

## Heaton Elementary

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Laura Gemetti</b>	X				
2. <b>Chairperson - Tracia Dickson</b>				X	
3. <b>Isabel Mayoral</b>		X			
4. <b>Jackie Herrera</b>		X			
5. <b>Mike Pulido</b>		X			
6. <b>Katherine Barba</b>		X			
7. <b>Theresa Byrd</b>			X		
8. <b>Roseann Montoya</b>				X	
9. <b>Andrea Hernandez</b>				X	
10. <b>Griselda Avila</b>				X	
11. <b>Steve Wilburn</b>				X	
12. <b>Carrie Marquez (Alternate)</b>				(X)	
13. <b>Kathi Lemm (Alternate)</b>				(X)	
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date _____.</b>

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti	<i>Laura M Gemetti</i>	3/29/17
SSC Chairperson	Tracia Dickson	<i>Tracia Dickson</i>	3/29/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Heaton - 0210

**ON-SITE ALLOCATION**

3010	Title I	\$51,924 *
7090	LCFF Supplemental & Concentration	\$190,065
7091	LCFF for English Learners	\$52,197
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$294,186</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$975
Remaining Title I funds are at the discretion of the School Site Council	\$50,949
Total Title I Allocation	\$51,924

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	67/68	N/A <sup>3</sup>	9.58%	11.43%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	65/68	N/A <sup>3</sup>	6.51%	11.74%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	55/66	N/A <sup>3</sup>	11.11%	17.05%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	30/68	0.00% <sup>4</sup>	44.44%	51.44%	33.07%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	62/63	N/A <sup>6</sup>	3.67%	10.66%	3.33%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	52/63	N/A <sup>6</sup>	16.51%	39.34%	23.33%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	61/67	N/A <sup>7</sup>	N/A <sup>7</sup>	13.96%	19.76%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	67/67	N/A <sup>8</sup>	N/A <sup>8</sup>	7.95%	13.50%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	67/68	10.26%	10.94%	4.72%	9.40%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	57/68*	24.14%	17.43%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	56/68	33.33%	41.23%	47.93%	42.54%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	60/68	93.77%	93.84%	93.82%	93.88%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	65/69	19.65%	23.23%	24.93%	21.17%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	60/68	N/A <sup>10</sup>	N/A <sup>10</sup>	51.95%	43.59%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	49/69	10.66%	0.00%	0.14%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	68/68	10.49%	13.55%	27.39%	11.69%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	51/68	0.16%	0.00%	0.14%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	43/67	26.62%	31.37%	36.63%	41.66%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	42/68	N/A <sup>13</sup>	N/A <sup>13</sup>	70.22%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	67/69	N/A <sup>13</sup>	N/A <sup>13</sup>	55.22%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	21/68	N/A <sup>13</sup>	N/A <sup>13</sup>	61.87%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	57/68	N/A <sup>13</sup>	N/A <sup>13</sup>	66.26%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: laura.gemetti - 03/05/2017

Save

## Heaton Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	11.43	21.43	California Teaching Fellows Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	11.74	21.74	Other - Please specify within action

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

**Action 1- Challenging Content in ELA and Math:** *In Literacy, Heaton teachers will use challenging content, grade-level texts, and a variety of complex texts and complex tasks to support students acquisition of essential skills outlined in the Common Core State Standards. In Mathematics, Heaton teachers will plan for and implement lessons that deepen students' conceptual understanding of mathematics, while reinforcing procedural skills reflected in the mathematical shifts: focus, coherence and rigor. Teachers will integrate listening, speaking, reading, writing and language skills across the curriculum.*

#### Actions to Implement Challenging Content

- Increase capacity of site Instructional Leadership Team, Grade-level AC Teams and Teachers through the implementation of Fresno High Regional Plan.
  1. Focus on IPG Tenet 1 by clearly identifying the necessary components of an effective learning environment and providing PL with IPG Tenet Modules.
  2. Use the IPG Walk-through Tool and collected regional data with ILT and AC teams to identify high-performing teams and form regional grade-level support.
  3. Peer classroom walks and debriefing with Site Leaders and Instructional Coaches to identify strong evidence of IPG Tenets within classrooms.
  4. Implement action plan for identified regional Problem of Practice.
  5. ILT utilization of Instructional Practice Guides for both math and ELA to ensure challenging content is consistently being delivered in lessons.
- Build Strong AC Teams with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.
- Use of Designated Hours and Quarterly Release days for AC Teams to backwards map Essential Standards and create Common Formative Assessments for ELA and Math units.
- AC Teams analyze CFA data for next steps and intervention decision-making during AC meetings.
- Analysis of student work by AC Teams through the CCI process during AC planning; monitored by site leaders through AC Agendas/minutes and site leaders' classroom walk-through data with IPG, calibrated lesson plans, use of rubrics and criteria for success, and posted student work and data walls.
- Student assessment data reviewed as AC Team during quarterly SART meetings with site leaders and TSA.
- On-going planning and reflection on the Four Guiding Questions: What do we want students to Learn (CCSS-aligned lessons based upon essential standards in ELA and Math)? How will we know they learned it (CFU and CFA

data analysis)? How will we respond when they don't learn (Tier 2-Reteaching and Tier 3-Intervention)? How will we respond when they already learned it (acceleration and enrichment)?

- Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation) to guide teams to make "high-impact" decisions during AC Time and around professional learning expected actions.
- Provide professional learning in the area of Complex Text and Complex Task Rubrics, student work protocols, analyzing data, high-leverage engagement strategies and effective PLCs with *Learning by Doing and Making Thinking Visible* and through attendance at conferences (PLC and RTI conferences).
- Professional Learning on the Four Foundations Objective, Aligned Instruction, Assessment and Closure to ensure they are present in all lessons.
- Lesson Study in Mathematics supported by Math Coaches to deepen teacher understanding and provide strategies in the use of manipulatives to support the Five E's.
- District TSA's to support PL around small group instruction and guided reading as a Tier 1 strategy to increase reading comprehension.
- Progress Monitoring of SQII 3751 for number and percentage of Kinder students mastering both Math and ELA on most recent KAIG (Q1-Q4).
- Progress Monitoring of SQII 6256 and 6258 for number and percentage of students scoring standard met/exceeded on District Interim CFA#1 and CFA#2 in Math and ELA

**SMART Goals**

1. Literacy and Math: By June 2018, for the spring administration of SBAC, Heaton will have a 10% increase in students performing in the Standards Met/Standards Exceeded performance levels in ELA and Math as measured by SQII ID 3165 for ELA (goal: 21.43%) and 3166 for Math (goal: 21.74%).

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model:**

**Details: Explain the data which will specially monitor progress toward each indicator target**

**Owner(s):**

**Timeline:**

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
DRP	Teachers/AC's	Twice a year
Interim Assessments	Teachers/AC's	Twice a year
Go Math Assessments	Teachers/AC's	Upon Unit Completion
Grade Level Common Assessments	Teachers/AC's	Upon Unit Completion
Quarterly Student Academic Review Team (SART) Meetings	Principal/VP/TSA	Quarterly
SST/504 Meetings; initials and follow-up	Admin/Teacher	Monthly or as needed
IEP Meetings initial, annual and triennial	Admin/RSP Teacher/Reg Ed Teacher/School Psych/SLP	Monthly or as needed
IPG Walks	Admin Team	Weekly
Classroom Observations and Feedback	Admin Team	Weekly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

**Describe Related Professional Learning:**

- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Back to School Night Parent Meeting regarding helping students at home
- Parent University classes
- Quarterly Heaton and Parc Grove focused Coffee Chats
- HSL quarterly training meetings for parents to access EduText and ATLAS Parent Portal
- Parent/Teacher conferences that include strategies to help at home; translators will be provided at conferences
- Quarterly progress reports, report cards, and ISLPs
- Fall Family Literacy Night and Spring Math Night

- DRP-Analyze data and plan next steps by understanding the DRP reports.
- Mathematics and Literacy Interim Assessments-Analyze data and plan next steps (Creating Common Assessments with Illuminate).
- Literacy-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on Complex Text, Complex Task, Questioning, Strategies and Graphic Organizers to align instruction to the standards).
- Mathematics-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on the three Instructional shifts of Focus, Coherence and Rigor).
- Provide time for ACs to observe, collaborate, analyze data, and plan lessons (CCI process)
- PL on focused standard planning and concept building and math progression standards
- PL to support technology (tablets/librarian support)
- PL around Learning by Doing and Making Thinking Visible book
- PL on Text Complexity Rubric; Lexile Level of text
- IPG Walks

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

*Materials and Supplies*

- Sub release time for teacher planning/IEPs/SSTs
- Teacher Supplemental Contracts for Lead Teachers to plan ELA/Math Professional Learning for staff
- Teacher Supplemental Contracts for extra planning time
- Supplemental contract for librarian to support technology
- Teacher Conferences (RTI & PLC) Travel fees
- Technology (projectors, tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, chart paper, and other associated items to support instruction
- Teacher books
- Parent Involvement Supplies, SaveMart card, Coffee Chats
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW
- Office Depot

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

EL students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom.

Heaton Budgeted Expenditures											
Action	Year	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1		1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental For Lead Teachers to plan ELA/Math Professional Learning for staff & attend conferences.	\$ 6,909.00	
1		1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Librarian Supplemental Contract to Support Technology	\$ 988.00	
1		1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for teacher release time for academic planning/CCSS/Attend RTI Conferences.	\$ 9,298.00	
1		1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance to install technology	\$ 486.00	
1		1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology; Tablets, Projectors, Computers	\$ 18,077.00	
1		1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies	\$ 8,154.00	
1		1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	\$ 19,982.00	
1		1	Sup & Conc	Instruction	Travel				Conferences (RTI & PLC) Travel fees	\$ 10,000.00	
<b>Total</b>										<b>\$ 73,894.00</b>	

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	17.5	27.05	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	17.5	27.05	DIBELS, University of Oregon

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Action 2- Response to Intervention-Students Reading by Third Grade:** Heaton will implement a comprehensive reading intervention program to address the language and literacy development needs of students K-3<sup>rd</sup> with an emphasis on Guiding Question #3 “How will we respond when students do not learn it?” in response to struggling students and Guiding Question #4 “How will we respond when students already learned it?” in response to higher-achieving students.

- During Foundational Skills Instruction, target skills will be developed in service of comprehension with opportunities for students to practice reading and writing newly acquired reading skills with guided reading leveled texts and decodable texts in grades K-2nd and Reading Mastery curriculum.
- Lessons will focus on student needs through frequent progress monitoring from BPST, DIBELS, and BAS assessment data.
- Instruction and materials will address skills by attending to phonological awareness, concepts about print, sound-letter recognition, phonemic awareness, word structure, vocabulary and fluency.
- Students reading at or above grade level will go deeper into concepts and expand their skill development.

**Actions to develop a Response to Intervention (Ambrose Model of Change)**

- Students reading by Third Grade is a site focus with differentiated Professional Learning for primary teachers provided by RSP teacher, TSA and District Instructional Coaches/TSA's.
- Teachers will have release time for AC planning around Foundational Skills instruction, assessment and data analysis.
- Grades K-3<sup>rd</sup> will implement a Response to Intervention block focused on foundational skills instruction that is informed by frequent progress monitoring using a variety of assessments: KAIG, BPST, DIBELS, BAS, Interim Assessments and DRP.
- Four Teaching Fellows will be utilized for push-in support and small group instruction on Foundational Skills in 1st-3rd grades.
- Two Instructional Aides will be hired for RTI in Kindergarten focusing on Foundational Skills and KAIG.
- Utilize the Designated Site TSA to monitor and support K-3 RTI and foundational skills instruction with both teachers and Teaching Fellows around best practices and progress monitoring.

SMART Goals

- By June 2018, the number and percentage of third grade students who scored Standard Met and/or Standard Exceeded on SBAC will increase by 10% from 17.05% to 27.05% as measured by SQII indicator 3169.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

KAIG
BAS
DIBELS
Interim Assessments
DRP Assessments
Grade-level Common Formative Assessments
Student Work Samples; AC Student Work Protocols
Quarterly SART AC Team Meetings
SST/504 Meetings; initials and follow-up
IEP Meetings initial, annual and triennial

Owner(s):

Kinder Teachers/Instructional Aides
K-3rd Teachers/TF/TSA/Instructional Aides/RSP Teacher
TF/TSA/Instructional Aides
Teachers
Teachers
Teachers/AC Teams
Teachers/AC Teams
Admin/TSA/Teachers
Admin/teacher
Admin/RSP Teacher/Reg Ed Teacher/ School Psych /SLP

Timeline:

Quarterly
Quarterly
Twice a year
Twice a year
Twice a year
Upon unit completion
Upon unit completion
Quarterly
Monthly or as needed
Monthly or as needed

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Quarterly Heaton and Parc Grove Coffee Chats
- Home School Liaison and CWA will help with communication and translation
- HSL will offer quarterly trainings on EduText and Parent Portal
- Quarterly RTI progress monitoring reports

Describe Related Professional Learning:

- PL on Guided Reading and grouping; Corrective Reading and Reading Mastery by TSA/RSP Teacher.
- Data Analysis PL delivered by TSA and site leaders
- Provide time for ACs to collaborate and plan lessons for RTI deployment and/or stations based on KAIG and/or BAS results with support of TSA
- Trainings throughout the school year focused on early literacy to support increased comprehension.
- Provide subs for teachers to participate in Cycle of Continuous Improvement to review and analyze data as part of progress monitoring.
- PL for teachers on variety of assessments for calibration of results: KAIG, BAS, BPST, DIBELS

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Fund 4 Teaching Fellows
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Conferences (RTI & PLC) Travel fees

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Students in need of intensive academic interventions will be referred to the Student Success Team to receive additional interventions and supports.
- EL students qualifying for these intervention services will receive 30-45 minutes of reading intervention.

- Copier machine lease
- DIBELS per student fee
- Subs for teacher release time for planning RTI lessons
- Subs for teachers to collaborate for SST meetings
- Supplemental contracts for translators
- Technology: Hardware and software to support reading intervention and assessment programs

Heaton Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$ 9,255.00
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$ 9,255.00
2	1	Sup & Conc	Instruction	Office Equipment Lease				Office Equipment Lease	\$ 3,000.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 5,000.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows (4) 4 days a week	\$ 39,410.00
<b>Total</b>									<b>\$ 65,920.00</b>



**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	93.95	95	On-Site Counseling/FPU
5942 - Chronic absenteeism rate	20.33	15.33	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Action 3- Attendance:** Heaton will implement a school-wide incentive program to increase student attendance and reduce chronic absenteeism and student tardiness.

- Increase parent awareness on attendance
- Increase student participation in attendance incentive program
- Provide services and supports to at-risk students/families

Actions to Increase Student Attendance

- Teachers will have a variety of ways in which to recognize and reward their class and individual students throughout the school year.
- The CWA, HSL and Attendance Clerk will monitor student attendance daily and provide home-school connection with parent contact as needed.
- Site leaders/TSA will recognize classrooms and individual students who meet attendance goals.
- Attendance goals and rates will be communicated to parents and to staff.

SMART Goals

- By June 2018, the number and percentage of TK-6th grade students who are chronically absent (attendance rate of 90% or less) will decrease by 5% from 2016-17 Q3 data of 146/718 for 20.33% to 15.33% as measured by SQII ID 5942.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

**Details: Explain the data which will specially monitor progress toward each indicator target**

- CWA will track tardy, late and absent students on a weekly basis
- HSL and CWA will make phone calls home and home visits
- Attendance Clerk clears absences by phone calls home.
- Attendance, grades and behavior expectations will be shared at Back-to-School Night and through the Parent-Student-Teacher compact.
- Attendance monitoring in ATLAS
- Admin celebrates attendance rates on morning announcements and through email communication

*Incentives for good attendance:*

- Teacher will display perfect attendance banner when the class has perfect attendance for the day.
- Classrooms will earn a popcorn party for every 5 days (TK-1<sup>st</sup> grade) and every 10 days (2<sup>nd</sup>-6<sup>th</sup> grade) of perfect attendance.
- The class with the most days of perfect attendance will earn a pizza party at the end of each quarter.
- Students with perfect attendance will receive a perfect attendance certificate at the end of each quarter.
- Students with perfect attendance for each semester will receive a "I'm Perfect and so is my attendance", T-shirt.
- TK-1<sup>st</sup> grade teachers will have daily drawings for students who are present at school on time.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

A 3 ½ hour Home School Liaison and CWA will focus on improving attendance through making positive connections between parents and the school to include:

- Home visits
- Linkage to community resources
- Phone calls to schedule Attendance meetings
- Parent meetings with administrators

On-Site Counselor will work with students and families identified as having Tier II and III needs to address social-emotional issues impacting student attendance at school:

- Improve attendance through making positive connections between parents and the school to include linkage to community services.
- Principal and teachers will communicate to parents the importance of student attendance during TK/Kinder Orientation, Back to School Night, Open House, ELAC, and SSC meetings.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly

*Materials and Supplies*

- Supplemental Contract for HSL and OM to support initiatives to improve attendance
- Supplemental contract for babysitting/translating for attendance meetings & coffee chats
- On-site counseling contract
- Parent Involvement P.O. for parent engagement meetings

**Owner(s):**

- CWA/Attendance Clerk
- HSL/CWA
- Attendance Clerk
- Admin/teachers
- Attendance clerk/ CWA/ Admin
- Admin
- Teacher
- Teacher/HSL/Admin
- Teacher/HSL/Admin
- Teacher/OM/Admin
- Teacher/OM/Admin
- Teacher/Admin
- Teacher/Admin

**Timeline:**

- Weekly
- Daily
- Daily
- Annually
- Daily
- Weekly
- Weekly
- Daily
- Weekly
- Quarterly
- Semester
- Yearly
- Quarterly

**Describe Related Professional Learning:**

- On-going school-wide PL presented by School Climate and Culture Team along with Admin for Heaton's P.A.W.S. Guidelines for Success
- Restorative Practice PL year 2 implementation

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- CWA and Men's Alliance Mentors meet with targeted groups (Boys to Men; Girl Power) weekly
- Use of HSL to provide Spanish translation and parent outreach, home visits and related services.

- Amark T-shirts for Perfect Attendance Winners

Heaton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Instruction	Other Classified-Supplemental				OM (Office Manager) Supplemental Contract for Classified	\$	1,447.00
3	1	Sup & Conc	Attendance & Social Work Services	Other Classified-Supplemental				HSL Supplemental Contract	\$	988.00
3	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials & Supplies Parent Participation	\$	3,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% On-Site Counseling Fee	\$	311.00
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating				On-Site Counseling: Part-time (2 day) program with one counselor working 12 hours over 36 weeks of the school year—432 hours at \$38 per hour, for a budget of \$16,416.00.	\$	16,416.00
<b>Total</b>									\$	<b>22,162.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	40.65	55.65	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Action 4- FUSD Goal 2 Student Involvement in Arts, Activities, Athletics:** Heaton will increase student involvement by implementing a comprehensive Goal 2 program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities.

- Increase student involvement at school.

Actions to Increase Student Involvement at School

- Develop and communicate to students and parents the extra-curricular activities for student participation.
- Engage students in activities of interest to them through the use of a student interest survey.
- Increase the diversity of Goal 2 opportunities.
- Parent and Community outreach to support and provide volunteers for activities.
- Provide funds for teachers and staff to lead and facilitate extra-curricular activities.
- Increase recognition for student participation.

SMART Goals

By June 2018, the percentage of unique TK-6<sup>th</sup> grade students participating in Goal 2 activities (Arts, Athletics, Activities) will increase by 15% from 2016-17 Q3 data of 40.65% to 2017-18 EOY data of 55.65% as measured by SQII ID 2080.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Goal II indicators in SQII	Admin/OM	Quarterly
• SEL Survey results	Admin	Annually
• Student feedback and interests	Teachers	Quarterly
• ATLAS Engagement Reports-static reports	Admin	Quarterly, or as needed
• Grades for Orchestra and Band	Band and Orchestra Teachers	Quarterly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Parents will be encouraged to help volunteer or sponsor clubs.
- Parents will be informed of Goal 2 Arts, Athletics and Activities opportunities for their child/children through Weekly School Messenger updates, SSC and ELA meetings, and Heaton Website and flyers sent home.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):**

- Teachers, NTAs, Instructional Aids will be encouraged to help volunteer or sponsor clubs
- Supplemental Contracts will be given from Goal 2 budget for those that sponsor clubs
- TSA will organize and input data entry into Atlas engagements
- Office Manager/TSA will order supplies and materials for clubs (GW, Office Depot, Costco, First String Sports)
- TSA/OM will order "I Belong" t-shirts for all students engaged in G2 clubs (A-Mark)
- Incentives & Recognition Awards (Graphics, GW, Costco, SaveMart)
- Development of Intramural sports during lunch
- Subs for teachers attending the Arts Integration PLC
- Supplemental Contracts for teachers attending the Arts Integration PLC
- Teaching Artist for Readers Theater and Visual Arts

**Describe Related Professional Learning:**

- TSA-Presentation/sharing of club options at monthly staff meetings
- TSA will update data in PL room
- Arts Integration PLC for Teachers through FCOE

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Special Education Students
- TK-1st Students

Heaton Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				2 Teacher Supp Contracts for Arts Integration (\$1032.00 per teacher)	\$ 1,030.00
4	2	Title 1 Basic	Instruction	Travel				Arts Integration PLC (2) 3rd-6th Grade Teachers	\$ 1,482.00
<b>Total</b>									<b>\$ 2,512.00</b>

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	9.4	19.4	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Action 5- EL Redesignation:** Heaton will implement a comprehensive academic English language acquisition program focused on increasing the number of students being redesignated annually.

- Increase the number and percentage of students being Redesignated each year as Fluent English Proficient.
- Decrease the number of students not meeting their Redesignation target date and becoming At-Risk or Long-term English Learners (LTEL).
- Increase the number of students meeting the cut-points for ELPAC, DRP and Interim Assessments and meeting at borderline eligibility.
- Increase the number and percentage of students On-target based upon annual ELPAC assessment EL level.

Actions to Increase English Learners Redesignation as Fluent English Proficient

- Provide targeted instruction in listening, speaking, reading and writing based upon student need.
- School-wide Designated and Integrated time for English Language Development.
- Professional Learning on research-based language acquisition strategies used throughout the day that especially target reading comprehension and writing.
- Instructional Aide to provide EL classroom support.

Provide teachers with planning time specific to EL Learners by instructional coach around RIRA, questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons.

SMART Goals

By June 2018, the number and percentage of 1<sup>st</sup>-6<sup>th</sup> grade EL students being Redesignated will increase by 10% from 2016-17 Q3 14/149 for 9.4% to 2017-2018 EOY of 19.4% as measured by SQII ID 917.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Annual ELPAC assessment
- BAS test for 1<sup>st</sup> graders
- DRP test for 2<sup>nd</sup>-6<sup>th</sup> graders
- Teachers' common formative assessment
- Admin walk-throughs with feedback
- EL Redesignation Goal-setting Reports on ATLAS

Owner(s):

REA ELPAC Assessors  
Teaching Fellows/ TSA/ Inst. Aides  
Teachers  
Teachers  
Admin  
Admin/Teachers

Timeline:

Annually  
Quarterly  
Twice a year  
Upon Unit Completion  
Weekly  
EL Services Designated Dates

Explain the Targeted Actions for Parent Involvement (required by Title I):

- SSC and ELAC/DELAC
- Progress Reports
- Parent CELDT Reports
- Parent Conferences
- EL Goal-setting reports
- Coffee Chats
- RFEP Assemblies; presentation of RFEP certificates and medals

Describe Related Professional Learning:

- ELD teacher collaboration and planning prior to the start of the school year.
- AC collaboration and planning for ELD Deployment.
- Provide professional learning on the use of EL Goal Setting Report to identify target students and their instructional needs.
- PL around the ELD framework, designated and integrated ELD.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

*Materials and Supplies:*

- Subs for teachers to observe best practices with a focus on EL instructional strategies and planning
- Teacher Supplemental Contracts for Planning & Delivering ELD Professional Learning to Staff
- TSA Supplemental Contract for Test Site Coordinator/ELPAC
- REA ELPAC Assessors (2)
- Tablets, hardware, software to support reading and assessment program for EL students
- Classroom materials and supplies for ELs—including notebooks, paper, pencils, pens, markers, and other associated items to support designated EL program needs.
- Food for parent meetings/Coffee Chats
- ELPAC Medals & Incentives & Certificates
- Classified Supplemental Contracts for Babysitting/Translating at ELAC/Parent Meetings
- Classified Supplemental Contract to support EL instruction
- HSL Supplemental Contract for support with ELAC meetings, translating and parent meetings.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students scoring at level 1 and level 2 will receive 30 minutes of designated ELD deployment instruction.

**Heaton Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Title 1 Basic	Parent Participation	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 13,883.00
5	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$ 9,265.00
5	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs for teacher release time to plan ELD	\$ 6,974.00
5	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				TSA Supplemental Contract for Test Site Coordinator/ELPAC	\$ 1,954.00
5	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts for Planning & Delivering ELD Professional Learning to Staff.	\$ 4,996.00
5	1	LCFF: EL	Instruction	Other Classified-Supplemental				Classified Supplemental Contract to support EL students w/ designated & integrated ELD.	\$ 1,929.00
5	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contract for Babysitting/Translating for Parent Meetings.	\$ 1,500.00
5	1	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics/Certificates for ELPAC (Old CELDT Assessment)	\$ 500.00
5	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors (Old CELDT Assessment)	\$ 4,000.00
5	1	LCFF: EL	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$ 200.00
5	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	\$ 7,000.00
5	1	LCFF: EL	Parent Participation	Materials & Supplies				Materials & Supplies Parent Participation	\$ 3,000.00
5	1	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies	\$ 10,879.00
								<b>Total</b>	<b>\$ 66,080.00</b>



**Action # 6**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	11.1	6.1	On-Site Counseling/FPU
7133 - Elementary students growth mindset survey results for questions 10-13	55.22	65.22	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

**Action 6- PAWS Guidelines for Success:** Implement P.A.W.S. Guidelines for Success and CHAMPS/MAC to reduce suspension rates and increase time in class on task. Lessen distractions for all learners and enhance campus safety for all students.

- Implement the school-wide guidelines for success (Pride, Achieve, Work Together, Succeed-P.A.W.S.)
- Increase student on-task behaviors in the classroom.
- Reduce rate of suspensions occurring in and outside of the classroom

Actions to Reduce Suspension Rate and Increase Time in Class on Task

- All students will participate in P.A.W.S. Guidelines for Success and monthly assemblies will be used to teach and reinforce school-wide behavior expectations.
- Teachers will utilize CHAMPS/MAC in daily lessons
- Teachers will implement Olweus Bullying Prevention, Second Step and weekly classroom meetings.
- Students will be recognized and provided incentives for positive behaviors.
- Support staff will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships.
- Site leaders will closely monitor suspension data.
- On-Site Counselor and Resource Counseling Assistant (RCA) will provide support to students as needed.
- Progress Monitoring of SQII 6109 number and percentage of students who have been suspended/expelled and SQII 5976 for number and percentage of students who subgroups are more than 10% negatively disproportionately represented (Foster Youth, African American, Homeless, SpEd, males of color, male students, and low income students).
- Progress Monitoring of SQII 847 number and percentage of students with 1 or more out of school suspension incidents and SQII 848 number and percentage of suspension instances in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, library, playground, restroom).

SMART Goals

1. By June 2018, the percentage of out of school suspension instances per 100 students will decrease by 5% from 2016-17 EOY data as measured by SQII ID 843.
2. By June 2018, the percentage of positive student responses on the Growth Mind-set construct of the Elementary Student Survey (4<sup>th</sup>-6<sup>th</sup> graders) will increase by 10% from 2015-16 EOY of 55.22% to 65.22% for 2017-18 EOY as measured by SQII ID 7133.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Progress Monitoring using the Cycle of Continuous Improvement Model.

Details: Explain the data which will specially monitor progress toward each indicator target

*Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)*

Owner(s):

Timeline:

- |  |  |                       |
|--|--|-----------------------|
| • Teachers will enter in positive behaviors into ATLAS during staff meetings.  | Teachers   | Monthly               |
| • Parents/guardians will be contacted by the teacher and/or site leaders in regard to negative behaviors, suspensions and expulsions.          | Teachers/Admin                                   | Weekly as needed      |
| • Admin will monitor and share with School Climate and Culture Team and teachers the quarterly suspension/expulsion data through email and PL. | Admin/SCC Team                                   | Monthly               |
| • RCA will meet, monitor and track student behaviors for Breakfast Club, PAWS Clubhouse & Connection students.                                 | TSAVP/RCA  | Daily                 |
| • RCA will develop behavior support plans and daily behavior plans for Tier 2,3 students.  | RCA  | As needed             |
| • ATLAS behavior reports pulled for SST meetings as needed.  | RCA, Admin, Teacher                              | Monthly               |
| • Classroom walk-throughs and feedback   | Admin  | Weekly                |
| • SST/504 Meetings; initials and follow-up   | TSA/Admin/Teacher                                | Monthly and as needed |
| • IEP Meetings initial, annual and triennial   | Admin/RSP Teacher / Teacher/ School Psychologist | Monthly and as needed |

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Face to face meetings with parents each time a student is suspended (Connect with families for support).</li> <li>• Classroom teacher will meet with parent face to face when implementing an Individual Student Behavior Plan to support positive behavior.</li> <li>• On-Site Counselor and school psychologist will work with students and families identified as having Tier II and III needs to address social-emotional issues impacting behavior.</li> <li>• Parents will be invited to SST meetings.</li> <li>• Pastries with parents to connect with families twice per year.</li> </ul> | <ul style="list-style-type: none"> <li>• Site PLs for certificated and classified staff, including NTAs facilitated by Admin/SCC and SEL TSA:</li> <li>• P.A.W.S. Guidelines for Success</li> <li>• Levels of misbehaviors</li> <li>• CHAMPS/MAC/STOIC</li> <li>• First 20 Days article</li> <li>• SSTs for behavior</li> <li>• Second Step</li> <li>• Class Meetings</li> <li>• BSP/BIP</li> <li>• Continue Restorative Practice year 2 training (DPI delivered)</li> </ul> |
|--|--|

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Resource Counseling Assistant (RCA) will maintain PAWS Clubhouse & Breakfast Club based on suspension/misbehavior data.
- Materials and Supplies to support Guidelines for Success, P.A.W.S. (student incentives, awards, t-shirts, school improvement).
- All students will participate in P.A.W.S. Guidelines for Success, CHAMPS/MAC, and Olweus Bullying Prevention.
- Incentives for students reducing referral percentage and adhering to P.A.W.S. Guidelines for Success.
- All classrooms will implement weekly Class Meetings and Second Step.
- Deputy probation officer from the regional high school will implement Elementary Prevention and Intervention program to promote positive behaviors in the school, home, and community by fostering positive, proactive relationships with deputy probation officers.
- P. A.W.S. Guidelines for Success monthly assemblies my admin/TSA
- RCA & CWA will support PAWS Clubhouse
- Supplemental Contract for Classified employee to support School Climate and Culture/PAWS Guidelines for Success.
- RCA meets with Connection Kids daily and logs data
- CWA meets with Boys to Men and Girl Power students weekly

Heaton Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000				\$ 54,097.00
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Classified Employees to Improve School Climate and Culture/PAWS Guidelines for Success.		\$ 1,421.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies to improve School Climate & Culture, attendance, incentives)		\$ 8,100.00
									<b>Total</b>	<b>\$ 63,618.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0210 Heaton Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher release time for academic planning/CCSS/Attend RTI Conferences.	9,298.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies	8,154.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology; Tablets, Projectors, Computers	18,077.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental For Lead Teachers to plan ELA/Math Professional Learning for staff & attend conferences.	6,909.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	19,982.00
1	1	Sup & Conc	Instruction	Travel			: Conferences (RTI & PLC) Travel fees	10,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance to install technology	486.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Librarian Supplemental Contract to Support Technology	988.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,255.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,255.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
2	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (4) 4 days a week	39,410.00
2	1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	3,000.00
3	2	Sup & Conc	Instruction	Oth Cls-Supp			OM (Office Manager) Supplemental Contract for Classified	1,447.00
3	1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies Parent Participation	3,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% On-Site Counseling Fee	311.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling: Part-time (2 day) program with one counselor working 12 hours over 36 weeks of the school year—432 hours at \$38 per hour, for a budget of \$16,416.00.	16,416.00
3	1	Sup & Conc	Attendance & Social Work Service	Oth Cls-Supp			HSL Supplemental Contract	988.00
4	2	Title 1 Basic	Instruction	Teacher-Supp			2 Teacher Supp Contracts for Arts Integration (\$1032.00 per teacher)	1,030.00
4	2	Title 1 Basic	Instruction	Travel			: Arts Integration PLC (2) 3rd-6th Grade Teachers	1,482.00
5	1	Title 1 Basic	Parent Participation	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,883.00
5	1	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher release time to plan ELD	6,974.00
5	1	LCFF: EL	Instruction	Teacher-Supp			TSA Supplemental Contract for Test Site Coordinator/ELPAC	1,954.00
5	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Planning & Delivering ELD Professional Learning to Staff.	4,996.00
5	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,265.00
5	1	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supplemental Contract to support EL students w/ designated & integrated ELD.	1,929.00
5	1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	10,879.00
5	1	LCFF: EL	Instruction	Nc-Equipment			Technology	7,000.00
5	1	LCFF: EL	Instruction	Direct-Graph			Graphics/Certificates for ELPAC (Old CELDT Assessment)	500.00
	1		Instruction	Direct-Other			ELPAC Assessors (Old CELDT Assessment)	4,000.00

5	1	LCFF: EL	Instruction	Direct-Other			4,000.00
5	1	LCFF: EL	Parent Participation	Cls Sup-Sup		Classified Supplemental Contract for Babysitting/Translating for Parent Meetings.	1,500.00
5	1	LCFF: EL	Parent Participation	Mat & Supp		Materials & Supplies Parent Participation	3,000.00
5	1	LCFF: EL	Attendance & Social Work Service	Local Mileag		Local Mileage for HSL	200.00
6	2	Sup & Conc	Instruction	Teacher-Supp		Supplemental Contracts for Classified Employees to Improve School Climate and Culture/PAWS Guidelines for Success.	1,421.00
6	2	Sup & Conc	Instruction	Mat & Supp		Materials & Supplies to improve School Climate & Culture, attendance, incentives)	8,100.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000	54,097.00
							<b>\$294,186.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,924.00
Sup & Conc	7090	\$190,065.00
LCFF: EL	7091	\$52,197.00
<b>Grand Total</b>		<b>\$294,186.00</b>

Domain Totals	Budget Totals
Academic	\$209,882.00
SEL / Culture & Climate	\$84,304.00
<b>Grand Total</b>	<b>\$294,186.00</b>