeless	2.2
Socioeconomically Disadvantaged	32.3
Students with Disabilities	17.6

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.4	97.36	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.64	62.2	6.31	15831.9	5.67
Total Teaching Positions	18.9	100	985.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.6	99.05	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.88	41.7	4.18	14303.8	5.15
Total Teaching Positions	15.8	100	998.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected 2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	0.0%
Mathematics	Pearson - enVision, 2020	0.0%
Science	Amplify - California Science, 2019	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

School Facility Conditions and Planned Improvements

Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair: District maintenance staff ensure that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 20, 2025

Year and month of the most recent FIT report

2025 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	65	58	59	47	48
Mathematics (grades 3-8 and 11)	60	60	49	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	130	97.01	2.99	65.38
Female	71	69	97.18	2.82	63.77
Male	63	61	96.83	3.17	67.21
American Indian or Alaska Native	0	0	0	0	0
Asian	14	11	78.57	21.43	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	57.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	73.08
White	55	54	98.18	1.82	64.81
English Learners	12	8	66.67	33.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	45	91.84	8.16	51.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	26.32

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	134	100.00	0.00	59.70
Female	71	71	100.00	0.00	61.97
Male	63	63	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	39.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	69.23
White	55	55	100.00	0.00	67.27
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	34.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	21.05

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	45.45	63.64	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00	0.00	63.64
Female	24	24	100.00	0.00	62.50
Male	20	20	100.00	0.00	65.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93%	100%	98%	93%	95%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

Mather Heights families are encouraged to attend Back to School Night (BTSN), School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA events, family engagement activities, End-of-the-Trimester Assemblies, Open House, and Transitional Kindergarten and Kindergarten Information Nights in the Spring. Our school website and ParentSquare program keep parents informed of important school information via weekly emails and voicemails. Studies show that student participation in structured after-school activities and clubs promotes student achievement. Our parents actively participate in school activities and volunteer in our classrooms. Parents who meet safety clearance are invited to work in classrooms, in our school garden, chaperone educational field trips, etc. Parents and staff, along with our PTA, help to fund, organize, and plan events that benefit children throughout the year. Our School Site Council consists of five parents and five staff members who meet regularly to review our site plan and monitor progress on our site goals. Our English Language Advisory Committee meets as part of the Site Council to focus on the specific needs of our English Learners.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.81%	2.03%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Mather Heights Elementary places the highest priority on maintaining a safe and secure learning environment for all students and staff. The school actively participates in the district-wide Catapult Emergency Management System, ensuring that our community is well-prepared for any emergency. Staff and students regularly take part in safety drills and instructional activities that promote readiness and confidence in emergency procedures. The district provides child safety monitors who help maintain a secure campus environment. All exterior doors remain locked at all times, and visitors must check in at the main office before entering the campus. Access is limited to essential personnel, and all parent volunteers who work directly with students must complete Category 2 clearance, including fingerprinting and a clear Tuberculosis (TB) test. In addition, all visitors and staff members are required to wear visible identification badges while on campus.

Mather Heights works closely with Safe School Officers to continuously evaluate and enhance campus safety procedures. The Site Safety Team reviews and updates the Safe School Plan each fall and spring, ensuring it reflects best practices and current district policies. Emergency preparedness is reinforced through a consistent drill schedule, including fire drills conducted monthly, and emergency response drills held every two months. The Emergency Plan provides staff and students with clear guidance to respond effectively in any emergency. During the 2024-2025 school year, two (2) student accidents were reported..

Date of Last Review/Update: November 4, 2025

Date Last Reviewed with Staff: November 10, 2025

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	1	1
1	30	1	2	1
2	20	3	1	1
3	24	3	1	1
4	42	3	1	2
5	46	1	2	2
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	0
1	25	2	0	1
2	27	1	2	1
3	30	1	1	1
4	24	2	1	1
5	22	3	1	1
6	0	0	0	0
Other	14	6	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,189	\$2,897	\$8,291	\$96,419
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-20.3	9.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-26.0	-1.4

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Mather Heights receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

Professional Development

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

Additionally, teachers participate in training on mental health/suicide prevention and safety practices each year. During the 2025-2026 school year, teachers have received Professional Development in the new district Model of Instruction (MOI), the new 5th Grade Health curriculum, University of Florida Literacy Institute (UFLI) curriculum, etc. The school nurse provided safety training to all MHE employees during the staff meeting in September 2025. Teachers also attended the September 2025 Suicide Prevention Training conducted by the Mental Health Specialist. Continuous site professional development for certificated staff is implemented through the Professional Learning Teams/Common Planning Time and Team Time meetings. This school year, two teachers and the school principal participated in the High Reliability Schools (HRS) Academy; the school principal and MTSS specialist represent MHE in the district Interim Assessment Planning; the Special Education teachers and instructional assistants participate in monthly Triad meetings; the instructional assistants receive professional development from various specialists after school every second Thursday of the month, yard duty supervisors received training on deescalation and effective supervision conducted by the school principal and the mental health specialist, etc. Teachers in all grade levels also participate in end-of-trimester writing collaboration days.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3