

**Heaton Elementary**

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Laura Gemetti	X				
2. Chairperson - Tracia Dickson				X	
3. Dawn Herrera				X	
4. Lorraine Sanchez				X	
5. Mayra Magana				X	
6. Norma Cuevas				X	
7. Liz Hernandez				X	
8. Bonniebel Ortiz		X			
9. Gail Coyle		X			
10. Isabel Meraz		X			
11. Yolanda Barraza			X		
12. Derrick Hansen			X		
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
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		3/20/19
SSC Chairperson	Tracia Dickson		3/20/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

## Heaton - 0210

**ON-SITE ALLOCATION**

3010	Title I	\$53,486 *
7090	LCFF Supplemental & Concentration	\$228,024
7091	LCFF for English Learners	\$36,576
		\$318,086
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$318,086</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,707
Remaining Title I funds are at the discretion of the School Site Council	\$51,779
Total Title I Allocation	\$53,486

## Heaton Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.644 %	0 %	2017-2018	20 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.878 %	20.328 %	2017-2018	27.328 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.824 %	13.816 %	2017-2018	20.816 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Based on classroom walkthroughs, IPG data (tenant 3) discussion in AC meetings, and CFA and Interim data, teachers continue to provide the "heavy lifting" in the classroom and students are not given the opportunity to show ownership in their learning.
- High teacher attrition (12 new teachers to the site). There are eight 1st/2nd year teachers.
- There is a need to identify the high-leverage essential standards and align lessons to the rigor of the standard.
- There is a need to intensely focus on guiding question number one "What do we want students to learn?" Teachers need to have a deep understanding of each essential standard. Teachers will align CFAs with the rigor of the standard and provide tier 2 RtI based on CFA data.
- There is a need for increased analysis of student work during AC meetings where teachers identify common errors, and determine how it will be retaught and assessed to ensure all students understand the concepts and skills.
- Based on walkthroughs and IPG data, there is a lack of student writing in all subject areas.
- ELD resources are not being utilized within the classroom to support differentiated instruction, such as the ELD companion workbook.
- Lack of knowledge of the online Wonders resources, close reading companion, and guided readers.
- Lack of guided reading instruction within the classroom.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

SBAC ELA	2015-16	2016-17	2017-2018
All	11.3%	15.9%	20.3%
3 <sup>rd</sup> Grade	16.9%	23.8%	21.4%
4 <sup>th</sup> Grade	10.7%	6.7%	17.8%
5 <sup>th</sup> Grade	10.2%	19.4%	13.4%
6 <sup>th</sup> Grade	5.0%	8.3%	19.0%
African-American	Less than 3.0%	4.0%	7.1%
Foster Youth	28.6%	n/a	n/a
Special Education	3.8%	n/a	3.3%
English Learners	6.7%	1.9%	3.2%
Homeless Youth	n/a	14.3%	%

Students with disabilities and African-American students performed significantly lower than all other

- AC Teams created 1-2 CFA's per quarter/units in for ELA leading to CSA Unit Assessment. Newly formed AC teams struggled with collaboration and calibration.
- AC Teams occasionally utilized the Common Core Companions to identify learning targets and daily lesson objectives.
- AC Teams (1st - 3rd) had Professional Development from district coaches focusing on Write to Sources and Close Reading Companion to increase teacher knowledge and student writing.
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's.
- Site Leaders had target grade level that were observed weekly and provided feedback based on their observations.
- Use of designated hours in August and throughout the school year for planning around essential standards based off of Interim/SBAC data for the creation of CFAs in ELA, Math, block assessments, and calendaring CFAs.

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

- 2-3 CFA's per quarter in Math Data Driven Instructional calendar AC Teams engaged in identifying Essential Learning Standards and learning targets
- AC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments
- AC Teams participated in the Cycle of Continuous Improvement
- Targeted AC Teams (5th and 6th) engaged in Professional Development from District coaches with a focus on utilizing the Five E's, use of block assessments, and personal math trainer.
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and AC's
- Site Leaders had target grade level that were observed weekly and provided feedback based on their observations.

**EL Reclassification Rate (All grade levels)**

Core Index Report

- 2017 metric report: 12.9% Redesignated
- 2018 metric report 20.7% Redesignated
- Increase of 7.8% of English Learners Redesignated

subgroups on ELA SBAC.

RSP teacher increased push-in support to utilize the adopted GVC for special education students.

There is a need for culturally-responsive teaching practices that include connecting text to students' lives, strategic questioning to build background knowledge and increased writing to respond to complex texts and tasks. Lesson planning that addresses the Four Foundations and use of the Common Core Companion to align the learning targets to the rigor of the standard.

Use of visuals and hands-on learning, cooperative groupings, academic discourse, and pre-planning for reteaching as a part of the instructional path.

Targeted grade levels (5th and 6th) are using the Illuminate assessment data for error analysis and reteaching.

Address the Four Guiding Questions in AC meetings to pre-plan for acceleration and re-teaching; continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and identify students for Tier 3 Interventions through IEP's and SST meetings.

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

SBAC Math	2015-16	2016-17	2017-18
All	11.6%	11.8%	13.8%
3 <sup>rd</sup> Grade	24.7%	20.8%	16.5%
4 <sup>th</sup> Grade	9.2%	10.7%	15.7%
5 <sup>th</sup> Grade	3.4%	5.6%	11.9%
6 <sup>th</sup> Grade	3.3%	4.2%	9.5%
African-American	3.1%	4.0%	7.4%
Foster Youth	14.3%	n/a	n/a
Special Education	7.7%	n/a	n/a
English Learners	4.3%	n/a	3.2%
Homeless Youth	8.3%	14.3%	n/a

Students with disabilities, English Learners, and African-American students performed significantly lower than all other subgroups on Math SBAC.

Need for culturally-relevant teaching practices that include visuals, collaborative groupings, collaborative conversations, re-teaching as a part of the instructional path and AC Teams addressing Four Guiding Questions during pre-planning. Strategies and ongoing data collection during lessons to check for understanding; systemic use of AC Grade Level Common Formative Assessments with calibration and implementation of Tier 2 Interventions within classrooms and grade-level teams.

Targeted grade levels (5th and 6th) are using the Illuminate assessment data for error analysis and reteaching.

**EL Reclassification Rate (All grade levels)**



RFEP	2015-16	2016-17	2017-18
All	4.6%	11.6%	20.7%
1 <sup>st</sup> Grade	n/a	3.7%	29.4%
2 <sup>nd</sup> Grade	n/a	20.0%	50.0%
3 <sup>rd</sup> Grade	10.0%	13.8%	37.5%
4 <sup>th</sup> Grade	7.1%	12.5%	0%
5 <sup>th</sup> Grade	6.3%	6.7%	0%
6 <sup>th</sup> Grade	n/a	21.4%	22.2%
Foster Youth	n/a	n/a	n/a
Special Education	6.7%	n/a	14.3%
Homeless Youth	n/a	n/a	n/a

The majority of students in EL subgroup performs lower on the reading and writing sections on the ELPAC or scored below the target on district assessments (DRP, BAS, Interim) and this prevents them from being redesignated.

Need for culturally-responsive teaching practices that include building background knowledge through questioning, academic discourse, visuals, collaborative groupings, re-teaching as a part of the instructional path and addressing Four Guiding Questions during pre-planning, continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and Tier 3 Interventions.

The focus needs to be on understanding and implementing the ELD standards, and how they are taught within the GVC.

Use of ELD companion and providing integrated and designated ELD within the instructional day.

EL students are receiving targeted intervention from TSA support.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Effectiveness in 2018-19

- Teachers attending the PLC conference were able to create next steps: create CFAs, more focus on question 1, PL on unpacking the standards, implement data discussions, revise RtI schedule so students aren't missing core instruction, and tutorials.
- Material and supplies were used to support teachers and students.
- Technology: tablets purchased so every 2nd-6th grade student had one to one tablets, Imagine Language and Literacy/Imagine Math/Imagine Math Facts/Blueprint Pilot (TK-2nd) online programs purchased school wide, Wonders online leveled readers, Go Math online curriculum, and use for district DRP and Interim tests, and SBAC testing.
- Instructional Assistants in Kindergarten classes to assist with small group instruction, and one assistant providing instruction during intervention groups.
- RtI with designated TSA and instructional assistant targeting 1st-3rd grade students reading below grade level.
- After school library tutoring targeting 2nd and 3rd grade students.
- ELD intervention with designated and site funded TSA positions targeting students nearly meeting redesignation.
- Provide class coverage for teachers in primary grades to assess students and to attend SST/IEP meetings.

- Restructured the IPG into question format for planning purposes.
- ILT lead professional development on Academic Discourse and engagement strategies.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes for 2019-20

- Eliminate site funded SEL TSA
- Fund a .4375 Certificated Tutor to provide academic interventions.
- Additional instructional assistant to support RtI with Certificated Tutor
- Training for teachers on Guided Reading (1st - 3rd grades)
- Designated TSA will facilitate parent training for online programs (personal math trainer, Wonders, LCD, Imagine Learning products, iReady for African-American students)

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Budget Priorities: Assign designated TSA to progress monitor RiT program and hire Certificated Tutor and instructional assistant to implement the intervention program, continue to fund instructional assistants for the after school library tutorial program, fund instructional assistants supplemental contracts to provide instruction for ELD intervention, continue to fund two instructional assistants to support Early Learning for small group instruction in Kindergarten.

**2** ELAC:

- Parents inquired about tablets for PreK - 3rd grade and possible parent trainings.
- Increase of parent engagement.
- Discussed the ELD intervention and the funding of instructional assistants to support intervention.
- Discussed the reasons why the TSA position was eliminated and how it will help support the site with additional funds.
- Would like more support for the Long Term English Learners

**3** Staff:

- Continue school wide goal in writing.
- Building background knowledge for students.
- Increase citing evidence from the text and writing across all curriculum's.
- Test scores are low.
- Continue Imagine Learning, Imagine Math, and Imagine Math Facts online learning program.
- Eliminate site funded TSA and hire Certificated Tutor and an additional instructional assistant for pull out intervention.
- Continue to fund instructional assistants for the after school library tutorial program
- Fund instructional assistants supplemental contracts to provide instruction for ELD intervention
- School wide PL to support differentiation in the classroom, culturally relevant to teaching practices.

**Action 1**

**Title:** Challenging content in ELA and Math

[Action Details:](#)

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.

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 and Common Core Companions 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, Buy-Back days and Quarterly Release days for AC Teams to backwards map Essential Standards and create Common Formative Assessments for ELA and Math units.

AC Teams identify essential standards in ELA and Math, create CFA calendars, and 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 Data-Chat 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 for number and percentage of Kinder students mastering both Math and ELA on most recent KAIG (Q1-Q4).

Progress Monitoring for number and percentage of students scoring standard met/exceeded on District Interim CFA#1 and CFA#2 in Math and ELA

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

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- DRP
- Interim Assessments
- Go Math Assessments
- Grade Level Common Assessments
- Quarterly Student Academic Review Team (SART) Meetings
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
  
- IPG Walks
- Classroom Observations and Feedback

**Owner(s):**

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- Teachers/AC's
- Teachers/AC's
- Teachers/AC's
- Teachers/AC's
- Instructional Aide support
- Principal/VP/TSA
- Admin/Teacher
- Admin/RSPTeacher/Reg Ed Teacher/School Psych/SLP
- Admin Team
- Admin Team

**Timeline:**

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- Twice a year
- Twice a year
- Upon Unit Completion
- Upon Unit Completion
- Quarterly Monthly or as needed
- Monthly or as needed
- Monthly or as needed
  
- Weekly
- Weekly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

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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

Paraprofessional support

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 (EK Enterprises)

GW

Office Depot

Copy lease

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

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The following supports will be implemented for struggling students in 1st, 2nd and 3rd grades; under-performing African American students, Foster Youth, English Learners and Special Education students.

- Rtl with Certificated Tutor and Instructional Assistants
- Small group instruction with Wonders Leveled Readers and GoMath Personal Trainer
- Targeted support in the After School Library Program
- Use of Homework help and Literacy support in the After-School Program

- Instructional coach will support with math and ELA through PL and planning
- Increase use of Write to Sources and Close Reading Companion with PL on these resources
- Online Imagine Learning and Imagine Math programs
- Online iReady for ELA and Math for African-American students

The following supports will be implemented for struggling students in 4th-6th grades; underperforming African American students, Foster Youth, English Learners and Special Education students.

- Use of Homework help and Literacy support in the After-School Program
- Small group instruction with Wonders online Leveled Readers and GoMath online Personal Trainer
- Instructional coach will support with math and ELA through PL and planning
- Increase use of Write to Sources and Close Reading Companion with PL on these resources
- Online Imagine Learning and Imagine Math programs
- Online iReady for ELA and Math for African-American students.

#### Explain the actions for Parent Involvement (required by Title I):

- 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

#### Describe Professional Learning related to this action:

- 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

## Action 2

**Title:** Response to Intervention-Students Reading by Third Grade

#### Action Details:

Heaton will implement a comprehensive reading intervention program to address the language and literacy development needs of students K-3 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 KAIG, BPST 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.
- Students reading by Third Grade is a site focus with differentiated Professional Learning for primary teachers provided by 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 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, BAS, Interim Assessments and DRP.
- Imagine Language and Literacy will be utilized during small group instruction to reinforce Foundational/Language Skills and reading comprehension in TK-6th grades.
- Two Instructional Aides will be hired for RTI in Kindergarten focusing on Foundational Skills and KAIG.

- Utilize the Designated Site TSA, CT and two IAs to monitor and support 1st-3rd RTI and foundational skills instruction, guided reading and progress monitoring.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

##### Details: Explain the data which will specifically 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 Data Chats with 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

##### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Fund a CT and two Instructional Aides for Small Group Instruction
- 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.
- 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
- Imagine Language and Literacy, Imagine Math, Blueprint/Imagine Learning licensing

##### Specify enhanced services for EL 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.

##### Specify enhanced services for low-performing student groups:

The following supports will be implemented for struggling students in 1st, 2nd and 3rd grades; under-performing African American students, Foster Youth, English Learners and Special Education students

- RtI program with Certificated Tutor and Instructional Assistants
- After School Library tutorial program
- Use of iReady online program for African-American students
- New curriculum for the After School Program to address student needs
- EL students will receive designated and integrated instruction throughout the school day

##### Explain the actions for Parent Involvement (required by Title I):

##### Describe Professional Learning related to this action:

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

- 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

### Action 3

**Title:** EL Redesignation

#### Action Details:

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.
- Provide targeted instruction in academic discourse, engagement strategies to enhance and reinforce listening, speaking, reading and writing skills and overall reading comprehension.
- 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 Aides in TK and Kinder classrooms to support language and literacy.
- Online Imagine Language and Literacy to support language acquisition.
- Provide teachers with planning time specific to EL Learners by instructional coach around RIRA, questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

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

- Annual ELPAC assessment
- BAS test for 1 graders
- DRP test for 2 -6 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

##### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Subs for teachers to observe best practices with a focus on EL instructional strategies and planning
- Teacher Sub release time and ILT Supplemental contracts for Planning & Delivering ELD Professional Learning to Staff
- TSA Supplemental Contract for Test Site Coordinator/ELPAC

- REAELPAC 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 enhanced services for EL students:

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

#### Explain the actions for Parent Involvement (required by Title I):

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- 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

#### Specify enhanced services for low-performing student groups:

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The following supports will be implemented for English Learner students in 1st-6th grades.

- RtI with Certificated Tutor and Instructional Aides for 1st-3rd grade English Learners
- Reteach based upon CFA data in 1st-6th grade
- Targeted ELD Bootcamp aligned to ELPAC testing areas of Listening, Speaking, Reading and Writing
- Use of Wonders ELD Companion for small group instruction

#### Describe Professional Learning related to this action:

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- 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.



# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (1st - 3rd Grades)	5,294.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,760.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,848.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Brain Pop Site License	1,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	2,354.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level IPG Walks	6,470.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - IEP Meetings	3,175.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract - Classified Support	3,995.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	3,411.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	6,025.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology - Tablets, Accessories, E-Beams	3,959.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST Meetings	3,175.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kelce Holmes ID1070551	9,877.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math/Blueprint Site License	7,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		44,129.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Imagine Learning Site License	21,975.00
G1A2	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	3,000.00
G1A2	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental Contract - Classified Support for EL Students	2,622.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00

**\$177,891.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	87.751 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

District-wide Goal 2 activities and field trips for TK-6<sup>th</sup> grade increased overall student participation; effective tracking and input of students into Goal; addition of campus Goal 2 Clubs (Heart to Art, cheerleading); Site Leaders speaking with parents for field trips (i.e. 6<sup>th</sup> grade camp) to break down cultural barriers to over-night and out of town field trips. Increased choir participation to include 4th grade students. Addition of Winter Program and Winter Concert for grades K-6th, Parc Grove Literacy Night, School Carnival, rallies and assemblies provided by off site support, parent and community outreach, school wide structured PE, Healthy School initiative, Healthy Air Quality partnership, Saturday Academy, Walk/Run Club

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Goal 2 Arts, Athletics, Activities	2015-16	2016-17	2017-18
All	18.3%	80.1%	11.5%
1 <sup>st</sup> Grade	n/a	100%	
2 <sup>nd</sup> Grade	n/a	96.7%	
3 <sup>rd</sup> Grade	n/a	93.1%	
4 <sup>th</sup> Grade	29.3%	100%	
5 <sup>th</sup> Grade	61.0%	98.6%	64.1%
6 <sup>th</sup> Grade	74.6%	100%	38.1%
African-American	25.4%	75.5%	14.3%
Foster Youth	41.7%	83.3%	
Special Education	19.4%	82.8%	
English Learners	11.2%	75.6%	9.4%
Homeless Youth	25.0%	100%	33.3%

District-wide Goal 2 activities and field trips for TK-6<sup>th</sup> grade increased overall student participation TK-6th.

African-American and English Learners participated at a lower rate than all students.

Foster Youth and Special Education participated at a lower rate than all individual grade levels.

Due to busing students to Parc Grove apartments, some students do not participate in goal 2 activities because parents do not have transportation to pick up the students and it is unsafe to walk to their apartments.

Parents do not feel comfortable sending their children on out of town field trips.  
Home School Liaison will address parent concerns and encourage parents to chaperone on field trips.  
Increase communication to parents at awards assemblies, back to school night, open house, special events, PeachJar, Restorative Practice parent learning group and through the school website and weekly School Messengers to encourage Goal 2 participation and school connectedness.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Effectiveness of 2018-19:

- Decrease in the amount of Goal 2 clubs on campus.
- Decrease in Saturday Academy participation.
- Majority of students participated in field trips or other school activities.
- Increase of school events, structured PE, yoga in all grade levels.
- Provided inter-mural sports at lunch.
- Teachers were provided substitutes for Arts Integration professional development.
- Read Across America readers in all classrooms.
- Pi (3.14) Day

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes for 2019-20

- Create Student Council that will provide input on school mission, vision, and actions, and to create a student interest survey.
- Increase of parent learning group participation (community outreach).
- Listening circles and conversations with staff.
- Establish monthly coffee hours to provide opportunities for parent input/questions.
- Recruit classified staff and parents to coordinate Goal 2 clubs.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Discussed increase in Goal 2 participation rate

**2** ELAC:

- Parents want to continue the clubs and events at school.

**3** Staff:

- Increased the amount of clubs during the day and after

- Continue to provide students with Walk/Run Club in the morning.
- Discussed the increase in student rallies and assemblies, and would like to see more of that next year.
- Partnership with Parc Grove for Literacy Night.
- Concerned with the lack of transportation for students/parents from Parc Grove to be able to attend events at school.

- Continue to have school carnival and other family events.

- school to ensure more students attend goal 2 clubs and activities.
- Continue to use outside vendors to provide rallies and assemblies that will increase student engagement and school connectiveness.
  - Attend all district provided field trips to increase student engagement.

## Action 1

**Title:** Increase student involvement in extra-curricular activities

### Action Details:

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.
- 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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

- Goal 2 Reports in ATLAS
- SEL Survey results
- Student feedback and interests
- ATLAS Engagement Reports-static reports
- Grades for Orchestra and Band

#### Owner(s):

- Admin/OM
- Admin
- Teachers
- Admin
- Band and Orchestra Teachers

#### Timeline:

- Quarterly
- Annually
- Quarterly
- Quarterly, or as needed
- Quarterly

#### 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)
- Incentives & Recognition Awards (Graphics, GW, Costco, SaveMart)
- Development of Intramural sports during lunch
- Subs for teachers attending the Arts Integration PLC

Specify enhanced services for EL students:

- Special Education Students
- TK-1st Students

Explain the 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

Specify enhanced services for low-performing student groups:

Leverage mentoring programs to increase participation with African-American group and increase inclusion for students with disabilities.

Describe Professional Learning related to this action:

- TSA -Presentation/sharing of club options at monthly staff meetings
- TSA will update data

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	96.109 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	97.802 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.825 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>Bricks 4 Kidz</p> <p><b>Exposure to Careers - 4th Grade</b></p> <p>Police Department</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>Fresno City College STEM collaboration with FCC Engineering Students</p> <p>Reedley College visitation</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 3rd Grade</b></p> <p>There is no significant dis-proportionality for any significant subgroup</p> <p><b>Exposure to Careers - 4th Grade</b></p> <p>There is no significant dis-proportionality for any significant subgroup.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>There is no significant dis-proportionality for any significant subgroup.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Effectiveness of 2018-19:

- Saturday Academy collaboration with FCC Geology professors to provide awareness of careers during Saturday Academy.
- CDC parents speak to students regarding their career and students take field trips to local businesses and FCC to gain exposure to careers.
- Students are highly engaged in field trips or activities regarding exposure to careers.
- Addition of meaningful jobs for students in grades 4th-6th that included a job fair with student interviews.
- Young Men of Character mentors provide students with guidance and exposure to careers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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Changes for 2019-20:

- Increase opportunities for TK-2nd grade students with meaningful jobs, classroom jobs.
- Addition of Career Day to expose students of possible careers facilitated by TSA, HSL, and parent volunteers.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

- SSC is enthused about FUSD sponsored field trips and exposure to careers.
- Members would like to see more career field trips for other grade levels.
- Continue to collaborate with Fresno City College about a possible Career Day at Heaton.

**2** ELAC:

- Parents stated that their children are happy with taking field trips that expose them to specific careers.
- Continue to request a Career Day at Heaton.

**3** Staff:

- Staff members would like to increase the number of grade levels attending an exposure to career field trip.

## Action 1

**Title:** Increase student exposure to careers

**Action Details:**

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Partnership with Fresno City College with a focus on STEM education. Students will have exposure to various career paths in Engineering, Geology and Liberal Arts.

Students will have the opportunity to attend a Career Day at Heaton. There will be a variety of professionals that will present to students and share their experiences.

Young Men of Character mentors will be meeting with 5th and 6th grade students during lunch twice a week.

The Young Men's Alliance and Young Women's Alliance from Fresno High school will mentor and tutor students once a month. Fresno High students will be out on the patio in the morning before school and in the classrooms to support teachers and students.

Students will have exposure to technology and careers during the Library After School program.

Students will have the opportunity to recover attendance credit during our Saturday Academy.

We will continue to implement the Literacy by Third Grade volunteer program. Volunteers will be in TK-3rd grade classrooms to support teachers and students.

Our Teacher on Special Assignment will provide small group instruction for students with a focus on accelerated and STEM learning.

In planning stages with Bitwise to integrate additional technology in classrooms for next year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

- Attendance from Young Men of Character, Library After School Program, Saturday Academy.
- Feedback from mentors and students regarding the various programs and Career Day.
- Behavior reports for those participating in the different programs

Owner(s):

- Mentors, librarian, teachers, admin
- Mentors, students
- Administration

Timeline:

- September 2018 - June 2019
- September 2018 - June 2019
- September 2018 - June 2019

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will partner with community and universities to support student exposure to careers
- Admin and teachers will recruit community members to participate in Career Day.
- TSA will provide accelerated learning through STEM activities.
- Volunteers will continue to support in the classroom.
- School staff will coordinate and oversee the Saturday Academy.
- Admin and office staff will order material and supplies to assist implementation of programs.
- Incentives and recognition awards.

Specify enhanced services for EL students:

- Career exposure field trips, programs and Career Day will include English Learners.

Specify enhanced services for low-performing student groups:

Continuation of check-in/check-out and site-based mentoring to engage African American subgroup, English Learners and students with disabilities, and parent outreach from the Home-School Liaison for these subgroups via parent meetings.

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

- Parents will be encouraged to participate in Career Day.
- School will communicate to parents regarding the different programs and activities that students will participate in to expose them of different career paths.
- Parents will be encouraged to volunteer in class or with the different activities.
- School staff will send school messenger updates and send home flyers to inform them of any career based activities.

Describe Professional Learning related to this action:

- Administration/TSA will provide staff updates as to the career exposure and activities being provided to students.
- PL for accelerated and STEM learning.



**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	94.205 %	93.516 %	2017-2018	94.516 %
Chronic Absenteeism	22.064 %	20 %	2017-2018	18 %
Suspensions Per 100	20.576 %	17.81 %	2017-2018	16.81 %
Parent Survey - Respected and welcomed	100 %	95.638 %	2017-2018	100 %
Parent Survey - Safe and secure	100 %	95.318 %	2017-2018	100 %
Student Survey - Included	79.519 %	62.651 %	2017-2018	69.651 %
Student Survey - Caring adult	80.485 %	76.829 %	2017-2018	83.829 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

There are three grade levels that have increased chronic absenteeism: Kinder - 36.1%, 6th grade - 28.8%, and 1st grade - 23.7%. Lack of communication between parents and school site. There is a lack of building relationship between parents and school with those who are first time students at a school.

**Suspensions Per 100**

Overall suspensions have increased this year, with a disproportionality in the African-American subgroup. Contributing to these increasing numbers are: high teacher turnover, lack of implementation of schoolwide Restorative Practices with 12 new teachers new to the site without RP training, retirement of Resource Counseling Assistant for the PAWS Clubhouse and African-American NTA who had relationships with the community, and clear expectations for student behavior. Implementation of daily morning meetings, 2nd Step lessons, and newly created school wide PAWS expectations.

**ADA Attendance**

There were three groups that decreased in ADA: Kindergarten students, Special Education students, and Homeless Youth students. As mentioned previously, there is a lack of communication between parents and school site. Special education students have specific disabilities that prohibit them from always attending school. Our Homeless Youth students are often absent due to living conditions.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Chronically Absent	2015-16	2016-17	2017-18
All	18.5%	21.6%	21.3%
Kinder	27.1%	25.0%	<b>36.1%</b>
1 <sup>st</sup> Grade	16.1%	20.8%	<b>23.7%</b>
2 <sup>nd</sup> Grade	15.8%	10.4%	16.7%
3 <sup>rd</sup> Grade	10.5%	24.0%	<b>11.9%</b>
4 <sup>th</sup> Grade	17.9%	20.8%	17.0%
5 <sup>th</sup> Grade	20.6%	28.4%	<b>13.8%</b>
6 <sup>th</sup> Grade	19.7%	23.1%	<b>28.8%</b>
African-American	21.7%	21.6%	18.8%
Foster Youth	20.0%	28.6%	<b>15.4%</b>
Special Education	35.6%	37.3%	<b>26.9%</b>

**Parent Survey - Respected and welcomed**

There has been an increase in parents feeling welcome and respected at school over the past three years (+11.0%). This increase is due to the front office being welcoming and assisting parents with their concerns. Teachers have also reached out to parents via phone calls or messaging online to communicate and invite them inside the classroom to make parents feel part of their child's education.

**Parent Survey - Safe and secure**

There has been an increase of 6.6% of parents that feel school is safe and secure over the past three years. Administration, teachers, and other support staff are visible during non-structured times. Administration sends messages to parents through school messenger when there is an incident at the school site and ensures that students are safe at school.

**Student Survey - Caring adult**

There was a decrease in the number of students feeling that there is a caring adult at school in three subgroups: African-American, Foster Youth, and Special Education students. There is a strong correlation between attendance, participation and not feeling cared by an adult at school.

**Student Survey - Included**

There is a low percentage (72.5%) of students that do feel included at school or in the classroom. Possible contributions could be the lack of teacher-student relationship and lack of participation in Goal 2 activities.

English Learners	10.5%	11.2%	9.1%
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Homeless Youth	34.8%	33.3%	<b>25.0%</b>
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Kinder students who are chronically absent increased by 11.1%. Teachers and staff will reach out to educate parents of early learners about the importance of student attendance and how it affects them academically and socially/emotionally.

Special Education subgroup decreased 10% from last year but remains higher than the school wide attendance. There are two SDC autism classes that contribute to absenteeism in the Special Education subgroup. These absences are due to health concerns and parent connectiveness to the school site. Teachers will reach out to parents to ensure students are safe and have accessibility to the curriculum.

**Suspensions Per 100**

Suspensions	2015-16	2016-17	2017-18
All	29.36%	22.28%	<b>13.30%</b>
Kinder	19.72%	10.22%	14.53%
1 <sup>st</sup> Grade	35.66%	12.14%	17.65%
2 <sup>nd</sup> Grade	13.16%	32.08%	5.04%
3 <sup>rd</sup> Grade	34.58%	22.22%	24.49%
4 <sup>th</sup> Grade	11.96%	53.0%	11.88%
5 <sup>th</sup> Grade	47.89%	Under 3%	<b>9.21%</b>
6 <sup>th</sup> Grade	58.11%	33.33%	<b>8.00%</b>
African-American	97.53%	42.86%	<b>21.05%</b>
Foster Youth	80.00%	76.47%	100%
Special Education	43.75%	24.69%	<b>23.75%</b>
English Learners	14.29%	Under 4%	10.37%
Homeless Youth	64.00%	25.00%	<b>Under 4%</b>

Over-all suspensions have decreased; however, the number of unique students suspended and has increased. Morning meetings and Second Step lessons support the relationship-building with twelve teachers new to Heaton this school year. The loss of relationships has impacted the site, as well as not funding an RCA for the PAWS Clubhouse. Of great concern is the disproportionality of suspensions with the African-American group and students living at Parc Grove.

African-American and Special Education subgroups has higher suspension rates than the school wide data. Young Men of Character, Drum Circle, Yoga and structured P.E. have been implemented to address social/emotional needs and decrease the number of misbehavior's. These programs were expanded this year through all grade levels, and teachers will be required to teach P.E. lessons in 2019-20 school year. Site Leaders, CC TSA and Designated TSA will assist with teachers in the classroom to ensure appropriate routines and structures are in place, and support teachers with implementation of Morning Meetings, Second Step lessons, Cool-down spaces within classrooms and PBIS.

**ADA Attendance**

ADA	2015-16	2016-17	2017-18
All	94.10%	93.67%	93.58%
Kinder	92.66%	92.29%	<b>90.64%</b>
1 <sup>st</sup> Grade	94.34%	93.72%	93.60%
2 <sup>nd</sup> Grade	94.16%	94.95%	94.05%
3 <sup>rd</sup> Grade	96.14%	94.01%	95.40%
4 <sup>th</sup> Grade	94.03%	94.34%	94.24%
5 <sup>th</sup> Grade	94.00%	93.28%	94.22%
6 <sup>th</sup> Grade	93.80%	93.27%	93.13%
African-American	93.82%	94.07%	94.60%
Foster Youth	93.47%	93.30%	94.67%
Special Education	91.60%	91.19%	<b>90.75%</b>
English Learners	96.07%	94.92%	95.80%
Homeless Youth	92.40%	93.11%	<b>91.71%</b>

Over-all Average Daily Attendance has decreased by .52% with Kinder showing the most significant decrease in ADA at 2.02%; and Special Education students decreasing by .85% and Homeless Youth by .69%. Each of these subgroups have ADA below 92%.

**Parent Survey - Respected and welcomed**

I feel respected and welcomed	2014-15	2015-16	2016-17	2-year difference
Heaton	84.3%	96.3%	95.3%	<b>+11.0%</b>
All Elementary	87.0%	95.3%	94.7%	<b>+7.7%</b>
Difference	<b>-2.7%</b>	<b>+1.0%</b>	<b>+0.6%</b>	

Positive 2-year growth from parent survey.

**Parent Survey - Safe and secure**

Safe and secure environment to learn	2014-15	2015-16	2016-17	2-year difference
Heaton	89.0%	96.2%	95.6%	<b>+6.6%</b>
All Elementary	88.0%	95.5%	95.1%	<b>+7.1%</b>
Difference	<b>+1.0%</b>	<b>+0.7%</b>	<b>+0.5%</b>	

Positive 2-year growth from parent survey.

**Student Survey - Caring adult**

Caring Adult	2014-15	2015-16	2016-17
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All	75.2%	69.6%	73.5%
4 <sup>th</sup> Grade	78.7%	78.0%	68.0%
5 <sup>th</sup> Grade	80.4%	57.8%	<b>89.1%</b>
6 <sup>th</sup> Grade	60.0%	72.5%	61.1%
African-American	76.2%	66.7%	<b>58.3%</b>
Foster Youth	100%	83.3%	<b>50.0%</b>
Special Education	77.8%	75.0%	<b>50.0%</b>
English Learners	88.9%	80.0%	79.2%
Homeless Youth	83.3%	40.0%	<b>100%</b>

Most significant decreases since 2014-15 are African-American (-17.9%) Foster Youth (-50%) and Special Education students (-27.8%). Significant increase are with Homeless Youth (+16.7%).

African-American, Foster Youth, Special Education subgroups are significantly lower than all other students. The school site will have a focus group of students that represent all grade levels and significant subgroups to conduct a root cause analysis of the decrease in student surveys and why students feel that way.

Increase school wide mentoring between staff and students to increase connectiveness between students and adults.

Social/Emotional TSA will support teachers in creating an environment where students feel safe and comfortable with all staff members.

**Student Survey - Included**

Included	2014-15	2015-16	2016-17
All	74.6%	71.6%	72.5%
4 <sup>th</sup> Grade	70.2%	82.0%	70.0%
5 <sup>th</sup> Grade	80.0%	75.6%	<b>82.2%</b>
6 <sup>th</sup> Grade	71.4%	53.8%	<b>63.9%</b>
African-American	58.8%	80.0%	<b>66.7%</b>
Foster Youth	100%	33.3%	<b>50.0%</b>
Special Education	66.7%	66.7%	<b>37.5%</b>
English Learners	73.7%	84.2%	83.3%
Homeless Youth	83.3%	80.0%	<b>100%</b>

Most significant decreases since 2014-15 are Foster Youth (-50%) and Special Education students (-29.2%). Significant increase are with Homeless Youth (+16.7%). African-American student reported an increase from two years ago (+7.9%) but a decrease of (-13.3%) from the previous year.

African-American, Special Education, and Foster Youth subgroups are significantly lower on feeling included at the school site than the rest of the school.

Increase outreach to targeted subgroups to ensure participation in goal 2 activities.

Increase school wide mentoring between staff and students to increase connectiveness between students and adults.

Social/Emotional TSA will support teachers in the classroom with SEL and continue to use the PAWS Clubhouse as a resource for students who need social and/or emotional support.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Effectiveness in 2018-19

- Recess and lunch schedules were revised to group primary and intermediate classroom which reduced the number of referrals on the playground.
- Addition of social emotional components to classroom settings (morning meeting, 2nd step lessons)
- Unfilled Home School Liaison position which resulted in non-communication with parents and students.
- Addition of SEL TSA, Restorative Practice counselor and Climate Culture TSA which did not coordinate with their rules and responsibilities as it related to teachers and students.
- Lack of Restorative Practice training's.
- Fade out of Tier 3 Behavior Intervention Specialists without providing qualified/trained Tier 2 support staff.
- There are currently no students at Phoenix although there are nine students formerly from Phoenix on campus.
- 44 students were provided an informal behavior plan that required students to check in/out with a staff member daily.
- 15 Behavior Support Plan were written and discussed with parents/teacher.
- Monthly SST meetings to discuss behavioral and social/emotional concerns.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes for 2019-20:

- Re-establish monthly PAWS assemblies for grades 1st-6th.
- Fund a Social Worker (.500 FTE)
- Fund a Campus Assistant
- Increase professional development focusing on social justice.
- Identify Tier 2 SEL interventions
- District funded Tier 2 support (IS)

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Social/Emotional data shared with SSC members and actions that contributed to the data.

**2** ELAC:

- Social/Emotional data shared with ELAC members and actions that contributed to the data.

**3** Staff:

- Provide incentives for student attendance
- Importance of building student relationships and use of staff

- Home School Liaison will continue to be funded next year to support parents and attendance
- Use CWA to support staff and parents with student attendance.
- Possible incentives for students/parents to attend school.
- Concerned with lack of parents participating in the parent survey.
- Discussed the elimination of SEL TSA and hiring of Social Worker

- Home School Liaison will continue to be funded next year to support parents and attendance
- Discussed the elimination of SEL TSA and hiring of Social Worker
- Provide staff mentors to connect with specific students on campus.
- Agreed that site support is needed and supports having a Social Worker and Campus Assistant next year.

- mentors for students.
- Social/Emotional data shared with staff and actions that contributed to the data.
- Home School Liaison will continue to be funded next year to support parents and attendance
- Agreed to eliminate SEL TSA and hire a .600 FTE Social Worker

## Action 1

**Title:** Attendance: School-wide incentive program

### Action Details:

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
- 
- 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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically 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 grade) and every 10 days (2-6 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", Tshirt.
- TK-1 grade teachers will have daily drawings for students who are present at school on time.

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 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
- Amark T-shirts for Perfect Attendance Winners

Specify enhanced services for EL 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.

Explain the 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

Specify enhanced services for low-performing student groups:

Use of Tier 2 IS and Site-based Social Worker to connect with African-American, Foster Youth, Homeless and Special Education students and families to remove barriers leading to chronic absenteeism and truancy.

Describe Professional Learning related to this action:

- 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 3 implementation

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.

## Action 2

**Title:** PAWS Guidelines for Success

### Action Details:

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
- 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 which will be monitored by site leader walkthroughs with designated times placed on the master calendar.
- 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 using Power BI 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 using Power BI for number and percentage of students with 1 or more out of school suspension incidents and Power BI for the number and percentage of suspension instances in the common areas (bus loading/exiting, cafeteria, common area, office, hallway, library, playground, restroom)

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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

#### Owner(s):

- Teachers
- Teachers/Admin
- Admin/SCC Team
- TSAVP/RCA
- RCA
- RCA, Admin, Teacher
- Admin
- TSA/Admin/Teacher
- Admin/RSP Teacher / Teacher/ School Psychologist

#### Timeline:

- Monthly
- Weekly as needed
- Monthly
- Daily
- As needed
- Monthly
- Weekly
- Monthly and as needed
- Monthly and as needed



**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

- 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.

**Specify enhanced services for EL students:**

- RCA meets with Connection Kids daily and logs data
- CWA meets with Boys to Men and Girl Power students weekly

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

- Face to face meetings with parents each time a student is suspended (Connect with families for support).
- Classroom teacher will meet with parent face to face when implementing an Individual Student Behavior Plan to support positive behavior.
- 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.
- Parents will be invited to SST meetings.
- Pastries with parents to connect with families twice per year.

**Specify enhanced services for low-performing student groups:**

The following supports will be additions to next year's MTSS and will target African-American, Foster, Homeless and Special Education students and families:

- Implementation of TST to clearly identify and differentiate students needing Tier 1,2,3 supports
- Tier 2 support - Intervention Specialist (district provided)
- Social Worker - 3 days per week
- Campus Assistant
- PL on Restorative Practices and Tier 1 classroom strategies

**Describe Professional Learning related to this action:**

- Site PLs for certificated and classified staff, including NTAs facilitated by Admin/SCC and SEL TSA
- P.A.W.S. Guidelines for Success
- Levels of misbehaviors
- CHAMPS/MAC/STOIC
- First 20 Days article
- SSTs for behavior
- Second Step
- Class Meetings
- BSP/BIP
- Continue Restorative Practice year 3 training (DPI delivered)

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

## G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	1,707.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Split between Forkner (For all goals) & Heaton 0.60 FTE - Heaton - G1A2 0.40 FTE - Forkner - G4A2/Social Emotional Learning	60,053.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Learning : Imagine Learning Site License	6,025.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - SCC Planning	1,083.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Funworks - Student Incentives & School Events	5,000.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Supplemental Contract - SCC Planning	313.00
G4A2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant,Campus Safety	0.7500		51,541.00

**\$140,195.00**

## 2019-2020 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - Reading Assessments (1st - 3rd Grades)	5,294.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,760.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,848.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Brain Pop Site License	1,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	2,354.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - Grade Level IPG Walks	6,470.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - IEP Meetings	3,175.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract - Classified Support	3,995.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	3,411.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	6,025.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology - Tablets, Accessories, E-Beams	3,959.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST Meetings	3,175.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kelce Holmes ID1070551	9,877.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Math/Blueprint Site License	7,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		44,129.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Imagine Learning Site License	21,975.00
G1A2	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	3,000.00
G1A2	LCFF: EL	Instruction	Oth Cls-Supp			Supplemental Contract - Classified Support for EL Students	2,622.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,522.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	1,707.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Split between Forkner (For all goals) & Heaton 0.60 FTE - Heaton - G1A2 0.40 FTE - Forkner - G4A2/Social Emotional Learning	60,053.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Imagine Learning : Imagine Learning Site License	6,025.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract - SCC Planning	1,083.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Funworks - Student Incentives & School Events	5,000.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Supplemental Contract - SCC Planning	313.00
G4A2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant,Campus Safety	0.7500		51,541.00

\$318,086.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,486.00
Sup & Conc	7090	\$228,024.00
LCFF: EL	7091	\$36,576.00
<b>Grand Total</b>		<b>\$318,086.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$177,891.00
G4 - All students will stay in school on target to graduate	\$140,195.00
<b>Grand Total</b>	<b>\$318,086.00</b>