



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 14, 2026	August 20, 2026

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	5
Educational Partner Involvement.....	6
Resource Inequities	6
Comprehensive Needs Assessment Components.....	6
California School Dashboard (Dashboard) Indicators	7
Other Needs.....	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results	17
Student Population	21
Overall Performance.....	23
Academic Performance	25
Academic Engagement	36
Conditions & Climate.....	40
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1	43
Goal 2	47
Goal 3	53
Goal 4	58
Goal 5	62
Budget Summary	63
Budget Summary.....	63
Other Federal, State, and Local Funds.....	63
Budgeted Funds and Expenditures in this Plan	64
Funds Budgeted to the School by Funding Source	64
Expenditures by Funding Source.....	64
Expenditures by Budget Reference	64
Expenditures by Budget Reference and Funding Source.....	64
Expenditures by Goal	65
School Site Council Membership.....	66
English Learner Advisory Committee (ELAC).....	67

Recommendations and Assurances 68

Instructions 69

Appendix A: Plan Requirements..... 76

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 79

Appendix C: Select State and Federal Programs 82

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. Through a strong focus on schoolwide coherence, collaboration, student engagement, academic achievement, Social-Emotional Learning (SEL), and Professional Learning Communities (PLCs), MHE will meet the requirements outlined in the Every Student Succeeds Act (ESSA). The overarching goal is to prevent and ultimately eliminate the achievement gap, ensuring that every student performs at high levels.

To accomplish this, MHE will implement evidence-based practices centered on identifying essential standards and delivering instruction through a Multi-Tiered System of Supports (MTSS). This includes structured grade-level rotations aligned to priority standards, allowing for targeted and differentiated instruction. The school will consistently utilize and analyze data from common formative and summative assessments to inform flexible student grouping and instructional decision-making, ensuring that support is responsive to individual student needs. These strategies will serve as foundational components of the Single Plan for Student Achievement (SPSA).

MHE will continue to prioritize and refine action plans that address identified areas of need, with a particular emphasis on improving outcomes for student subgroups requiring additional support. Through a deliberate, data-driven approach and a commitment to continuous improvement, MHE aims to ensure equitable access to high-quality instruction and opportunities for success for all students, regardless of background.

School Vision and Mission

Mather Heights Elementary Vision Statement:

Vision: At Mather Heights Elementary (MHE), 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 readiness.

Mission: Engage. Inspire. Empower.

MHE is committed to providing a well-rounded education that supports students academically, behaviorally, and socially-emotionally through clearly defined standards and high expectations. This vision is realized through the following commitments:

- *Delivering learning experiences that are engaging, experiential, and collaborative

- *Fostering creative, critical, and analytical thinking

- *Providing a rigorous, standards-based, and technologically enhanced curriculum

- *Creating meaningful educational opportunities that broaden student experiences and prepare them for future academic and workforce demands

- *Equipping students with the skills needed to compete in a global society

- *Promoting schoolwide Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment opportunities

- *Implementing Positive Behavioral Interventions and Supports (PBIS) to teach and reinforce positive behaviors

- *Encouraging active involvement from parents and community partners through PTA, School Site Council, English Learner Advisory Committee (ELAC), and other engagement opportunities

School & Community Profile

The Folsom Cordova Unified School District (FCUSD), located in Sacramento County along the Highway 50 corridor, serves more than 20,000 students across a diverse range of educational programs from preschool through adult education. Situated approximately 20 miles from downtown Sacramento and just over 100 miles from San Francisco, the district includes 21 elementary schools, one charter elementary school, four middle schools, three comprehensive high schools, three alternative high schools, an adult school, and a virtual academy.

Mather Heights Elementary School operates on a traditional academic calendar and enrolled 236 students in kindergarten through fifth grade during the first month of the 2025–2026 school year. The largest racial/ethnic group is White (42.4%), followed by Hispanic (27.5%), Asian (11.4%), African American (5.9%), and Filipino (5.9%). Additionally, 36% of students are socioeconomically disadvantaged, 10% are English learners, and 0.4% are in foster care. In comparison, enrollment during the 2025–2026 school year was 287 students, with similar demographic trends. Looking ahead, Mather Heights anticipates enrollment growth in the 2026–2027 school year due to boundary changes that will incorporate the Somerset, Rio Del Oro, and The Preserve neighborhoods.

Mather Heights Elementary serves families in the community surrounding the former Mather Air Force Base, located east of Sacramento along the Highway 50 corridor. The school's spacious and well-maintained campus reflects its identity as a neighborhood school, with many students residing within walking distance. While rich in history, the campus is also equipped with modern technology and resources that support a high-quality, 21st-century learning environment.

The primary goal of Mather Heights Elementary is to provide a high-quality, standards-based education while supporting the social-emotional development of every student. The school is committed to inspiring students to achieve their highest intellectual and personal potential through a comprehensive and engaging instructional program. Within a caring, respectful, and culturally responsive environment, Mather Heights fosters a love of learning, resilience, and a willingness to embrace challenges. The Mather Heights school community is dedicated to developing students who are adaptable, resilient, and equipped with the knowledge and skills necessary for success in school and beyond. Supported by a team of highly qualified educators, students benefit from a nurturing and inclusive learning environment. Additionally, students have the opportunity to matriculate into the International Baccalaureate (IB) Middle Years Programme at Mitchell Middle School, continuing a pathway that emphasizes academic rigor, global awareness, 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 demonstrate a strong commitment to being actively involved in their children's education. The school, in turn, prioritizes fostering meaningful partnerships between home and school, recognizing that collaboration is essential to student success. In addition to family engagement, Mather Heights places a high value on building and sustaining community partnerships. An active Parent Teacher Association (PTA) plays a vital role in organizing events and activities that bring students, families, and staff together. The school also invests significant time and resources into strengthening connections through a variety of initiatives, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent engagement activities, Students of the Month recognition, SOAR awards, PTA Family Nights, Conversations with the Principal, and numerous volunteer opportunities.

To ensure clear and consistent communication, Mather Heights utilizes multiple platforms to keep families informed and connected. These include ParentSquare (via voice, email, and text), the school marquee, and the school website, all of which provide timely updates on school events, schedules, and important information. Teachers further support communication through user-friendly tools such as ClassDojo and ParentSquare to maintain ongoing, two-way communication with families. Additionally, PowerSchool provides parents with access to grades, attendance, and teacher contact information, empowering them to monitor their child's progress actively. This comprehensive approach to communication, combined with regular conferences and classroom involvement opportunities, helps cultivate a positive, inclusive, and supportive learning environment where all students can thrive.

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 Teams (PLT) 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-Teacher Association (PTA) board and general meetings

Transitional Kindergarten/Kinder Orientation Slide Show and parent meeting

Staff Professional Development

Required Professional Development and PLT Workdays

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

School Site Council and English Learner Advisory Committee Meetings: September 18, 2025, November 4, 2025, December 16, 2025, February 24, 2026 (Town Hall), April 14, 2026, May 12, 2026

Back to School Night August 14, 2025

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

Open House: May 7, 2026

Twice Monthly Grade Level Response to Intervention Meetings (Rtl) beginning August 2025

Student Council Meetings

Resource Inequities

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

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

Although Mather Heights Elementary (MHE) is no longer designated as an ATSI school, the school will continue to implement all action plans aimed at improving student achievement. Recognizing the ongoing need for opportunities that support socialization and Positive Behavioral Interventions and Supports (PBIS) skill-building, the Positive Pathways program will remain a key initiative during the 2026–2027 school year. In addition, the support of a Mental Health Specialist (MHS) three days per week will strengthen the implementation of PBIS, Social-Emotional Learning (SEL), and restorative practices across the campus.

To support the needs of English Language Learners, MHE will continue to utilize the expertise of a Bilingual Instructional Assistant (BIA) in classrooms. Furthermore, to provide additional support for historically marginalized and vulnerable student populations, MHE will increase general education paraeducator hours. This targeted support will ensure that all students have access to individualized instruction and interventions that help them reach their full academic and social-emotional potential.

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.

During the 2024–2025 school year, Mather Heights Elementary (MHE) experienced a chronic absenteeism rate of 14.7%, an increase of 2.7% from the previous year, reflecting a low performance level (Level 2/5). Chronic absenteeism disproportionately affects English Learners (29.4%) at very low performance levels (Level 1/5), as well as Students with Disabilities (21.1%) and students identifying as Two or More Races (18.6%). While some groups, such as Hispanic students (12.3%), showed slight improvement, these data highlight the need for targeted attendance interventions. Chronic absenteeism limits students' access to core instruction and interventions, contributing to persistent achievement gaps, particularly for socioeconomically disadvantaged students, English Learners, and students with disabilities.

To address this, MHE will continue the 20-day attendance challenge, providing student incentives and increasing parent communication to encourage consistent attendance. The school will also foster positive staff-student relationships through PBIS activities, restorative justice practices, and Tier 1 classroom behavior interventions, all supported by the Mental Health Specialist (MHS) and the PBIS/Culture and Climate Team. The SOAR (Self-Aware, On Task, Achieving, Respectful) initiative will remain a key component of promoting a positive school climate and reinforcing prosocial behavior. These strategies build on prior successes of schoolwide attendance competitions that improved participation and engagement.

In the area of English Language Arts, overall CAASPP proficiency was stable at 65.89%; however, grade-level data reveal significant variability. Third-grade proficiency (43.48%) is substantially lower than fourth grade (78.58%) and fifth grade (78.05%), indicating persistent early literacy gaps. While the school's overall Distance from Standard (DFS) of +33.6 points reflects schoolwide strength; subgroup data highlight ongoing equity concerns. Hispanic/Latino students are 5.2 points below standard, with a decline of 8.6 points, and students with IEPs continue to perform substantially below standard despite growth. Universal screener data (mClass and Renaissance) further indicate that 43–44% of students fall in the two lowest performance categories, demonstrating that many students struggle with foundational reading skills.

To close these gaps and boost achievement for all learners, MHE will maintain a strong focus on Professional Learning Communities (PLCs). Teachers will engage in dedicated collaboration and release days to refine the Guaranteed and Viable Curriculum, enhance pacing guides, and implement 15-day challenge unit plans. Collaborative efforts will also include the development of common formative and summative assessments and schoolwide writing assessments. These strategies are designed to support targeted instruction, improve literacy and numeracy outcomes, and address persistent achievement gaps, particularly for priority subgroups.

Other Needs

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

In Mathematics, CAASPP proficiency declined to 60.15%, a decrease of 1.07% from the previous year, with third grade again identified as an area of concern (45.65% proficiency) compared to higher outcomes in fourth (72.09%) and fifth grade (63.63%). While the Distance from Standard of +18.5 points reflects overall performance above standard, it represents a decline of 6.2 points from the prior year. Subgroup analysis indicates that English Learners, students with IEPs, socioeconomically disadvantaged students, and Hispanic/Latino students all remain below standard, with declines ranging from 9.2 to 23.9 points. Universal screener data (Renaissance) show that 49% of students fall within the two lowest performance bands, signaling foundational skill gaps, conceptual misunderstandings, and limited math fluency.

To address academic and equity gaps in both ELA and Mathematics, MHE will fully implement completed year-round curriculum plans and trimester 15-day challenge units across all grade levels for the 2025–2026 school year. Teachers will continue using Individual Teacher Action Plans (ITAPs) to analyze assessment results and guide reteaching or enrichment. Targeted coaching and collaboration through Professional Learning Communities (PLCs) will support refinement of the Guaranteed and Viable Curriculum, pacing guides, and common formative and summative assessments, including schoolwide writing assessments. These strategies aim to strengthen Tier 1 instruction, provide targeted interventions, and ensure that all students, particularly priority subgroups, receive the support necessary to achieve academic success.

Through this integrated approach—addressing attendance, social-emotional development, behavior, literacy, and numeracy—MHE is committed to creating a positive, equitable, and rigorous learning environment where every student has the opportunity to thrive academically and socially-emotionally.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.36%	%	%	1		
African American	2.87%	2.97%	5.15%	8	7	14
Asian	9.68%	9.32%	5.15%	27	22	14
Filipino	2.87%	4.66%	6.62%	8	11	18
Hispanic/Latino	23.30%	26.69%	25.74%	65	63	70
Pacific Islander	0.36%	0.42%	%	1	1	
White	41.22%	37.71%	37.13%	115	89	101
Multiple/No Response	19.35%	18.22%	20.22%	54	43	55
Total Enrollment				279	236	272

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			25
Kindergarten	32	34	47
Grade 1	39	29	34
Grade 2	57	37	33
Grade3	47	47	42
Grade 4	50	43	42
Grade 5	54	46	49
Total Enrollment	279	236	272

Conclusions based on this data:

- Based on current data, Mather Heights Elementary experienced a decline in enrollment, with approximately 279 students enrolled and 10% of them being unduplicated students in the 2023–2024 school year. 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. As a result, enrollment rose to 289 students in 2025–2026, reflecting the impact of these boundary adjustments and continued community growth.

2. Given that Mather Heights Elementary has a disproportionate number of white students who are not low income, it is especially important to maintain a strong focus on equity, inclusion, and access for all student subgroups. This requires a continued commitment from staff to implement inclusive practices, culturally responsive pedagogy, and differentiated instruction that addresses the academic, social, and emotional needs of every learner. By prioritizing these efforts, MHE can ensure that all students—regardless of background—have equitable opportunities to succeed, feel valued, and fully participate in the school community. Fostering this culture of belonging not only supports individual student growth but also strengthens the overall school climate and promotes a respectful, inclusive, and collaborative learning environment for everyone.
3. The school-wide focus on excellence through cohesion, guided by the principle that 'all means all,' is essential to ensure that every student at Mather Heights receives equitable attention and support, especially as our student population continues to grow in diversity. By intentionally promoting inclusive practices, equitable access to resources, and culturally responsive instruction, the school can foster an environment where all students feel valued, supported, and empowered to succeed. This approach not only addresses individual student needs but also strengthens the overall school culture, creating a community where respect, belonging, and high expectations are shared by everyone

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	28	27	23	10.1%	10.0%	8.5%
Fluent English Proficient (FEP)	20	13	10	10.4%	7.2%	3.7%
Reclassified Fluent English Proficient (RFEP)	3	3		12.5%		

Conclusions based on this data:

1. Mather Heights Elementary continues to see a small but growing percentage of English Language Learners, with 10.03% of students currently designated as English Learners. To support these students, the school will maintain a strong focus on the English Learner Advisory Committee (ELAC) to enhance family involvement, engagement, and communication. In addition, the school will emphasize strategies to support student reclassification and progress toward the Seal of Biliteracy, preparing students for success in high school and beyond. These efforts aim to increase parent participation, strengthen family-school partnerships, and foster a welcoming and supportive learning environment where English Learners can thrive academically and socially. There has been a steady increase in English language learner enrollment from Afghanistan since MHE acquired the new neighborhoods.
2. Although the suspension rate at Mather Heights Elementary remains relatively low, with only 1.2% of students suspended for at least one day in the 2024–2025 school year, the California Dashboard highlights the ongoing need to strengthen school culture and expand the use of restorative practices. This focus is particularly important for reducing suspension rates among students with two or more races, who are currently at the Orange performance level. Notably, there was a dramatic decrease in suspensions for students with disabilities and socioeconomically disadvantaged students, reflecting progress in these areas. Moving forward, efforts will continue to prioritize the development of an inclusive, supportive, and equitable environment that promotes positive behavior, addresses student needs proactively, and ensures all learners have the opportunity to succeed.
3. Ongoing staff development focused on enhancing Integrated ELD instruction and equipping teachers with research-based ELD strategies will continue to be a priority at Mather Heights Elementary. The school will also maintain the support of a Bilingual Instructional Assistant to ensure that students who speak languages other than English as their primary language receive targeted assistance. These efforts aim to strengthen language development, improve academic outcomes, and provide equitable access to instruction for all English Learners, helping them thrive academically and socially. Additional strategies to support overall student achievement include targeted after-school tutorials, professional development release days for teachers to collaborate within their PLT teams, and the ongoing use of CAASPP interim assessments throughout the school year to monitor progress and inform instruction.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	45	46	58	45	46	58	45	46	100.0	100	100
Grade 4	57	47	43	56	47	42	56	47	42	98.2	100	97.7
Grade 5	53	56	44	52	55	41	52	55	41	98.1	98.2	93.2
All Grades	168	148	133	166	147	129	166	147	129	98.8	99.3	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2461.	2457.	2408.	39.66	44.44	21.74	24.14	24.44	21.74	17.24	8.89	23.91	18.97	22.22	32.61
Grade 4	2503.	2504.	2530.	33.93	38.30	64.29	30.36	31.91	14.29	21.43	8.51	7.14	14.29	21.28	14.29
Grade 5	2514.	2524.	2567.	30.77	29.09	46.34	30.77	34.55	31.71	11.54	20.00	17.07	26.92	16.36	4.88
All Grades	N/A	N/A	N/A	34.94	36.73	43.41	28.31	30.61	22.48	16.87	12.93	16.28	19.88	19.73	17.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.31	28.89	17.39	60.34	57.78	60.87	10.34	13.33	21.74
Grade 4	25.00	38.30	38.10	69.64	53.19	50.00	5.36	8.51	11.90
Grade 5	26.92	29.09	46.34	59.62	58.18	48.78	13.46	12.73	4.88
All Grades	27.11	31.97	33.33	63.25	56.46	53.49	9.64	11.56	13.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.31	26.67	13.04	50.00	55.56	52.17	20.69	17.78	34.78
Grade 4	10.71	19.15	23.81	73.21	63.83	66.67	16.07	17.02	9.52
Grade 5	23.08	18.18	41.46	53.85	56.36	51.22	23.08	25.45	7.32
All Grades	21.08	21.09	25.58	59.04	58.50	56.59	19.88	20.41	17.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.52	20.00	17.39	81.03	64.44	63.04	3.45	15.56	19.57
Grade 4	8.93	12.77	21.43	83.93	76.60	64.29	7.14	10.64	14.29
Grade 5	9.62	12.73	14.63	75.00	76.36	80.49	15.38	10.91	4.88
All Grades	11.45	14.97	17.83	80.12	72.79	68.99	8.43	12.24	13.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.86	33.33	8.70	60.34	55.56	69.57	13.79	11.11	21.74
Grade 4	12.50	25.53	38.10	82.14	63.83	54.76	5.36	10.64	7.14
Grade 5	17.31	27.27	19.51	65.38	58.18	68.29	17.31	14.55	12.20
All Grades	18.67	28.57	21.71	69.28	59.18	64.34	12.05	12.24	13.95

Conclusions based on this data:

1. Mather Heights Elementary places significant emphasis on using a variety of data sources to guide instructional decisions. The school incorporates performance data from Renaissance, Benchmark Advance, SIPPS placement assessments, UFLI assessments, the Phonological Awareness Screening Test (PAST), mClass, and classroom writing assessments. Additionally, CAASPP, CAST, and ELPAC scores are considered for placement purposes. Beginning in the 2024–2025 school year, MHE introduced 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 continued to utilize a range of common formative and summative assessments, alongside these interim assessments, to inform instruction and monitor student progress effectively.
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, Mather Heights Elementary will continue to ensure that all students have regular access to Chromebooks and actively participate in the 'All the Right Type' keyboarding program, supporting the development of essential skills for successful assessment completion and overall digital literacy.
3. Mather Heights Elementary will utilize all available data, combined with ongoing classroom and district-wide assessments, as part of a comprehensive, multi-measure approach. Analyzing this data through Professional Learning Communities (PLCs) is a key 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 proactively to students' academic and behavioral 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	45	46	58	45	46	58	45	46	100.0	100	100
Grade 4	57	47	43	56	47	43	56	47	43	98.2	100	100
Grade 5	53	56	44	53	55	44	53	55	44	100.0	98.2	100
All Grades	168	148	133	167	147	133	167	147	133	99.4	99.3	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2477.	2465.	2432.	36.21	40.00	15.22	32.76	26.67	30.43	20.69	17.78	32.61	10.34	15.56	21.74
Grade 4	2528.	2528.	2513.	42.86	48.94	41.86	30.36	19.15	30.23	21.43	23.40	16.28	5.36	8.51	11.63
Grade 5	2504.	2524.	2547.	20.75	23.64	43.18	18.87	27.27	20.45	33.96	30.91	20.45	26.42	18.18	15.91
Grade 11															
All Grades	N/A	N/A	N/A	33.53	36.73	33.08	27.54	24.49	27.07	25.15	24.49	23.31	13.77	14.29	16.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.28	48.89	30.43	46.55	37.78	56.52	5.17	13.33	13.04
Grade 4	57.14	51.06	48.84	33.93	44.68	39.53	8.93	4.26	11.63
Grade 5	24.53	23.64	40.91	45.28	60.00	45.45	30.19	16.36	13.64
Grade 11									
All Grades	43.71	40.14	39.85	41.92	48.30	47.37	14.37	11.56	12.78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.38	37.78	17.39	46.55	44.44	54.35	12.07	17.78	28.26
Grade 4	26.79	31.91	32.56	58.93	55.32	48.84	14.29	12.77	18.60
Grade 5	20.75	18.18	38.64	45.28	61.82	43.18	33.96	20.00	18.18
All Grades	29.94	28.57	29.32	50.30	54.42	48.87	19.76	17.01	21.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.21	31.11	17.39	51.72	55.56	63.04	12.07	13.33	19.57
Grade 4	39.29	34.04	32.56	53.57	59.57	53.49	7.14	6.38	13.95
Grade 5	16.98	21.82	22.73	50.94	56.36	63.64	32.08	21.82	13.64
All Grades	31.14	28.57	24.06	52.10	57.14	60.15	16.77	14.29	15.79

Conclusions based on this data:

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

Beginning in the 2024–2025 school year, MHE incorporated new Interim Assessments, including 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. Since the beginning of the 2025–2026 school year, teachers in grades 3–5 have continued to use a broad range of common formative and summative assessments, alongside these interim assessments, to inform instruction and ensure that student progress is consistently monitored and addressed, supporting targeted interventions and continuous academic growth.
2. One challenge, particularly for third-grade students, is the lack of keyboarding skills needed to complete the writing portions of math performance tasks. To address this, Mather Heights Elementary will continue to ensure that all students regularly use Chromebooks and participate in the 'All the Right Type' keyboarding program, helping them develop the typing proficiency required to successfully complete written assessments and assignments.

Since the beginning of the 2025–2026 school year, at least one certificated staff member has committed to providing targeted after-school math intervention for at least one hour per week. This support 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. The goal of this targeted intervention is to enhance student performance, address learning gaps, and support mastery of key math concepts.

3. Mather Heights Elementary will utilize all available data, combined with ongoing classroom and district-wide assessments, as part of a comprehensive, multi-measure approach. Analyzing this data through Professional Learning Communities (PLCs) is a critical component of the Multi-Tiered System of Supports (MTSS) process, allowing the school to identify and implement targeted interventions and supports for students. Additionally, teachers will continue to use the Individual Teacher Action Plan (ITAP) form for data analysis and performance monitoring, ensuring that instructional decisions are informed by evidence and that students receive the individualized support needed 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/eng/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	7	4	5
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	4	*	4
3	*	*	*	*	*	*	*	*	*	6	4	*
4	*	*	*	*	*	*	*	*	*	*	4	4
5	*	*	*	*	*	*	*	*	*	5	*	6
All Grades										28	22	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.14	22.73	8.70	28.57	27.27	26.09	32.14	31.82	39.13	7.14	18.18	26.09	28	22	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	31.82	30.43	17.86	27.27	17.39	25.00	22.73	26.09	7.14	18.18	26.09	28	22	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	21.43	18.18	0.00	25.00	31.82	13.04	32.14	22.73	56.52	21.43	27.27	30.43	28	22	23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	18.18	17.39	60.71	59.09	56.52	3.57	22.73	26.09	28	22	23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	27.27	30.43	32.14	40.91	34.78	17.86	31.82	34.78	28	22	23

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	22.73	0.00	50.00	40.91	60.87	28.57	36.36	39.13	28	22	23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	18.18	4.35	57.14	68.18	69.57	7.14	13.64	26.09	28	22	23

Conclusions based on this data:

1. The number of students learning English continues to grow at Mather Heights, with 29 English Learners currently enrolled. In the 2025–2026 school year, additional English Learners from the newly established boundaries—including The Preserve, Somerset, and Rio del Oro neighborhoods—have contributed to the increase in the overall student population. This growth highlights the school's commitment to serving a diverse student body and providing targeted support to meet the unique language development needs of all English Learners.

2. The number of students successfully reclassified as Reclassified Fluent English Proficient (RFEP) at Mather Heights continues to grow each year. In the 2024–2025 school year, three students qualified for reclassification—an increase from the previous year—demonstrating the effectiveness of the school’s English Language Development programs. This ongoing achievement reflects Mather Heights’ commitment to supporting students in language acquisition and ensuring they meet the criteria for successful reclassification
3. The consistent number of English Learners at Mather Heights Elementary (MHE) underscores the ongoing need for dedicated Bilingual Instructional Assistant (BIA) support. This role is essential for providing targeted assistance as students develop their English language skills. In addition, MHE will continue to prioritize professional development for teachers, ensuring they are equipped with research-based strategies to effectively scaffold instruction and accelerate English language acquisition. These ongoing efforts help ensure that English Learners receive the academic and linguistic support necessary to succeed.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
236	38.1%	11.4%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	11.4%
Foster Youth	1	0.4%
Homeless	6	2.5%
Socioeconomically Disadvantaged	90	38.1%
Students with Disabilities	49	20.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	3%
American Indian	0	0.0%
Asian	22	9.3%
Filipino	11	4.7%
Hispanic	63	26.7%
Two or More Races	43	18.2%
Pacific Islander	1	0.4%
White	89	37.7%

Conclusions based on this data:

1. Mather Heights Elementary's student population is primarily composed of white students, who make up 37.7% followed by the Hispanic subgroup with 26.7% 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 student subgroup is socioeconomically disadvantaged, comprising 38.1% of the student population (90 students). Addressing the unique needs of this subgroup is central to the school's efforts to provide targeted support and ensure that all students have equitable access to the resources and opportunities necessary for academic success. The school remains committed to supporting these students, addressing challenges, and promoting equity across all areas of education.
3. The number of English Language Learners (ELs) at Mather Heights Elementary continues to grow each year. In response, the school is committed to implementing a range of strategies to support both language acquisition and academic achievement. These strategies include targeted English Language Development (ELD) support, a dedicated Bilingual Instructional Assistant, ongoing teacher professional development in effective ELD practices, classroom language scaffolding, increased parent and family engagement, and continuous progress monitoring to inform instruction and address student needs.

To meet the diverse needs of all students, MHE will have two sections of Special Day Class (SDC) for intensive autism support in the 2025–2026 school year. Looking ahead to 2026–2027, the school will expand its offerings to include Transitional Kindergarten students. MHE remains committed to broadening support for both English Learners and students with special needs, ensuring that every student receives personalized services and interventions to thrive academically, socially, and emotionally.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. A concentrated and strategic effort to enhance the academic progress of English Learners (ELs) is critical, as highlighted by subgroup performance data in both English Language Arts (ELA) and Mathematics. By prioritizing targeted support for EL students, the school can address specific learning needs, provide tailored instructional resources, and implement effective language development strategies. This focused approach not only helps close achievement gaps but also fosters equitable access to rigorous learning opportunities, enabling English Learners to thrive academically and confidently engage across all subject areas. Continuous monitoring, data-informed

adjustments, and collaboration among teachers, support staff, and families will further ensure that EL students receive the comprehensive support necessary for sustained growth and long-term success.

2. Suspension rates at Mather Heights Elementary decreased from 2.0% in 2023–2024 to 1.2% in 2024–2025, reflecting the positive outcomes of ongoing efforts in restorative practices, progressive discipline, and the integration of Positive Behavioral Interventions and Supports (PBIS) to strengthen school climate and culture. As students continue to transition back to in-person learning post-pandemic, MHE will closely monitor suspension and attendance rates to ensure sustained progress. The school remains committed to promoting student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and PBIS, all designed to foster a supportive and inclusive environment. The successful school-wide class attendance competition will also continue in the upcoming year to further improve attendance. In 2024 and 2025, MHE received the Silver Implementation Award from California PBIS, recognizing the school's dedication to creating a positive, inclusive, and thriving environment where students can succeed academically, socially, and emotionally.
3. Although Mather Heights Elementary remained in the green performance category, math scores showed no measurable improvement. In response, the school prioritized refining instructional practices through professional development focused on mathematics, with an emphasis on number talks and math discourse to strengthen students' ability to communicate reasoning and succeed in constructed response questions. Enhancing overall math performance for all students was a central goal. Professional Learning Teams dedicated the year to collaborative work within grade-level teams (K–1, 2–3, 4–5), resulting in release days to align essential standards with units of study, curriculum materials, and assessments, and to analyze test results to identify areas needing remediation or enrichment. Additionally, all grade-level teams completed 15-day challenge unit plans for each trimester, with full implementation scheduled for the 2025–2026 school year. The school-wide writing assessments have also begun in 2025–2026, supported by teacher release days to facilitate their administration and analysis.

School and Student Performance Data

Academic Performance English Language Arts

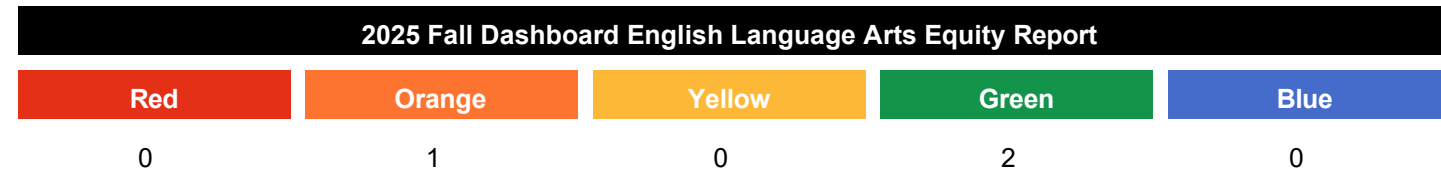
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 33.6 points above standard Maintained 1.4 points 126 Students	English Learners  No Performance Color 9.7 points above standard Increased 25.7 points 19 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 4.4 points above standard Increased 12.8 points 41 Students

Students with Disabilities  No Performance Color 42 points below standard Increased 3.2 points 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 94.5 points above standard Increased 7.5 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 5.2 points below standard Declined 8.6 points 32 Students
Two or More Races  No Performance Color 45.9 points above standard Increased 45.7 points 25 Students	Pacific Islander  No Performance Color 0 Students	White  Green 41.5 points above standard Declined 8.8 points 53 Students

Conclusions based on this data:

1. Mather Heights continues to experience achievement gaps among various subgroups, particularly Hispanic students. Notably, socioeconomically disadvantaged students showed significant progress, performing within the green category. To address remaining gaps, the school will prioritize the implementation of best practices in Tier One instruction, ensuring all students have access to high-quality, standards-aligned 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. These interventions will deliver personalized instruction, scaffolding, and additional resources designed to accelerate learning and close persistent achievement gaps, ensuring that every student has the opportunity to succeed academically.
2. A strong focus on students from low socioeconomic backgrounds, Hispanic students, and English Language Learners (ELLs) is essential when reviewing Mather Heights Elementary's state assessment results. The school will prioritize professional development aimed at improving or maintaining outcomes for these subgroups, particularly Hispanic students, who have experienced the greatest declines in performance. This group continues to underperform compared to the broader student population, making targeted support critical to closing achievement gaps.

To support these efforts, MHE will emphasize best practices in high-quality Tier One instruction, Response to Intervention (RtI), and sustained collaboration between general education and special education staff, ensuring instructional coherence for students with disabilities. For ELLs, professional development will continue to enhance teacher effectiveness, equipping educators with strategies that foster both language acquisition and academic growth.

Additionally, MHE will implement culturally responsive teaching and intentionally identify and address gaps in student achievement through RtI/MTSS planning. A key focus for the 2026–2027 school year will be the continued use of Professional Learning Teams (PLTs) and Team Time interventions in English Language Arts and Mathematics,

building on the success of initiatives from 2023–2026. This strategic, data-driven approach ensures that all students receive tailored support to succeed academically and close persistent achievement gaps.

3. While overall student achievement in English Language Arts (ELA) remains 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 interventions, and ongoing professional development. Progress will be closely monitored through continuous data analysis conducted collaboratively by General Education and Special Education teachers, the MTSS specialist, and the ELD program monitor. This team will track student performance in both ELA and Mathematics using formative assessments—such as classroom quizzes, observations, and writing samples—and summative assessments, including unit tests, CAASPP, and ELPAC. Teachers will use these insights to identify areas for growth and implement targeted strategies to accelerate learning and ensure all students achieve academic success.

School and Student Performance Data

Academic Performance Mathematics

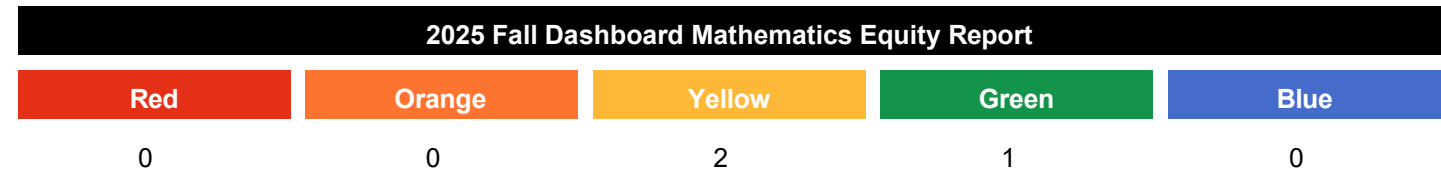
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 18.5 points above standard Declined 6.2 points 129 Students	English Learners  No Performance Color 26.3 points below standard Declined 21 points 22 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 21.8 points below standard Declined 23.9 points 44 Students

Students with Disabilities  No Performance Color 27.8 points below standard Declined 9.2 points 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 24.6 points above standard Declined 48.9 points 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 10.4 points below standard Declined 8.1 points 32 Students
Two or More Races  No Performance Color 19.4 points above standard Increased 5.6 points 25 Students	Pacific Islander  No Performance Color 0 Students	White  Green 32.8 points above standard Maintained -2.6 points 53 Students

Conclusions based on this data:

1. Mather Heights Elementary experienced a decrease in math achievement in 2025, highlighting the need to strengthen Tier 1 instruction to better meet the diverse needs of all students. Beginning in the 2025–2026 school year, the school introduced new interim assessments—including Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs)—to support data-driven decision-making and provide timely insights into student performance. At least one teacher has committed to continuing targeted after-school tutorials for the 2026–2027 school year.

Looking ahead to 2026–2027, teachers in grades 3–5 will continue using a combination of common formative and summative assessments, alongside interim assessments for CAASPP, CAST, and ELPAC. This approach will enable ongoing instructional adjustments, ensuring students receive timely support and progress is effectively monitored throughout the year.
2. Analyzing state assessment results, Mather Heights Elementary will focus on students from low socioeconomic backgrounds and Hispanics. A targeted approach to support these students academically and socio-emotionally will be critical for maintaining or improving performance in the 2026–2027 school year. The PBIS team will collaborate closely with the PLC/MTSS team to provide timely, data-driven interventions tailored to these subgroups. In addition, the school will explore specific supports for low-SES students to address their unique needs and promote equitable academic growth.
3. Although Mather Heights Elementary remained in the green performance level in 2025, overall student performance in mathematics declined across all subgroups. Despite this decrease, the school maintained a performance level 18.5 points above the standard. To address this trend and strengthen math instruction, the school has prioritized planned Professional Learning Team (PLT) collaboration meetings and release days to support the implementation of year-round pacing guides. These guides align with the district's focus on essential math standards and incorporate 15-day challenge units to provide rigorous, targeted instruction for all students.

School and Student Performance Data

Academic Performance Science

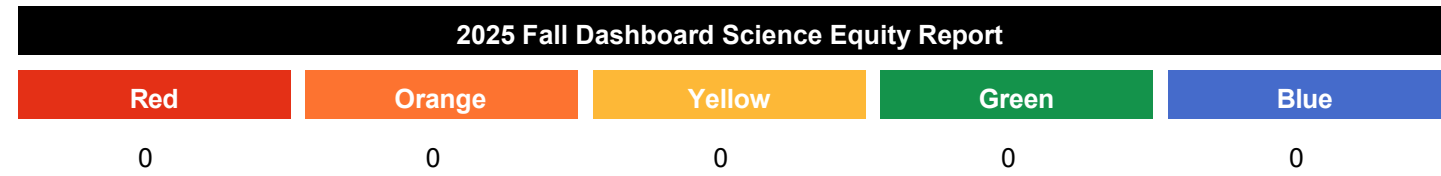
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 66.2 science points Increased 4.9 points 44 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 55.8 science points Maintained 0.5 points 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 61.3 science points Increased 7.5 points 12 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 71.3 science points Increased 6.4 points 13 Students

Conclusions based on this data:

1. In science, Mather Heights Elementary demonstrated exceptional progress, achieving the highest growth rate in the school district. As a result of this improvement, the school currently holds a blue performance level, reflecting strong student outcomes and effective instructional practices in science. This achievement highlights the school's commitment to providing high-quality, standards-aligned science instruction and supporting continued growth across all grade levels.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 56.3 making progress. Number Students: 16 Students	 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.

2025 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
0%	18.2%	0%	81.8%

Conclusions based on this data:

1. In 2025, 81.8% of English Learners who participated in the ELPAC assessment demonstrated measurable growth by advancing at least one English Language Proficiency Indicator (ELPI) level, while the remaining 18.2% maintained their current proficiency levels. This strong performance reflects the effectiveness of the school's ongoing efforts to support language acquisition and academic development for multilingual learners. To build on this progress, Mather Heights Elementary (MHE) will continue to prioritize high-quality, integrated English Language Development (ELD) instruction within Tier 1 core teaching across all classrooms. Teachers will consistently implement research-based instructional strategies designed to promote language development, including structured academic discourse, language scaffolds, and explicit vocabulary instruction embedded across content areas. In addition, the school will expand professional development opportunities focused on both integrated and designated ELD practices to ensure teachers are equipped with the tools and strategies necessary to meet the diverse needs of English Learners. The adoption and implementation of instructional materials from Benchmark Advance in the upcoming school year will further support alignment between ELD and core instruction, providing cohesive, standards-based resources to enhance student learning. Through these continued efforts, MHE aims to sustain and accelerate language proficiency growth for all English Learners while closing achievement gaps.
2. Targeted support from the Bilingual Instructional Assistant (BIA) remains a critical component of Mather Heights Elementary's approach to serving English Learners. MHE will continue to strategically utilize BIA services to provide small-group and individualized support that reinforces both language development and access to grade-level content.

This includes pre-teaching and re-teaching key concepts, clarifying academic vocabulary, and facilitating meaningful student engagement during instruction. In addition, the school will prioritize strengthening the BIA's capacity to effectively support English Learners through ongoing training, collaboration with classroom teachers, and clear alignment with instructional goals. By deepening the BIA's understanding of ELD strategies and grade-level standards, MHE will ensure that students receive consistent, targeted support that bridges language gaps and promotes full access to the curriculum. These efforts will contribute to increased student confidence, participation, and overall academic success.

3. The ELAC committee will continue to strengthen meaningful partnerships with English Learner (EL) families at Mather Heights Elementary by promoting active engagement, clear communication, and shared responsibility for student success. Through regular meetings, workshops, and accessible resources, ELAC will empower families with the knowledge and tools needed to support their children's language development and academic progress at home and at school. Additionally, the MTSS specialist will play a key role in supporting English Learners by providing targeted practice opportunities and access to district-approved instructional materials aligned to the English Language Proficiency Assessments for California (ELPAC). This support will include structured practice in listening, speaking, reading, and writing, as well as familiarization with the format and expectations of the annual summative assessment. Through these coordinated efforts, MHE will continue to build student confidence, strengthen language proficiency, and promote continued growth on the ELPAC.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable. Mather Heights Elementary School serves students from preschool through fifth grade; therefore, this measure is not currently tracked on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 14.7% Chronically Absent Increased 2.7 245 Students	English Learners  Red 29.4% Chronically Absent Increased 11.2 34 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Red 26.3% Chronically Absent Increased 3.9 99 Students

Students with Disabilities  Orange 21.1% Chronically Absent Declined 5.6 57 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 15.4% Chronically Absent Increased 8.5 26 Students	Filipino  No Performance Color 0% Chronically Absent 0 11 Students	Hispanic  Yellow 12.3% Chronically Absent Declined 4.4 65 Students
Two or More Races  Orange 18.6% Chronically Absent Increased 2.8 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 12.1% Chronically Absent Increased 3.7 91 Students

Conclusions based on this data:

1. In the 2025 school year, chronic absenteeism at Mather Heights Elementary increased to 14.7%, reflecting a low performance level and a 2.7% rise from the previous year. Rates were significantly higher among priority student groups, particularly English Learners and Pacific Islander students, as well as Students with Disabilities, students identifying as Two or More Races, and Asian students. While some groups, such as Hispanic students, showed slight improvement, overall trends indicate a continued need for targeted interventions. To address this, MHE will strengthen efforts to improve attendance through increased family engagement, enhanced student connectedness, and proactive support systems. The school will continue close collaboration with the attendance clerk and front office staff to monitor attendance and conduct parent outreach. Additionally, the PBIS and administrative teams will implement a comprehensive Attendance and Engagement Plan, with ongoing tracking through PowerSchool to ensure timely and effective interventions for students most at risk of chronic absenteeism.
2. Mather Heights Elementary will continue to utilize an automated truancy tracking system to efficiently monitor student attendance and promptly identify patterns of chronic tardiness and absenteeism. This system will support timely communication with families through notifications and alerts, ensuring that concerns are addressed early and consistently. By leveraging real-time data, the school will be able to implement targeted interventions and provide appropriate supports to improve student attendance. The attendance clerk will play a vital role in maintaining ongoing communication with parents and guardians of chronically absent students, fostering strong home-school partnerships, and reinforcing the importance of daily attendance. In addition, the attendance clerk will lead the implementation of the school-wide Attendance Competition initiative, designed to promote positive attendance habits, increase student motivation, and build a culture that values consistent school participation. Through these combined efforts, Mather Heights aims to improve overall attendance rates and reduce chronic absenteeism across all student groups.
3. Mather Heights Elementary (MHE) will maintain a strong focus on monitoring attendance by student subgroup during the 2026–2027 school year to ensure that all students receive the targeted supports necessary for consistent school attendance. Based on current data trends, particular attention will be given to socioeconomically disadvantaged

students, students with disabilities, and English Learners, who have demonstrated higher rates of absenteeism. To address these needs, MHE will implement a tiered system of supports, providing universal strategies for all students, targeted interventions for those at risk, and intensive supports for students experiencing chronic absenteeism. These efforts will include ongoing progress monitoring, family outreach, and individualized intervention plans. Additionally, the school will continue to participate in the district-supported 20-Day Attendance Challenge, using it as a proactive strategy to promote positive attendance habits, increase student engagement, and reinforce the importance of daily school participation.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable. Mather Heights Elementary School serves students from preschool through fifth grade; therefore, this measure is not currently tracked on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

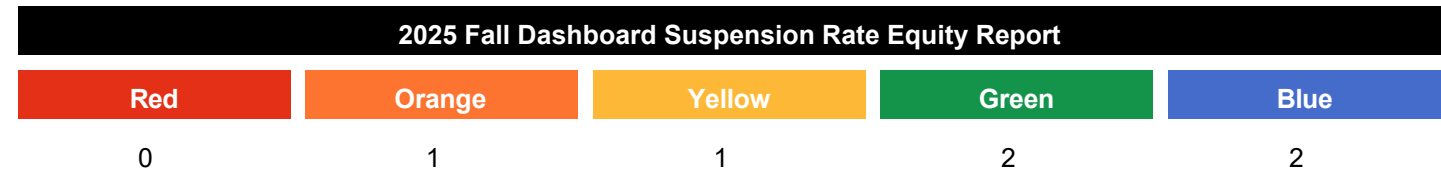
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.2% suspended at least one day Declined 0.8% 254 Students	English Learners  Blue 0% suspended at least one day Declined 3% 36 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 2.8% suspended at least one day Maintained 0.2% 107 Students

Students with Disabilities  Green 1.7% suspended at least one day Declined 4.8% 58 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Green 1.5% suspended at least one day Declined 3% 66 Students
Two or More Races  Orange 4.2% suspended at least one day Increased 2.4% 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Declined 1.7% 93 Students

Conclusions based on this data:

1. In the 2025 school year, Mather Heights Elementary maintained a low overall suspension rate of 1.2%, reflecting a decline of 0.8% from the previous year and indicating a generally positive and supportive school climate. Most student groups, including Hispanic students (1.5%), Students with Disabilities (1.7%), English Learners (0%), and White students (0%), showed declines in suspension rates, demonstrating effective and equitable disciplinary practices. The Two or More Races student group had the highest suspension rate at 4.2%, representing an increase of 2.4%, highlighting an area for targeted support and interventions. Other groups, including small populations such as African American, Asian, Filipino, Foster Youth, Homeless, and Pacific Islander students, had either very low or zero suspension rates, with some data suppressed due to low numbers. Overall, the data suggest that the school has successfully minimized suspensions for most students while identifying opportunities to further support students in groups experiencing higher rates of disciplinary actions. 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,
2. Mather Heights Elementary (MHE) has seen a significant decrease in suspension rates, reflecting meaningful improvements in overall school climate and culture. A key contributor to this progress has been the consistent implementation of the school-wide Self-Aware, On-Task, Achieving, Respectful (SOAR) initiative, which promotes positive student behavior, clear expectations, and a supportive learning environment. Moving forward, the PBIS team will continue to strengthen and refine the SOAR framework by reinforcing positive behavior supports, increasing student recognition, and ensuring consistent implementation across all settings on campus. In addition, the team will align behavior supports with school-wide attendance initiatives to further promote student engagement and connectedness. Through these continued efforts, MHE aims to sustain a positive school culture and further reduce suspension rates while supporting the academic and social-emotional success of all students.

3. Mather Heights Elementary (MHE) will continue to collaborate closely with the district's Social Emotional Learning (SEL) department and the school's PBIS team to provide ongoing, high-quality professional development for all staff. These efforts will focus on strengthening staff capacity to build positive relationships with students, utilize a common language for behavior expectations, and ensure consistency in school-wide practices. Training will also emphasize effective de-escalation strategies and the implementation of restorative approaches to discipline, fostering a supportive and inclusive school environment. In addition, MHE will continue to implement programs such as Special Friends and A Touch of Understanding during the 2026–2027 school year. These programs promote empathy, inclusivity, and student connectedness by providing opportunities for students to build meaningful relationships and develop a deeper understanding of diverse experiences. Together, these initiatives will support a positive school climate and contribute to the social-emotional and behavioral success of all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 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

By the end of the 2026–2027 school year, Mather Heights Elementary will increase overall proficiency on the CAASPP in both English Language Arts (ELA) and Mathematics by at least 2%, while reducing achievement gaps among identified student subgroups.

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 performing below grade-level expectations in both ELA and Math through a comprehensive, data-driven approach. Mather Heights Elementary will prioritize dedicated collaboration time and professional development to develop and refine common formative and summative assessments aligned to essential standards. These assessments will guide the grouping of students based on specific academic needs and inform targeted instruction within MTSS rotations. This work will be supported by strengthening Tier 1 core instruction, implementing strategic interventions, and maintaining a focused emphasis on third grade as a critical transitional year. Instructional practices will emphasize rigorous standards alignment, differentiation, and continuous progress monitoring to ensure all students demonstrate measurable growth and improved outcomes in both ELA and Math.

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	67.34% met or exceeded (2024 data) 65.89% met or exceeded (2025 data)	Students will demonstrate an increase of 2 or more points on identified assessments.
CAASPP Math	61.22% met or exceeded (2024 data) 60.15% met or exceeded (2025 data)	Students will demonstrate an increase of 2 or more points on identified assessments.
Renaissance STAR Reading	Estimated STAR Reading Proficiency Rate - 54.80%	All students will make a minimum of one year's growth as measured by identified assessments.
Renaissance STAR Math	Estimated STAR Math Proficiency Rate - 47.00%	All students will make a minimum of one year's growth as measured by identified assessments.

ELPAC	2025 Data: 8.70% Proficient or Well-Developed, 26.09% Moderately Developed, 39.13% Somewhat Developed, 26.09% Beginning to Develop)	Increase ELPAC performance for students at Levels 3 and 4 by 5%. Increase the English Learner reclassification rate by 5%.
STAR Early Literacy	769 (Fall 2024) 828 (Winter 2025) up 59 points	All students will make a minimum of one year's growth as measured by identified assessments.
SIPPS/UFLI	monitored by teachers	By the end of second grade, students will demonstrate mastery of phonemic awareness, phonics, sight words, and multi-syllabic spelling skills.

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 demonstrate measurable growth on Common Formative Assessments (CFAs) throughout the school year. Grade-level teams collaborate to design CFAs aligned to ELA essential standards, ensuring assessments are rigorous and targeted. These CFAs will provide clear, actionable data, allowing teachers to identify students who require additional support or remediation and to tailor instruction to meet individual learning needs effectively.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
1.2	Teachers will utilize the required Universal Screeners and IAB Assessments to monitor student reading achievement three times per year. These tools provide essential data to track individual student growth, identify learning gaps, and inform targeted instructional strategies. Mather Heights Elementary expects 100% of teachers to administer the diagnostics and screeners within the designated assessment windows and to accurately enter the results, ensuring consistent progress monitoring and data-driven decision-making across all classrooms.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
1.3	All grade-level teams will use PLT/Team Time release periods to collaboratively develop and refine year-round pacing guides, 15-Day Challenge unit plans, and both common formative and summative assessments, including writing assessments in Mathematics and English Language Arts. Through the school's Individualized Teacher Action Plan process, teams will systematically analyze assessment results to identify areas requiring reteaching or enrichment. This collaborative approach ensures that targeted, data-driven instruction is provided to support student growth and maximize academic achievement across all grade levels.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	5336 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers for scheduled PLT/PD Release Days 1178 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Substitute Teachers
1.4	The MTSS (Multi-Tiered Systems of Support) framework at Mather Heights Elementary will provide targeted, 6–8-week interventions designed to meet the specific academic needs of students. The MTSS Specialist will assess and prioritize Tier	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39791 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary

	2 students, delivering focused, small-group instruction in both Mathematics and English Language Arts. In addition to reinforcing the core curriculum, the Specialist will incorporate district-approved supplemental materials to support the learning of both Tier 2 and Tier 3 students. Each grade level's MTSS schedule includes dedicated, blocked instructional time in ELA and Math, ensuring consistent and structured intervention opportunities. This targeted approach allows for precise, data-driven instruction that addresses individual learning gaps, accelerates student progress, and supports measurable growth across all tiers of student need.		9179 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits
1.5	Mather Heights Elementary will continuously monitor the academic and language progress of English Learners (ELs) through the consistent integration of English Language Development (ELD) strategies and targeted preparation for the English Language Proficiency Assessment for California (ELPAC). The Bilingual Instructional Assistant (BIA) and Program Monitor will collaborate closely with classroom teachers to ensure that EL students receive effective, individualized support. Instructional scaffolding will be applied consistently across all lessons, supplemented with additional resources such as graphic organizers, visual aids, and audio-visual materials. These supports are designed to enhance comprehension and engagement for all learners, including English Learners as well as students with IEPs and 504 plans, ensuring equitable access to grade-level content and promoting measurable growth in both language proficiency and academic achievement.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	5246 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide Salary 1939 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Aide Benefits

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/Team Time: During the 2025–2026 school year, teachers were organized into grade-level teams (TK–1, 2–3, 4–5) to participate in PLT/Team Time activities focused on Mathematics and English Language Arts (ELA). Over the course of the year, each grade-level team collaboratively developed comprehensive yearly implementation plans that outlined units of study, essential standards, pacing for the Guaranteed and Viable Curriculum, instructional materials, and both formative and summative assessments. In addition, each team designed and implemented one 15-Day Challenge plan per trimester for Math and ELA to provide targeted, short-term academic acceleration. A school-wide writing assessment was implemented this school year that required teachers to hold collaboration release days at the end of each trimester. These collaborative efforts set the foundation for full implementation of the plans in the 2026–2027 school year, ensuring consistency and rigor across grade levels.

MTSS/RtI (Multi-Tiered Systems of Support/Response to Intervention): Mather Heights Elementary has implemented a structured MTSS/RtI framework, providing 6–8-week targeted interventions tailored to student needs. For the 2026–2027 school year, MHE will strengthen this system by introducing a more consistent and focused approach to intervention delivery, with enhanced support from the MTSS Specialist. This includes refined student progress monitoring, strategic

grouping, and the use of data to inform instructional decisions to accelerate learning for students needing additional support.

English Learner (EL) Support: The academic progress of English Learners (ELs) continues to be closely monitored through integrated and designated English Language Development (ELD) strategies, as well as preparation for the English Language Proficiency Assessment for California (ELPAC). Targeted support from the Bilingual Instructional Assistant (BIA) and Program Monitor has been instrumental in providing small-group and individualized instruction. The MTSS Specialist has also supported all EL students in preparing for the Summative ELPAC assessment, and this initiative will continue in the 2025–2026 school year to ensure sustained language growth and academic achievement.

Overall Impact: Through these coordinated initiatives—PLT/Team Time, MTSS/Rtl interventions, and EL-focused support and writing assessment release days—Mather Heights Elementary has seen consistent growth in student academic performance. Assessment data indicate that these strategies have strengthened instruction, supported targeted interventions, and fostered measurable progress for all student groups, laying a strong foundation for continued success in the upcoming school year.

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 goal and the strategies implemented to achieve it. Mather Heights Elementary successfully aligned all planned actions, including PLT/Team Time collaboration, Rtl/MTSS interventions, and targeted EL support, with the intended objectives. This alignment ensured that each strategy was consistently applied, effectively supporting student learning and promoting measurable academic growth across all grade levels and student subgroups.

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 for the upcoming school year. Mather Heights Elementary (MHE) will continue to implement the identified strategies and activities to ensure the goal is achieved. With the support of the MTSS Specialist, the school will maintain consistent implementation of Professional Learning Teams (PLT/Team Time) and the Rtl/MTSS framework, ensuring targeted, data-driven instruction across all grade levels. MHE will continue to leverage a variety of data sources—including CAASPP, CAST, Renaissance/STAR assessments, student grades, and teacher-created assessments—to monitor student progress, identify areas of need, and guide instructional decision-making. This ongoing focus on data-informed instruction and fidelity of Tier 1 and targeted interventions will support sustained academic growth and help all students achieve measurable success.

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 Partnerships

By the end of the 2026–2027 school year, Mather Heights Elementary will reduce the overall chronic absenteeism rate from 14.7% to 10% and decrease chronic absenteeism for English Learners and Pacific Islander students from 29.4% and 26.3% respectively to below 20% through the implementation of targeted attendance interventions, family outreach, student engagement initiatives, and monitoring in MTSS/PLC structures. Progress will be monitored quarterly using attendance data to ensure equity and support for priority student groups.

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 2026–2027 school year, Mather Heights Elementary (MHE) will continue addressing chronic absenteeism, which affected 14.7% of students in 2025, an increase of 2.7% from the previous year. Chronic absenteeism disproportionately impacts English Learners (29.4%), Pacific Islander students (26.3%), Students with Disabilities (21.1%), and students identifying as Two or More Races (18.6%), limiting access to core instruction and contributing to achievement gaps. To address this, MHE will collaborate with the attendance clerk and front office staff to track absences, engage in proactive parent outreach, and implement an Attendance and Engagement Plan developed by the PBIS and administrative teams. Progress will be monitored through the PowerSchool Dashboard to ensure timely and effective interventions. MHE will also focus on strengthening staff capacity to support student social-emotional well-being through ongoing professional development in collaboration with the district's Social Emotional Learning department and the PBIS team. Training will emphasize fostering positive relationships, consistent behavior expectations, common language, de-escalation strategies, and restorative discipline practices. Programs such as Special Friends and A Touch of Understanding will continue to support student engagement and well-being.

Regarding discipline, MHE maintained a low overall suspension rate of 1.2% in 2025, down 0.8% from the previous year, reflecting a positive and supportive school climate. Most student groups, including English Learners, Hispanic students, Students with Disabilities, and White students, showed declines in suspension rates. The Two or More Races student group had the highest rate at 4.2%, indicating a need for targeted interventions. Overall, the data suggest that MHE has successfully minimized suspensions for most students while identifying areas for additional support to ensure equitable disciplinary practices.

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	14.7% chronically absent (2025 data) 12% chronically absent (2024 data) Daily Attendance Rate in 2025: 94.4% as of April 2026	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	Mather Heights Elementary will continue to prioritize improved attendance rates through the consistent implementation and refinement of the 20-Day Attendance Challenge, which promotes student accountability and recognizes consistent attendance. Staff will actively and routinely monitor the PowerSchool dashboard to identify students who may be at risk of chronic absenteeism. Once identified, staff will engage in timely, personalized follow-up with students and families to provide support, identify barriers to attendance, and implement targeted interventions. Ongoing, proactive communication with families will remain a key component of this effort. Outreach will include phone calls, A2A truancy letters, and School Attendance Review Team (SART) meetings, ensuring that families are informed of attendance expectations while also being connected to resources and supports that address individual needs. To build early awareness and establish strong attendance habits, information highlighting the importance of regular school attendance will be shared during Back-to-School Night and Open House events. These opportunities will be used to reinforce the connection between attendance,	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	10917 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk Salary (Attendance) 8629 LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk Benefits

	academic success, and social-emotional well-being. In addition, attendance messaging will continue to be consistently communicated through the weekly parent newsletter, Week at a Glance. This will include attendance flyers, reminders, and tips for families to support daily attendance, ensuring that the message remains visible and ongoing throughout the school year. To further promote a positive school culture around attendance, school-wide Attendance Class Competitions—led by the principal and attendance clerk—will continue to be implemented. These competitions will recognize and celebrate classrooms with strong attendance, fostering motivation, friendly competition, and a shared commitment to being present and engaged every day. Through these coordinated efforts, Mather Heights Elementary aims to strengthen partnerships with families, reduce chronic absenteeism, and ensure that all students are present, engaged, and prepared for academic success.		
2.2	Focus on Reducing Suspensions Mather Heights Elementary (MHE) is deeply committed to reducing student suspensions by fostering a positive school climate through the expansion of restorative practices and the integration of Social Emotional Learning (SEL) across all grade levels. To achieve this, the school employs a multi-tiered approach that combines proactive, preventative strategies with targeted interventions for students who need additional support. Key strategies include the use of reflection sheets and behavior packets, individual and group counseling, and structured Morning Meetings and Community Circles that encourage dialogue, empathy, and conflict resolution. SEL-focused recess sessions are facilitated by trained staff to provide students with structured opportunities to practice social skills and self-regulation in real-time. The school-wide implementation of the Second Step curriculum ensures consistent instruction in social-emotional skills, reinforced by monthly life skills themes that are highlighted on dedicated wellness and life skills web pages. Families are actively engaged through regular communication, reinforcing SEL principles and promoting collaboration between home and school. Additional supports include positive incentives such as Silver Flyers, student participation in establishing classroom norms, and clearly defined expectations and routines. Progressive discipline	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	4500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Positive Pathways Facilitator Hours

	practices are coupled with intervention strategies, including rest-and-reset zones, alternative recess options, and other individualized supports to address specific behavioral needs. The Positive Pathways program provides targeted, trimester-based support plans for students referred for more intensive interventions, ensuring that all students have access to the resources necessary to succeed academically and socially. Through this comprehensive, proactive approach, MHE strives not only to reduce suspensions but to cultivate a school community where students learn, grow, and thrive in a safe, supportive, and socially-emotionally rich environment.		
2.3	Family Engagement Mather Heights Elementary (MHE) is committed to maintaining and strengthening family engagement by actively partnering with the Parent-Teacher Association (PTA) to foster meaningful connections between families, students, staff, and the broader community. Through this partnership, MHE creates opportunities for families to be involved in both the academic and social aspects of school life, ensuring that parents feel welcomed, informed, and empowered to support their children's success. Staff, students, and parents collaborate to plan and participate in a wide range of school-wide events and activities throughout the year, including workshops, family nights, cultural celebrations, volunteer opportunities, and informational sessions. These initiatives are designed not only to encourage active participation but also to build a strong sense of community, strengthen communication between home and school, and promote shared responsibility for student learning and well-being. By prioritizing family engagement, MHE aims to create a supportive and inclusive environment where families are partners in education, helping students thrive academically, socially, and emotionally.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	0 Parent-Teacher Association (PTA) None Specified
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 district and county 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.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	2751 LCFF - Supplemental 4000-4999: Books And Supplies PBIS-SOAR Campaign and Attendance Drive Supplies 182 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty Supervisor Training (Extra Hours) 68 LCFF - Supplemental 3000-3999: Employee Benefits

	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 2026-2027 for full implementation. 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 Employee of the Year will also be recognized during the 5th-grade promotion ceremony.		Yard Duty Supervisor Benefits
2.5	School (Staff and Students) Culture and Climate Mather Heights Elementary (MHE) is dedicated to fostering a positive, supportive, and inclusive culture for both staff and students. The school emphasizes recognition, collaboration, and team building as foundational practices to strengthen relationships and promote a sense of belonging throughout the school community. Staff and students are celebrated regularly through a variety of recognition strategies, including kudos, affirmations, and expressions of gratitude shared during staff meetings, highlighted in the weekly bulletin, and delivered as personalized handwritten notes paired with small treats. Signature recognition programs, such as Students of the Month and SOAR Awards, will continue in the 2026–2027 school year, with students honored during end-of-trimester assemblies, further reinforcing a culture of achievement and positive behavior. To nurture strong team connections, staff team-building activities are planned based on feedback collected from the beginning-of-year survey, ensuring that events meet the interests and needs of the staff. Looking ahead, MHE will continue to hold the "A Touch of Understanding", a student workshop designed to enhance inclusivity, empathy, and social-emotional awareness, directly complementing staff-led SEL initiatives and promoting a culture of respect and understanding throughout the school. Collaboration remains central to school improvement. The principal, teachers, support staff, and the Rtl team regularly meet to analyze academic and behavioral data, identify student needs, and implement targeted intervention	Staff/Students	1500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A Touch of Understanding and Other Activity Fees

strategies. These collaborative efforts reinforce a shared commitment to student success and ensure that staff and students alike benefit from a positive, supportive, and growth-oriented school climate.		
--	--	--

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, including the Guiding Coalition, PBIS/Climate Team, and MTSS/RtI Team, worked collaboratively and strategically to address chronic absenteeism and reduce suspension rates as part of a broader effort to improve overall school attendance and student engagement. These teams implemented targeted interventions, monitoring systems, and restorative practices aimed at supporting students academically, socially, and emotionally. Despite these concerted efforts, data from A2A/School Status Attend, DataQuest, and the California School Dashboard reflected a slight decline in the overall attendance rate and a modest increase in suspensions, highlighting areas for continued focus and improvement.

On a positive note, family engagement remained strong. High levels of participation in school and PTA events, along with a substantial number of approved Category 2 parent volunteers, demonstrated the school community's continued commitment to supporting students and fostering a positive school climate. These partnerships provide a critical foundation for ongoing initiatives to enhance student attendance, reduce disciplinary incidents, and promote a thriving, inclusive learning environment.

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

Implementation of this goal remained closely aligned with the strategies outlined to achieve it, with all actions and initiatives proceeding as planned. No significant deviations from the original plan were observed, demonstrating fidelity to the intended approach and ensuring consistency in addressing the targeted outcomes.

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 to this goal are anticipated at this time. Mather Heights Elementary (MHE) will continue to implement the strategies and activities previously identified, maintaining consistent efforts to support its successful achievement. Ongoing monitoring and evaluation will ensure that the approaches remain effective and responsive to student needs, reinforcing the school's commitment to sustained progress and continuous improvement.

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 (MHE) provides staff with ongoing opportunities for professional learning designed to optimize classroom instruction and enhance instructional practices. By participating in targeted professional development (PD) and engaging in Professional Learning Communities (PLCs), teachers and staff continuously refine their skills, deepen their content knowledge, and collaborate on effective strategies to support student learning. Through these initiatives, MHE aims to strengthen leadership capacity and teacher efficacy, ensuring that school leaders and instructional staff are equipped to implement evidence-based practices, analyze student data effectively, and foster a culture of continuous improvement. These efforts contribute to improved student outcomes, a more cohesive instructional program, and a school-wide commitment to professional growth and excellence.

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 actively participated in a variety of professional development opportunities offered by the district, the school site, and external organizations. These opportunities include PLC Solution Tree workshops, Math curriculum training, Response to Intervention (RtI) sessions, Behavior Management Solutions, assessment trainings, High Reliability Schools training, and other targeted programs designed to enhance instructional practices, leadership skills, and student support strategies. By engaging in these professional learning experiences, staff are better equipped to implement evidence-based strategies, collaborate effectively, and address the diverse academic and social-emotional needs of students.	Students at Mather Heights Elementary will benefit from instruction delivered by well-trained teachers who have access to a Guaranteed and Viable Curriculum, as well as integrated Social Emotional Learning (SEL) practices. Teachers are actively implementing the instructional strategies and materials acquired through professional development, ensuring that classroom practices are both research-based and aligned with student needs. As a result, student engagement and participation are expected to increase, supported by more effective instruction, meaningful learning experiences, and a school-wide focus on fostering both academic and social-emotional growth.
Self-Reported Data, PLT Notes, Walkthroughs	Students who require additional support in reading and mathematics will receive targeted interventions provided by their classroom teachers, the MTSS specialist, and through after-school programs. These interventions are designed to address individual learning needs, reinforce essential skills, and provide personalized strategies to help students achieve academic growth and success.	Students receiving targeted interventions in reading and mathematics are expected to demonstrate measurable growth over time. The MTSS specialist and classroom teachers will regularly monitor student progress, using data to adjust instruction and intervention strategies as needed, ensuring that each student receives the support necessary to achieve academic success.
Training Logs, Self-Report, Assessment Data	The district and school site provide ongoing training and professional development to support teachers in delivering high-quality instruction. Mather Heights Elementary (MHE) teachers have participated in a variety of professional learning opportunities, including University of Florida Literacy Institute (UFLI) training, MClass assessment workshops, math curriculum training, evaluation training, and other targeted programs. These professional development experiences equip teachers with the tools, strategies, and knowledge necessary to implement effective instructional practices, monitor student progress, and address diverse learning needs across the classroom.	Teachers will integrate University of Florida Literacy Institute (UFLI) and SIPPS Challenge into daily instruction, ensuring that students receive consistent, targeted support in foundational reading skills. Teachers will also maintain detailed records of assessment data, allowing them to monitor student progress, adjust instruction as needed, and provide timely interventions to support each student's academic growth.
Instructional Rounds Documentation and Feedback	Using a site-developed form and guided by the principles of the district's Model of Instruction, the school principal conducts unannounced instructional rounds (walkthroughs) throughout the school year. These	The principal and teachers collaborate to deliver mini-professional development (PD) sessions on best practices, providing both written and verbal feedback through the instructional rounds form. In addition,

	walkthroughs allow the principal to observe classroom practices, identify exemplary teaching strategies, and provide timely recognition of outstanding instructional practices. When areas for growth are identified, teachers receive targeted instructional coaching and support, promoting continuous professional development, consistent implementation of effective teaching strategies, and ongoing enhancement of student learning experiences.	these sessions include coaching opportunities, allowing teachers to receive personalized guidance, refine instructional strategies, and implement feedback effectively, further supporting professional growth and improved student outcomes.
Training Logs, Self-Report, PLT Notes, Walkthroughs	Ongoing professional development is provided through a combination of district-led training and site-based support from the Climate and Culture/PBIS facilitators. These opportunities ensure that staff receive continuous guidance on effective instructional practices, behavior management, and strategies to foster a positive school climate, supporting both teacher growth and student success.	All teachers will implement culturally responsive and inclusive, evidence-based instructional practices to ensure that all students feel valued, represented, and supported in the classroom. In addition, specific SEL plans will be developed for students in Tiers 2 and 3, providing targeted interventions that address their unique social-emotional and behavioral needs. These approaches are designed to promote equity, foster positive relationships, and support academic and social-emotional growth for every student.

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 TK–2 teachers have received training in UFLI strategies, MClass assessments, and the math curriculum, and are actively implementing these evidence-based practices to strengthen foundational reading and mathematics skills. These targeted instructional strategies support early literacy and numeracy development, ensuring that students build the essential skills needed for long-term academic success.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
3.2	Grades 3–5 teachers have received training in the SIPPS Challenge program, math curriculum, and MClass assessments, and will actively implement these strategies to support advanced literacy and mathematics development. These evidence-based programs and tools provide targeted instruction, strengthen students' reading and numeracy skills, and ensure that upper elementary students continue to achieve grade-level proficiency and academic growth.	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, with a specific focus on math and writing. These materials will be selected based on insights gained from staff professional development and are intended to provide targeted support, reinforce essential skills,	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

	and enhance instructional strategies for students requiring additional academic and social-emotional interventions.		Mystery Writing, Scholastic, and Other Supplementary Materials
3.4	The principal will conduct instructional rounds throughout the school year to observe classroom instruction, identify exemplary teaching practices, and highlight effective strategies being used across all classrooms. These observations support the sharing of best practices, provide opportunities for targeted feedback, and promote continuous instructional improvement.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	
3.5	Mather Heights Elementary (MHE) will implement an effective instructional delivery model that incorporates research-based instructional strategies, aligned resources, and consistent classroom routines to ensure all students meet their academic goals. This includes the use of textbooks and curriculum materials carefully aligned to essential standards. Staff will engage in targeted professional development focused on Social Emotional Learning (SEL), curriculum implementation, English Language Development (ELD), Universal Design for Learning (UDL), and Professional Learning Communities (PLC)/practices. Teachers will collaborate regularly in teams to analyze student data, plan instruction, and monitor progress, ensuring that instruction is responsive to student needs. School leadership will provide ongoing guidance to prioritize standards, assessments, and instructional decisions, supporting teachers in maintaining fidelity and focus. Professional learning will also include training in evidence-based reading and writing strategies and culturally responsive teaching, equipping staff with the tools and approaches necessary to deliver rigorous, inclusive, and engaging instruction that supports the growth of all students.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	5337 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher Salaries for Release Days/Professional Development Days 1177 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Teacher Benefits 9637 LCFF - Supplemental 2000-2999: Classified Personnel Salaries K-5 Elementary Paraeducator Salary 3686 LCFF - Supplemental 3000-3999: Employee Benefits K-5 Elementary Paraeducator Benefits
3.6	To support the district priorities of 3rd-grade literacy and 5th-grade mathematics proficiency, Mather Heights Elementary (MHE) will provide targeted reading and math interventions and tutorials for students performing below grade-level standards. These programs are designed to strengthen foundational skills, promote academic growth, and help students achieve grade-level proficiency. Interventions are data-driven, personalized, and responsive to individual learning needs, ensuring that every student receives the support necessary to succeed academically.	ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39791 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 9179 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits 4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for After-School Tutorials 883 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 instructional strategies learned through professional development provided by the school and district. This implementation is documented through the principal’s instructional rounds, with staff receiving both verbal and written feedback to guide continued growth. Evidence from these observations indicates a marked increase in the use of instructional scaffolding and differentiated strategies, resulting in high-quality instruction that effectively supports students across all tier levels and promotes academic growth for all learners.

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 outlined to achieve it, demonstrating fidelity to the planned approach and ensuring that all actions directly supported the intended outcomes.

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. Mather Heights Elementary (MHE) will continue to implement the strategies and activities previously identified, maintaining consistent efforts to achieve the intended outcomes. Ongoing monitoring and support will ensure that these strategies remain effective in promoting teacher efficacy, instructional quality, and student success.

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: Cultivating a Safe, Healthy, and Inclusive School Environment for Student Engagement and Success

Mather Heights Elementary (MHE) is committed to creating and sustaining a safe, healthy, and inclusive school environment where all students feel connected, supported, and valued. The school aims to ensure that every student is equipped to thrive academically, socially, and emotionally, fostering a culture of belonging, well-being, and success for all learners.

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 demonstrates that teacher efficacy and effectiveness are the most significant factors influencing student achievement, surpassing other school-related variables in their impact. This underscores the critical importance of providing teachers with ongoing professional development, targeted coaching, and sustained support, enabling them to refine instructional practices, implement evidence-based strategies, and respond effectively to the diverse academic and social-emotional needs of their students. By investing in teacher growth and capacity, MHE can create meaningful improvements in student learning outcomes and overall academic success.

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	All teachers are 100% appropriately assigned and fully credentialed, ensuring that each educator meets state certification requirements and is qualified to teach the subjects and grade levels to which they are assigned. This guarantees that students receive instruction from highly qualified professionals, supporting academic achievement and adherence to state and district standards.	Mather Heights Elementary will ensure that all certificated staff hold the appropriate credentials for their assigned subjects and grade levels, guaranteeing that students are taught by highly qualified educators. In addition, all employees will be evaluated in alignment with district standards and timelines, supporting professional growth and accountability. Participation in the teacher induction (BTSA) program will be closely monitored by tracking the successful completion of Year 1 and Year 2, as well as the total number of teachers actively participating and completing the program. These measures ensure that new and developing teachers receive the guidance and support necessary to meet district expectations and provide high-quality instruction.
Williams Act facilities audit	All facilities at Mather Heights Elementary (MHE) are maintained to be 100% in good repair, ensuring a safe, clean, and functional learning environment for students, staff, and visitors. Regular inspections, maintenance, and timely repairs support the school's commitment to safety, accessibility, and the overall well-being of the school community.	Mather Heights Elementary will ensure that 100% of school facilities are maintained in "Good" or "Exemplary" condition, in accordance with the Williams Act facilities inspection criteria. Regular inspections, preventive maintenance, and timely repairs will be conducted to guarantee a safe, clean, and fully functional learning environment for all students, staff, and visitors.
Williams Act instructional materials audit.	Mather Heights Elementary meets the 100% compliance with state-approved instructional materials, guaranteeing that all students have access to the curriculum and resources required to meet grade-level standards. This compliance supports equitable instruction, aligns with district and state requirements, and ensures that teachers have the necessary materials to deliver high-quality instruction across all subject areas.	Mather Heights Elementary will ensure ongoing 100% compliance with the Williams Act by verifying that all schools have adequate, state-approved instructional materials and that facilities are maintained in good condition. Regular monitoring, inspections, and timely corrective actions will be conducted to guarantee a safe, well-equipped, and fully functional learning environment, supporting both student learning and adherence to state standards.
Walkthroughs/Observation Logs	About 70% of classrooms demonstrate the use of culturally and linguistically responsive instructional strategies, as measured through walkthroughs or observation rubrics. This ensures that teachers are incorporating practices that reflect students' diverse backgrounds, promote equity, and support engagement, academic growth, and a sense of belonging for all learners.	Mather Heights Elementary will ensure that at least 90% of classrooms demonstrate the use of culturally and linguistically responsive instructional strategies, as evidenced through classroom walkthroughs and observation rubrics. This commitment supports an inclusive learning environment, promotes student engagement, and ensures that instructional practices reflect and honor the diverse cultural and linguistic backgrounds of all 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
4.1	Mather Heights Elementary (MHE) will ensure that annual teacher evaluations are conducted in strict alignment with district guidelines, promoting accountability and professional growth. In addition, the principal will conduct regular, unscheduled instructional rounds to observe classroom practices, provide meaningful feedback, and highlight exemplary instructional strategies across the campus. To support a robust and systematic Multi-Tiered System of Supports (MTSS), MHE will continue funding the MTSS Specialist position. This role is essential for strengthening high-quality Tier 1 instruction and coordinating targeted Tier 2 and Tier 3 interventions, ensuring that all students receive the support necessary to succeed academically and socially. MHE is also committed to building staff capacity through targeted professional development aligned to both academic content areas and Social Emotional Learning (SEL) needs. To further enhance collaboration and instructional planning, the school will allocate funds to provide teachers with release time for Professional Learning Team (PLT) meetings and targeted Team time planning, allowing for data-driven instruction and coordinated interventions tailored to student needs.	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	39791 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 9179 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits 5336 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Salaries for PLT Collaboration Release Days/PD Days 1178 LCFF - Supplemental 3000-3999: Employee Benefits Substitute Benefits for PLT Collaboration Release Days/PD Days
4.2	Mather Heights Elementary (MHE) will continue to fund previously hired classified staff to strengthen school-to-home communication and provide essential student support. This ongoing staffing ensures that students remain healthy, engaged in their learning, and supported both academically and socially-emotionally, contributing to overall student achievement. Specifically, MHE will maintain a parent coordinator and a health assistant, both of whom play a critical role in fostering family engagement, addressing student needs, and supporting a positive and inclusive school environment.	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	11653 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 4655 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits 6440 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant Salary 2462 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits
4.3	Mather Heights Elementary will allocate funds to purchase necessary supplies and instructional materials, including supplementary resources, to guarantee that all students have access to high-quality learning materials in accordance with the Williams Act. Targeted professional development	All Students, K-5 ALL with a special focus on "at risk" as identified by the PowerSchool Dashboard.	2751 LCFF - Supplemental 4000-4999: Books And Supplies

	will also be provided for teachers and staff to effectively utilize these materials, with an emphasis on closing the achievement gap and supporting equitable academic outcomes for all students.		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 the appropriate teaching credentials and academic degrees. To support ongoing professional growth and instructional excellence, both the school district and the site principal provide targeted professional development opportunities that promote continuous learning, skill refinement, and the effective implementation of evidence-based instructional practices. Since August 2023, the principal has conducted regular, unscheduled instructional rounds, a practice that will continue into the 2026–2027 school year. These walkthroughs are designed to observe classroom instruction, provide actionable feedback, and highlight effective teaching strategies in real time. 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 and Model of Instruction (MOI), MHE utilizes both core and district-approved supplemental instructional materials to enhance the quality of Tier 1 instruction. The school also continues to support the 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 necessary to meet their individual learning needs and achieve success.

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 executed as intended, demonstrating fidelity to the plan and effectively supporting 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 at this time. Mather Heights Elementary will continue to implement the established strategies and activities, maintaining consistent efforts to ensure the goal's successful achievement. Ongoing monitoring and support will ensure these approaches remain effective in promoting student success and advancing the school's priorities.

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	\$248,851.00
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	\$101,941.00
Learning Recovery	\$146,910.00
Parent-Teacher Association (PTA)	\$0.00

Subtotal of state or local funds included for this school: \$248,851.00

Total of federal, state, and/or local funds for this school: \$248,851.00

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	101,941.00	0.00
Learning Recovery	146,910.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	101,941.00
Learning Recovery	146,910.00
Parent-Teacher Association (PTA)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	139,382.00
2000-2999: Classified Personnel Salaries	44,075.00
3000-3999: Employee Benefits	53,392.00
4000-4999: Books And Supplies	5,502.00
5700-5799: Transfers Of Direct Costs	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,009.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,075.00

3000-3999: Employee Benefits	LCFF - Supplemental	25,855.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,502.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	119,373.00
3000-3999: Employee Benefits	Learning Recovery	27,537.00
None Specified	Parent-Teacher Association (PTA)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,669.00
Goal 2	28,547.00
Goal 3	74,190.00
Goal 4	83,445.00

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
Jennifer Gex	Classroom Teacher
Stephanie Tembey	Classroom Teacher
Christina Harlin	Classroom Teacher
Karla Pichardo	Parent or Community Member
Jennifer Jarwin	Other School Staff Parent or Community Member
Kayleena Selberg	Parent or Community Member
Julie Buel	Other School Staff
Petra Taylor	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
Jennifer Jarwin	Other School Staff Parent or Community Member
Karla Pichardo	Parent or Community Member
Donna Eddy	Classroom Teacher
Stephanie Tembey	Classroom Teacher
Julie Buel	Other School Staff

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 14, 2026.

Attested:



Principal, Joel C. Francisco on 4/14/2026



SSC Chairperson, Stephanie Tembey on 4/14/2026

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 as 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/atخطيطwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atخطيطsummary.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



SCHOOL SITE COUNCIL/ELAC 2025-2026

SSC/ELAC Meeting - 1st Trimester

April 14, 2026, 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. Approve Minutes of Last Meeting
3. Call to Order
4. New Business: 2026-2027 School Plan for Student Achievement (SPSA)
5. Approval of the Budget Proposal
6. Adjournment
7. Next SSC/ELAC Meeting: May 2026

Mather Heights Elementary School



MEETING NOTES:

MATHER HEIGHTS ELEMENTARY SCHOOL SITE COUNCIL MEETING AGENDA / MINUTES

Date: April 14, 2026

Time: 3:30 pm

Location: MS Teams Meeting

1. **Call to Order** - Welcome and Introductions

The meeting was called to order at 3:31 p.m.

Members Present:

X Joel Francisco, Principal

X Julie Buel, Parent Coordinator

X Jennifer Jarwin, Administrative Assistant, Parent, Classified Staff

X Stephanie Tembey, Teacher

X Jenn Gex, Teacher

 Christina Harlin, Teacher

X Kayleena Selberg, Parent, PTA President

 Kelly Condon, Parent, PTA Vice President

 Petra Taylor, Parent

X Karla Pichardo, Parent, ELAC

Quorum established with 7 members in attendance.

2. **Previous Meeting Minutes** – Meeting was called to order at 3:31pm. Previous SSC minutes were approved. Motion to approve the minutes was raised by Ms. Jarwin, motion was seconded by Ms. Gex.

3. **Public Comment**- None

4. **Unfinished Business**- None

5. **New Business:**

a. **2026-2027 Single Plan for Student Achievement (SPSA)**

Principal Francisco presented the SPSA for the 2026–2027 school year, outlining the LCAP goals and Mather Heights Elementary’s site-specific goals. He explained the aligned school activities designed to achieve these goals, followed by discussion and feedback.

b. **Approval:**

Mather Heights Elementary School



Motion to approve the SPSA was raised by Ms. Tembey, motion was seconded by Ms. Gex. All members of the Site Council/ELAC approved the SPSA plan for 2026-2027.

6. **Adjournment/Next Meeting:** A motion to adjourn was made by Ms. Buel and seconded by Ms. Selberg. The motion was approved, and the meeting was adjourned at _3:55__PM. The next meeting will be held on TBA, at 3:30 PM via virtual meeting.

Minutes respectfully submitted by: Principal Joel Francisco.

Joel C. Francisco
Signature

April 14, 2026
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.**





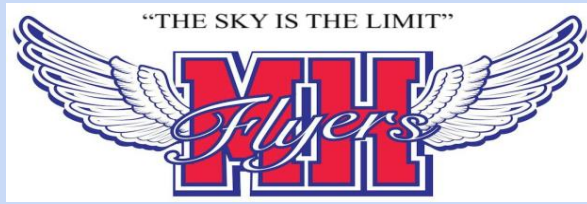
MHE SITE COUNCIL/ELAC MEETING

April 14, 2026
MS TEAMS



AGENDA

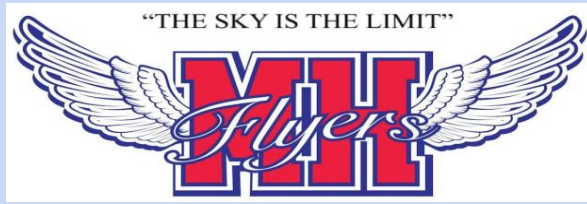
- 1. Welcome**
- 2. Introductions**
- 3. Call to Order** [Link to Minutes](#)
- 4. MHE School Plan for Student Achievement**
- 5. Approval of the SPSA for 2026-2027**
- 6. Adjournment**



MHE SPSA 2026-2027 GOALS

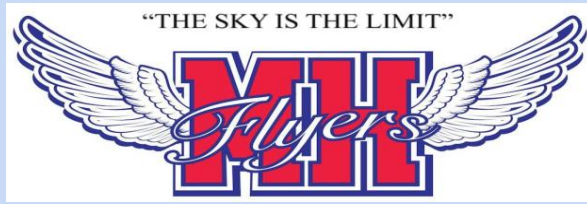
LCAP GOAL 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

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



MHE SPSA 2026-2027 GOALS

MHE GOAL 1: *By the end of the 2026–2027 school year, Mather Heights Elementary will increase overall proficiency on the CAASPP in both English Language Arts (ELA) and Mathematics by at least 2%, while reducing achievement gaps among identified student subgroups.*

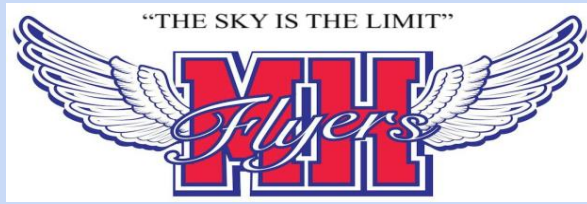


MHE SPSA 2026-2027 GOALS

ACTIVITIES:

1.1 Students will demonstrate measurable growth on **Common Formative Assessments (CFAs)** throughout the school year. Grade-level teams collaborate to design CFAs aligned to ELA essential standards, ensuring assessments are rigorous and targeted. These CFAs will provide clear, actionable data, allowing teachers to identify students who require additional support or remediation and to tailor instruction to meet individual learning needs effectively.

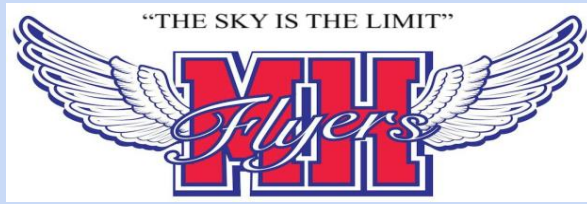
1.2 Teachers will utilize the required **Universal Screeners and IAB Assessments** to monitor student reading achievement three times per year. These tools provide essential data to track individual student growth, identify learning gaps, and inform targeted instructional strategies. Mather Heights Elementary expects 100% of teachers to administer the diagnostics and screeners within the designated assessment windows and to accurately enter the results, ensuring consistent progress monitoring and data-driven decision-making across all classrooms.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

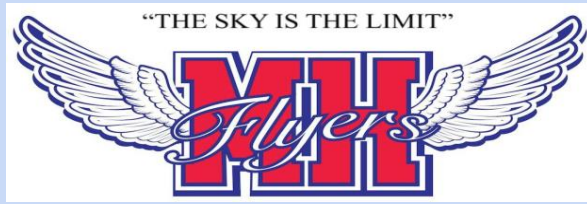
1.3 All grade-level teams will use **PLT/Team Time release periods** to collaboratively develop and refine year-round pacing guides, 15-Day Challenge unit plans, and both common formative and summative assessments, including writing assessments in Mathematics and English Language Arts. Through the school's Individualized Teacher Action Plan process, teams will systematically analyze assessment results to identify areas requiring reteaching or enrichment. This collaborative approach ensures that targeted, data-driven instruction is provided to support student growth and maximize academic achievement across all grade levels.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

1.4 The **MTSS (Multi-Tiered Systems of Support)** framework at Mather Heights Elementary will provide targeted, 6–8-week interventions designed to meet the specific academic needs of students. The MTSS Specialist will assess and prioritize Tier 2 students, delivering focused, small-group instruction in both Mathematics and English Language Arts. In addition to reinforcing the core curriculum, the Specialist will incorporate district-approved supplemental materials to support the learning of both Tier 2 and Tier 3 students. Each grade level's MTSS schedule includes dedicated, blocked instructional time in ELA and Math, ensuring consistent and structured intervention opportunities. This targeted approach allows for precise, data-driven instruction that addresses individual learning gaps, accelerates student progress, and supports measurable growth across all tiers of student need.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

1.5 Mather Heights Elementary will continuously monitor the academic and language progress of English Learners (ELs) through the consistent integration of **English Language Development (ELD) strategies** and targeted preparation for the English Language Proficiency Assessment for California (ELPAC). The Bilingual Instructional Assistant (BIA) and Program Monitor will collaborate closely with classroom teachers to ensure that EL students receive effective, individualized support. Instructional scaffolding will be applied consistently across all lessons, supplemented with additional resources such as graphic organizers, visual aids, and audio-visual materials. These supports are designed to enhance comprehension and engagement for all learners, including English Learners as well as students with IEPs and 504 plans, ensuring equitable access to grade-level content and promoting measurable growth in both language proficiency and academic achievement.



MHE SPSA 2026-2027 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 Partnerships



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.1 Mather Heights Elementary will continue to prioritize **improved attendance rates** through the consistent implementation and refinement of the 20-Day Attendance Challenge, which promotes student accountability and recognizes consistent attendance.

Staff will actively and routinely monitor the PowerSchool dashboard to identify students who may be at risk of chronic absenteeism. Once identified, staff will engage in timely, personalized follow-up with students and families to provide support, identify barriers to attendance, and implement targeted interventions.

To build early awareness and establish strong attendance habits, information highlighting the importance of regular school attendance will be shared during Back-to-School Night and Open House events. These opportunities will be used to reinforce the connection between attendance, academic success, and social-emotional well-being.



MHE SPSA 2026-2027 GOALS

MHE GOAL 2: *By the end of the 2026–2027 school year, Mather Heights Elementary will reduce the overall chronic absenteeism rate from 14.7% to 10% and decrease chronic absenteeism for English Learners and Pacific Islander students from 29.4% and 26.3% respectively to below 20% through the implementation of targeted attendance interventions, family outreach, student engagement initiatives, and monitoring in MTSS/PLC structures. Progress will be monitored quarterly using attendance data to ensure equity and support for priority student groups.*



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.1 In addition, **attendance messaging** will continue to be consistently communicated through the weekly parent newsletter, Week at a Glance. This will include attendance flyers, reminders, and tips for families to support daily attendance, ensuring that the message remains visible and ongoing throughout the school year.

To further promote a positive school culture around attendance, school-wide **Attendance Class Competitions**—led by the principal and attendance clerk—will continue to be implemented. These competitions will recognize and celebrate classrooms with strong attendance, fostering motivation, friendly competition, and a shared commitment to being present and engaged every day.

Through these coordinated efforts, Mather Heights Elementary aims to strengthen partnerships with families, reduce chronic absenteeism, and ensure that all students are present, engaged, and prepared for academic success.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.2 Focus on Reducing Suspensions:

Mather Heights Elementary (MHE) is deeply committed to **reducing student suspensions** by fostering a positive school climate through the expansion of restorative practices and the integration of Social Emotional Learning (SEL) across all grade levels. To achieve this, the school employs a multi-tiered approach that combines proactive, preventative strategies with targeted interventions for students who need additional support.

Key strategies include the use of reflection sheets and behavior packets, individual and group counseling, and structured Morning Meetings and Community Circles that encourage dialogue, empathy, and conflict resolution. SEL-focused recess sessions are facilitated by trained staff to provide students with structured opportunities to practice social skills and self-regulation in real-time.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.2 Focus on Reducing Suspensions:

The school-wide implementation of the **Second Step** curriculum ensures consistent instruction in social-emotional skills, reinforced by monthly life skills themes that are highlighted on dedicated wellness and life skills web pages. Families are actively engaged through regular communication, reinforcing SEL principles and promoting collaboration between home and school.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.2 Focus on Reducing Suspensions:

Additional supports include positive incentives such as **Silver Flyers**, student participation in establishing classroom norms, and clearly defined expectations and routines. **Progressive discipline practices** are coupled with intervention strategies, including rest-and-reset zones, alternative recess options, and other individualized supports to address specific behavioral needs. The **Positive Pathways** program provides targeted, trimester-based support plans for students referred for more intensive interventions, ensuring that all students have access to the resources necessary to succeed academically and socially.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.3 Family Engagement:

Mather Heights Elementary (MHE) is committed to maintaining and strengthening **family engagement** by actively partnering with the **Parent-Teacher Association (PTA)** to foster meaningful connections between families, students, staff, and the broader community. Through this partnership, MHE creates opportunities for families to be involved in both the academic and social aspects of school life, ensuring that parents feel welcomed, informed, and empowered to support their children's success.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.3 Family Engagement:

Staff, students, and parents collaborate to plan and participate in a wide range of **school-wide events and activities** throughout the year, including workshops, family nights, cultural celebrations, volunteer opportunities, and informational sessions. These initiatives are designed not only to encourage active participation but also to build a strong sense of community, strengthen communication between home and school, and promote shared responsibility for student learning and well-being.



MHE SPSA 2026-2027 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 district and county 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.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.4 PBIS and SEL:

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 2026-2027 for full implementation.

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.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.5 School (Staff and Students) Culture and Climate:

Mather Heights Elementary (MHE) is dedicated to fostering a positive, supportive, and inclusive culture for both staff and students. The school emphasizes recognition, collaboration, and team-building as foundational practices to strengthen relationships and promote a sense of belonging throughout the school community.

Staff and students are celebrated regularly through a variety of recognition strategies, including kudos, affirmations, and expressions of gratitude shared during staff meetings, highlighted in the weekly bulletin, and delivered as personalized handwritten notes paired with small treats. Signature recognition programs, such as **Students of the Month** and **SOAR Awards**, will continue in the 2026–2027 school year, with students honored during end-of-trimester assemblies, further reinforcing a culture of achievement and positive behavior.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.5 School (Staff and Students) Culture and Climate:

To nurture strong team connections, staff team-building activities are planned based on feedback collected from the beginning-of-year survey, ensuring that events meet the interests and needs of the staff.

Looking ahead, MHE will continue to hold the "**A Touch of Understanding**", a student workshop designed to enhance inclusivity, empathy, and social-emotional awareness, directly complementing staff-led SEL initiatives and promoting a culture of respect and understanding throughout the school.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

2.5 School (Staff and Students) Culture and Climate:

Collaboration remains central to school improvement. The principal, teachers, support staff, and the **Rtl team** regularly meet to analyze academic and behavioral data, identify student needs, and implement targeted intervention strategies. These collaborative efforts reinforce a shared commitment to student success and ensure that staff and students alike benefit from a positive, supportive, and growth-oriented school climate.



MHE SPSA 2026-2027 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 2026-2027 GOALS

MHE GOAL 3: *Mather Heights Elementary (MHE) provides staff with ongoing opportunities for professional learning designed to optimize classroom instruction and enhance instructional practices. By participating in targeted professional development (PD) and engaging in Professional Learning Communities (PLCs), teachers and staff continuously refine their skills, deepen their content knowledge, and collaborate on effective strategies to support student learning. Through these initiatives, MHE aims to strengthen leadership capacity and teacher efficacy, ensuring that school leaders and instructional staff are equipped to implement evidence-based practices, analyze student data effectively, and foster a culture of continuous improvement. These efforts contribute to improved student outcomes, a more cohesive instructional program, and a school-wide commitment to professional growth and excellence.*



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

3.1 Grades TK–2 teachers have received training in UFLI strategies, MClass assessments, and the math curriculum, and are actively implementing these evidence-based practices to strengthen foundational reading and mathematics skills. These targeted instructional strategies support **early literacy** and **numeracy development**, ensuring that students build the essential skills needed for long-term academic success.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

Grades 3–5 teachers have received training in the SIPPS Challenge program, math curriculum, and MClass assessments, and will actively implement these strategies to support advanced **literacy** and **mathematics development**. These evidence-based programs and tools provide targeted instruction, strengthen students' reading and numeracy skills, and ensure that upper elementary students continue to achieve grade-level proficiency and academic growth.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

3.3 Purchase district-approved supplementary materials to address Tier 2 and Tier 3 academic and social-emotional needs, with a specific focus on **math** and **reading and writing**. These materials will be selected based on insights gained from staff professional development and are intended to provide targeted support, reinforce essential skills, and enhance instructional strategies for students requiring additional academic and social-emotional interventions.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

3.4 The principal will conduct **instructional rounds** throughout the school year to observe classroom instruction, identify exemplary teaching practices, and highlight effective strategies being used across all classrooms. These observations support the sharing of best practices, provide opportunities for targeted feedback, and promote continuous instructional improvement.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

3.5 Mather Heights Elementary (MHE) will implement an effective instructional delivery model that incorporates research-based instructional strategies, aligned resources, and consistent classroom routines to ensure all students meet their academic goals. This includes the use of textbooks and curriculum materials carefully aligned to essential standards and guided by the **Model of Instruction**.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

3.6 To support the district priorities of 3rd-grade literacy and 5th-grade mathematics proficiency, Mather Heights Elementary (MHE) will provide targeted **reading** and **math interventions** and tutorials for students performing below grade-level standards. These programs are designed to strengthen foundational skills, promote academic growth, and help students achieve grade-level proficiency. Interventions are data-driven, personalized, and responsive to individual learning needs, ensuring that every student receives the support necessary to succeed academically.



MHE SPSA 2026-2027 GOALS

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

Title: Cultivating a Safe, Healthy, and Inclusive School Environment for Student Engagement and Success



MHE SPSA 2026-2027 GOALS

MHE GOAL 4: *Research consistently demonstrates that teacher efficacy and effectiveness are the most significant factors influencing student achievement, surpassing other school-related variables in their impact. This underscores the critical importance of providing teachers with ongoing professional development, targeted coaching, and sustained support, enabling them to refine instructional practices, implement evidence-based strategies, and respond effectively to the diverse academic and social-emotional needs of their students. By investing in teacher growth and capacity, MHE can create meaningful improvements in student learning outcomes and overall academic success.*



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

4.1 Mather Heights Elementary (MHE) will ensure that annual **teacher evaluations** are conducted in strict alignment with district guidelines, promoting accountability and professional growth. In addition, the principal will conduct regular, **unscheduled instructional rounds** to observe classroom practices, provide meaningful feedback, and highlight exemplary instructional strategies across the campus.

To support a robust and systematic **Multi-Tiered System of Supports (MTSS)**, MHE will continue funding the MTSS Specialist position. This role is essential for strengthening high-quality Tier 1 instruction and coordinating targeted Tier 2 and Tier 3 interventions, ensuring that all students receive the support necessary to succeed academically and socially.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

4.1 MHE is also committed to building **staff capacity** through targeted professional development aligned to both academic content areas and Social Emotional Learning (SEL) needs. To further enhance collaboration and instructional planning, the school will allocate funds to provide teachers with release time for **Professional Learning Team** (PLT) meetings and targeted **Team time** planning, allowing for data-driven instruction and coordinated interventions tailored to student needs.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

4.2 Mather Heights Elementary (MHE) will continue to fund previously hired classified staff to strengthen school-to-home communication and provide essential student support. This ongoing staffing ensures that students remain healthy, engaged in their learning, and supported both academically and socially-emotionally, contributing to overall student achievement. Specifically, MHE will maintain a **parent coordinator** and a **health assistant**, both of whom play a critical role in fostering family engagement, addressing student needs, and supporting a positive and inclusive school environment.



MHE SPSA 2026-2027 GOALS

ACTIVITIES:

4.3 Mather Heights Elementary will allocate funds to purchase necessary supplies and instructional materials, including **supplementary resources**, to guarantee that all students have access to high-quality learning materials in accordance with the Williams Act. **Targeted professional development** will also be provided for teachers and staff to effectively utilize these materials, with an emphasis on closing the achievement gap and supporting equitable academic outcomes for all students.



MHE SPSA 2026-2027 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

1000-1999 Certificated Personnel Salaries -	\$139,382.00
2000-2999 Classified Personnel Salaries -	\$44,075.00
3000-3999 Employee Benefits -	\$53,392.00
4000-4999 Books and Supplies -	\$5,502.00
5700-5799 Transfer of Direct Costs -	\$4,500.00
5800-5999 Professional/Consulting Services And Operating Expenditures-	\$2,000.00
GRAND TOTAL	\$248,851.00



MHE SPSA 2026-2027 SUPPLEMENTAL BUDGET

Supplemental Budget Allocations

GOAL 1	\$62,669.00
GOAL 2	\$28,547.00
GOAL 3	\$74,190.00
GOAL 4	\$83,445.00

Sources:

<i>LCFF Supplemental</i>	(\$101, 941.00)
<i>Learning Recovery</i>	(\$146, 910.00)
GRAND TOTAL	\$248,851.00



MHE SPSA 2026-2027 SUPPLEMENTAL BUDGET

Specific Budget Allocations (Site Supplemental for Unduplicated Pupil Count)

Grade-Level Writing Release Days	\$9,155.00
Grade-Level PLT Release Days	\$6,104.00
Positive Pathways	\$4,500.00
After-School Targeted Tutorials	\$4,883.00
Yard Duty Training	\$250.00
Supplemental Materials (Mystery Writing/Scholastic)	\$1,500.00
Elementary Paraeducator	\$18,282.00
A Touch of Understanding	\$1,500.00



MHE SPSA 2026-2027 SUPPLEMENTAL BUDGET

Specific Budget Allocations (Site Supplemental for Unduplicated Pupil Count)

PBIS - SOAR/Attendance Materials and Prizes	\$1,000.00
---	------------

Instructional Rounds/Peer Observations	\$916.00
--	----------

Supplies	\$1,910.00
----------	------------

GRAND TOTAL	\$50,000.00
-------------	-------------



MHE SPSA 2026-2027 APPROVAL

APPROVAL of the SPSA PLAN for 2026-2027 School Year



A word cloud featuring the phrase "thank you" in various languages and scripts, centered around the words "thank" and "you". The words are arranged in a circular pattern, with "thank" in large red letters and "you" in large red letters. Other words include:

- danke (German)
- 謝謝 (Chinese)
- ngiyabonga (Xhosa)
- شكراً جزيلاً (Arabic)
- teşekkür ederim (Turkish)
- спасибо (Russian)
- Баярлалаа (Mongolian)
- faafetai lava (Tongan)
- mersi (Arabic)
- vinaka (Samoan)
- blagodaram (Ukrainian)
- spas (Slovak)
- barka (Arabic)
- welalin (Tamil)
- tack (Swedish)
- misaotra (Malagasy)
- matondo (Zulu)
- paldies (Latvian)
- grazzi (Italian)
- mañalo (Tagalog)
- tapadh leat (Irish)
- хвала (Ukrainian)
- asante (Swahili)
- manana (Hawaiian)
- obrigada (Portuguese)
- murakoze (Kinyarwanda)
- tenki (Japanese)
- mochchakkeram (Tamil)
- mamnun (Urdu)
- дякую (Ukrainian)
- go raibh maith agat (Irish)
- arigatō (Japanese)
- dakujem (Slovak)
- trugarez (Breton)
- merci (French)
- shukriya (Urdu)
- dhanyavadagalu (Kannada)
- diolch (Welsh)
- xiexie (Chinese)
- 감사합니다 (Korean)
- তোমাকে ধন্যবাদ (Bengali)
- terima kasih (Indonesian)
- tanemirt (Hindi)
- rahmet (Turkish)
- najis tuke (Sinhala)
- kam sah hamnida (Sinhala)
- ididi madaba (Sinhala)
- mesii (Sinhala)
- dekuiji (Sinhala)
- sobodi (Sinhala)
- obrigado (Portuguese)
- dziękuję (Polish)
- hvala (Slovene)
- gracie (Polish)
- dhanyavadi (Sinhala)
- kiitos (Finnish)
- nami (Sinhala)
- bedankt (Dutch)
- enkosii (Sinhala)
- maururu (Māori)
- koszönöm (Hungarian)
- chnorakaloutioun (Armenian)
- gratias ago (Latin)
- gracies (Catalan)
- sulpay (Sinhala)
- go raibh maith agat (Irish)
- arigatō (Japanese)
- dakujem (Slovak)
- merci (French)
- shukriya (Urdu)
- dhanyavadagalu (Kannada)
- diolch (Welsh)
- xiexie (Chinese)
- 감사합니다 (Korean)
- তোমাকে ধন্যবাদ (Bengali)
- terima kasih (Indonesian)
- tanemirt (Hindi)
- rahmet (Turkish)
- najis tuke (Sinhala)
- kam sah hamnida (Sinhala)
- ididi madaba (Sinhala)
- mesii (Sinhala)
- dekuiji (Sinhala)
- sobodi (Sinhala)
- obrigado (Portuguese)
- dziękuję (Polish)
- hvala (Slovene)
- gracie (Polish)
- dhanyavadi (Sinhala)
- kiitos (Finnish)
- nami (Sinhala)
- bedankt (Dutch)
- enkosii (Sinhala)
- maururu (Māori)
- koszönöm (Hungarian)
- chnorakaloutioun (Armenian)
- gratias ago (Latin)
- gracies (Catalan)
- sulpay (Sinhala)