

**Heaton Elementary**

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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 School 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 and Family 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 School 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>


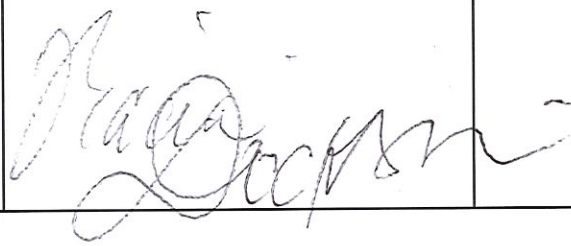
**School Site Council**

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. Lorraine Sanchez				X	
4. Michael Garrison				X	
5. Dawn Herrera				X	
6. Nick Gamber				X	
7. Bonniebel Ortiz		X			
8. Gail Coyle		X			
9. Patty Sanchez		X			
10. Yolanda Barraza			X		
11.					
12.					
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti		May 6, 2020
SSC Chairperson	Tracia Dickson		May 6, 2020

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 2020/21

Heaton - 0210

**ON-SITE ALLOCATION**

3010	Title I	\$55,332 *
7090	LCFF Supplemental & Concentration	\$210,872
7091	LCFF for English Learners	\$30,099
3182	Comprehensive Support and Improvement	<u>\$185,832</u>
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$482,135</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	\$1,566
Remaining Title I funds are at the discretion of the School Site Council	<u>\$53,766</u>
Total Title I Allocation	\$55,332

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

## Heaton Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.328 %	21.429 %	2018-2019	29.5 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.816 %	12.203 %	2018-2019	19.5 %

**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)

- IPG walk-through data tool data was not presented to ILT or staff in order to target areas of strength and needs.
- Teachers did not have the opportunity to visit peer classrooms in order to identify evidence of IPG tenets within the classrooms.
- Utilization of IPG and Common Core Companion when planning lessons was not done with fidelity across all grade level teams
- There is a need for vertical articulation among grade levels to identify specific standards and skills needed at the next grade level.
- CFA calendars, school wide and grade level, were not created to guide the instruction throughout the year for all grade-level teams.
- ILT met multiple times during the year to discuss and analyze student writing.
- When looking at the four guiding questions, ACs have not gone deep enough in questions three and four, providing appropriate interventions and enrichment.
- There is a need for professional learning in guided reading and how to analyze CFA data and student work rubrics (how, what to do with it, and how it is displayed).
- Grade levels participated in data chats with administration twice this school year, with a focus on student data on I-Ready Math and Reading, BAS, KAIG—Kinder, Math Fluency, and writing.

**SBAC ELA Results Points below Standard by Subgroup 2017 to 2019**

**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)

Students were not provided with consistent intervention with the Certificated Tutor, instructional assistants, and teachers. CT and assistants were not hired until late 2019. Teachers did not always focus deeply on questions three and four during AC planning time. Did not utilize the Imagine Learning online program focusing on reading intervention.

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

Teachers did not always utilize the Common Core Companion while planning lessons with fidelity. Lack of professional learning on the 5 E's in Go Math and use of IAB/FIABs, and guided reading. Teachers were not able to go into peer classrooms and observe math lessons as it was guided by the IPG.



ELA SBAC Subgroups	2019	Change	2018	Change	2017	Change
	Points below standard (# stdnts)	(+) inc (-) dec (=) maint	Points below standard (# stdnts)	(+) inc (-) dec (=) maint	Points below standard (# stdnts)	(+) inc (-) dec (=) maint
All	76.5 below (271)	-4.4	72.1 below (284)	+9.4	81.5 below (258)	+12.3
English Learners	77.4 below (69)	-2.9	74.6 below (83)	+5.5	80.1 below (65)	=2.4
Hispanic	77.3 below (224)	-7	70.4 below (233)	+12.1	82.4 below (208)	+7.7
SED	77.7 below (262)	-4.6	73.1 below (277)	+8.5	81.6 below (254)	+13.1
Current EL	114.2 below (47)	-6.4	107.9 below (58)	+15.3	123.2 below (43)	-5.2
RFEP	1.2 above (22)	=1.5	2.7 below (25)	=1.5	4.2 below (22)	+27.1
EO	78.8 below (193)	-6.6	72.1 below (197)	+12.7	84.8 below (186)	+15.5
African American	107.5 below (22)	-7.7	99.8 below (23)	-6.4	93.4 below (21)	+33.6
Students w/Disabilities	124.2 below (28)	-9.6	120.1 below (33)	+17.9	138 below (30)	-14.8
White	33.2 below (13)	+23	56.2 below (20)	+20.4	76.6 below (19)	+7.7

Asian, Foster Youth, Homeless, Two or More Races all below 11 students in these subgroups, so no data reported.

**Power BI SBAC ELA Data by Subgroups from 2017 to 2019**

ELA Subgroups	Power BI	Change	Power BI	Change	Power BI
	SBAC 2019 % Meets/Exceeds (Num/Denom)	(+) inc (-) dec (=) maint	SBAC 2018 % Meets/Exceeds (Num/Denom)	(+) inc (-) dec (=) maint	SBAC 2017 % Meets/Exceeds (Num/Denom)
All	21.4% (63/294)	-1.1%	20.3% (62/305)	+4.4%	15.9% (47/296)

3 <sup>rd</sup> Grade	26.1% (24/92)	-3.3%	29.4% (25/85)	+5.6%	23.8% (24/101)
4 <sup>th</sup> Grade	20.0% (15/75)	+2.2%	17.8% (16/90)	+11.1%	6.7% (5/75)
5 <sup>th</sup> Grade	23.1% (18/78)	+9.7%	13.4% (9/67)	-6.0%	19.4% (14/72)
6 <sup>th</sup> Grade	12.2% (6/49)	-6.8%	19.0% (12/63)	+10.7%	8.3% (4/48)
African American	17.9% (5/28)	+17.8%	.07% (2/28)	+0.3%	.04% (1/25)
Asian	22.2% (2/9)	+5.5%	16.7% (1/6)	-16.6%	33.3% (2/6)
Hispanic	20.4% (49/240)	-.2%	20.6% (51/248)	+4.3%	16.3% (39/239)
Other	25% (1/4)	-8.3%	33.3% (1/3)	0.0%	33.3% (2/6)
White	46.2% (6/13)	+11.2%	35.0% (7/20)	+20.0%	15.0% (3/20)
Foster Youth	14.3% (1/7)	n/a	No data	n/a	No data
Not Foster Youth	21.6% (62/287)	-1.0%	20.6% (62/301)	+4.0%	16.0% (47/293)
Students w/Disabilities	3.3% (1/30)	0.0	3.3% (1/30)	n/a	No data
Students w/o Disabilities	23.5% (62/264)	-1.3%	22.2% (61/275)	+4.3%	17.9% (47/262)
English Learners	0.02% (1/53)	-3.2%	3.2% (2/62)	-2.2%	5.4% (3/56)
Non-English Learner	25.2% (60/238)	+0.5%	24.7% (60/243)	+5.8%	18.9% (46/243)
Homeless	20.0% (1/5)	n/a	no data	n/a	14.3% (1/7)
Not Homeless	21.5% (62/289)	-0.8%	20.7% (62/299)	+4.8%	15.9% (46/289)

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

- AC teams provide students with CFAs 2-3 times per quarter.
- Some grade levels are now producing calendars to show when CFAs and specific lessons are taught.
- Grades 3-6 are now utilizing the IAB and FIAB resource from CAASPP, using the claims and targets for each standard.

- There is a need for professional learning on how to utilize and plan using the 5 E's in Go Math.
- IPG is not consistently used to provide teachers with feedback based on classroom walk-throughs.
- Site leaders were not able to observe targeted grade levels and provide feedback on a weekly basis.
- Teachers provided students with math fluency on a daily basis.
- Professional Learning was provided to teachers on math fluency.
- Professional Learning was given on claims, targets, and IAB/FIAB.

**SBAC Math Results Points below Standard by Subgroup 2017 to 2019**

CA Dashboard Math SBAC Subgroups	2019	Change	2018	Change	2017	Change
	Points below standard (# stdnts)	(+) inc (-) dec (=) maint	Points below standard (# stdnts)	(+) inc (-) dec (=) maint	Points below standard (# stdnts)	(+) inc (-) dec (=) maint
All	95.9 below (271)	-10.5	85.4 below (283)	+5.1	90.6 below (257)	+15.6
English Learners	98.8 below (69)	-18.6	80.2 below (83)	+5.8	86 below (64)	+14.7
Hispanic	97.6 below (224)	-12.7	84.9 below (233)	+4.0	89 below (207)	+15.5
SED	97.1 below (262)	-11.1	86 below (276)	+4.0	90 below (253)	+17.3
Current EL	134.3 below (47)	-26.8	107.5 below (58)	+8.5	116 below (42)	+7.4
RFEP	22.8 above (22)	-6.1	16.8 below (25)	+11.9	28.7 below (22)	+41.2
EO	97.2 below (193)	-9.2	88 below (196)	+4.7	92.7 below (186)	+17.8
African American	113.6 below (22)	-17.9	95.7 below (22)	+13.6	109.3 below (21)	+24.9
Students with Disabilities	148.1 below (28)	-3.4	130.8 below (33)	+10.0	140.8 below (30)	+7.4
White	70.6 below (13)	+8.3	79 below (20)	+15.3	94.3 below (19)	-5.7

Asian, Foster Youth, Homeless, Two or More Races all below 11 students in these subgroups, so no data reported.

**Power BI SBAC Math Data by Subgroups from 2017 to 2019**

Math Subgroups	SBAC 2019 % Meets/Exceeds (Num/Denom)	Change (+) inc (-) dec (=) maint	SBAC 2018 % Meets/Exceeds (Num/Denom)	Change (+) inc (-) dec (=) maint	SBAC 2017 % Meets/Exceeds (Num/Denom)
All	12.2% (36/295)	-1.6%	13.8% (42/304)	+2.0%	11.8% (35/296)
3 <sup>rd</sup> Grade	17.4% (16/92)	-0.9%	16.5% (14/85)	-4.3%	20.8% (21/101)
4 <sup>th</sup> Grade	9.3% (7/75)	-6.4%	15.7% (14/89)	+5.0%	10.7% (8/75)
5 <sup>th</sup> Grade	12.7% (10/79)	+0.8%	11.9% (8/67)	+6.3%	5.6% (4/72)
6 <sup>th</sup> Grade	6.1% (3/49)	-3.4%	9.5% (6/63)	+5.3%	4.2% (2/48)
African American	14.3% (4/28)	+6.9%	7.4% (2/27)	+7.0%	.04% (1/25)
Asian	11.1% (1/9)	-5.6%	16.7% (1/6)	0.0%	16.7% (1/6)
Hispanic	12.1% (29/240)	-2.4%	14.5% (36/248)	+2.4%	12.1% (29/239)
Other	25% (1/4)	-8.3%	33.3% (1/3)	+16.6%	16.7% (1/6)
White	7.1% (1/14)	-2.9%	10.0% (2/20)	-5.0%	15.0% (3/20)
Foster Youth	28.6% (2/7)	n/a	No data	n/a	No data
Not Foster Youth	11.8% (34/288)	-2.2%	14.0% (42/300)	+2.1%	11.9% (35/293)
Students w/Disabilities	3.3% (1/30)	n/a	No data	n/a	No data
Students w/o Disabilities	13.2% (35/265)	-2.1%	15.3% (42/274)	+1.9%	13.4% (35/262)
English Learners	0.01% (1/57)	-3.2%	3.2% (2/62)	n/a	No data
Non-English Learner	14.7% (35/238)	-1.8%	16.5% (40/242)	+2.1%	14.4% (35/243)
Homeless	No data	n/a	no data	n/a	14.3% (1/7)
Not Homeless	12.4% (36/290)	-1.7%	14.1% (42/298)	+2.3%	11.8% (34/289)

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

There was a lack of intervention from the Certificated Tutor and instructional assistants due to those positions not being filled until November 2019. RtI instruction has not been consistent after hiring personnel due to absences and not filling all positions. The online intervention program, Imagine Learning, was not accessible until later in the year and not compatible with district server. Professional Learning was not provided with the focus on: complex text and rubrics, 5 E's in Go Math, language acquisition strategies to enhance overall ELPAC targets.

**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.

- Eliminate Imagine Learning online program.
- Ensure teachers are able to have coverage in order to observe peers and calibrate with IPG.
- Additional PL is needed in guided reading, math strategies, data driven PLCs.
- Use of MLD/BBF for math lessons and fluency.
- More consistency with Response to Intervention for ELA.

**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:

- There are concerns of teacher retain over the past four to five years.
- Need of technology/tablets in the classroom.
- Continue intervention support with Certificated Tutor and Instructional Assistants.
- Provide parent classes to make them aware of Common Core standards and how to teach students at home.
- Would like to see the AVID program at Heaton.
- Continue iReady online academic program for intervention and enrichment.
- Would like to have a full time Home School Liaison

**2** ELAC:

- Intervention for English Learners
- More technology/tablets for student online learning
- Need for bilingual paraprofessionals to support student learning
- Extended learning (after school) in areas of ELA and math
- Provide planners to intermediate students

**3** Staff:

- Quarterly planning days
- Technology
- Student planners/agendas
- Material/supplies (binders, journals, markers, organizers, etc)
- Teaching Fellows
- Self-monitoring goals
- Professional Learning/conferences (PLC, Doug Fisher, Standards Institute)
- Substitute administration
- AVID training
- Continue math fluency and writing goals
- MLD/BBF
- Use of IAB/FIABs
- Data Chats/Goal Setting



## Action 1

Title: Challenging Content in ELA

### Action Details:

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#### Literacy TK-6th ELA

In Literacy, Heaton teachers will plan lessons and deliver instruction using GVC and research-based best practices to ensure student acquisition of grade-level skills and make a minimum of one grade-level growth as monitored with i-Ready data, grade-level CFAs, IAB/FIAB (3rd-6th), exit tickets, student work and BAS Reading assessments. Teachers will utilize the FUSD Instructional Practice Guide for Literacy, the Four Guiding Questions and the Common Core Companion for Literacy when planning and developing high-impact lessons that ensure student engagement, challenging content, student ownership, and within-lesson progress monitoring in daily lessons. Teachers and site leaders will be trained on WonderWorks (K-6th), i-Ready Teacher-Assigned Lessons (K-6th) and AMD Strategies (4th-6th) to support the implementation of differentiated learning and needed organizational skills.

- Teachers will deliver 120 minutes daily of ELA Instruction with GVC
- Teachers will plan lessons that address the Four Guiding Questions and utilize the Instructional Practice Guide for Literacy and the Common Core Companion for ELA "Teacher Does" and ensure the use of complex text, talk and tasks.
- Use of Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online Wonders resources
- Use of Pre-assessments and Exit Tickets/student work to analyze student misconceptions of intended objective/skill and identify re-teaching opportunities and groupings
- Use of Rubrics to assess student work to the rigor of the standard
- 45-50 minutes weekly of i-Ready Reading online program
- Teachers will implement WonderWorks (K-6th) resources in small group instruction as a Tier II support directly aligned to Tier 1 whole-class instruction (use of CSI funds)
- Goal-setting and data chats with students (by standard or by skill)
- Close Reading, Note-taking and Citing Evidence strategies utilized daily during reading of grade-level text
- Use of Academic Discourse by students during pair-share, group-work, whole-class discussions, and consensus
- PLC Teams will goal-set, progress-monitor and share data with site leaders twice a month for Mathematics on the PLC Agenda
- Progress monitoring towards annual SMART Goal during Trimester Data Chats with site leaders
- Use of Daily Planner in 4th-6th grade classrooms to capture daily schedule, lessons, and homework
- Use of AMD (4th-6th) organizational strategies, structures and online AMD Library to support and enhance learning (use of CSI funds)
- Civic Education project with one advisor of 4th-6th grade students to research and implement a Civic Education Project over the course of the school year (includes research, team collaboration, reading, writing, orally presenting the project and analyzing the results with potential cross-curricular components in math, science, social studies, physical education, social-emotional learning and the arts embedded within the project) with use of CSI Funds).
- PLC's will identify essential standards, develop CFAs and backwards map during PLC planning days and create and post CFA Calendar in Teams
- PLC's will agree upon and document grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Student Agendas (4th-6th), phone calls home, and/or School Messenger).
- Professional learning on Claims, Targets and CAASPP IAB's/FIAB's for backwards mapping and progress monitoring to the rigor of the standard (3rd-6th grades); coaching support from Coaches on this professional learning.
- Site Leaders will walk classrooms, schedule timely debriefings, provide immediate IPG feedback, plan, deliver and attend side-by-side Professional Learning, facilitate Data Chats, and participate in grade-level PLC meetings weekly in support of teacher/leader professional growth and student learning.

#### School-wide Leadership Actions

- Site Leaders will increase their effectiveness of their leadership through their 6-8 Week Plan (CCI process with focus on planning, observing, effective feedback, follow-up actions and tight cycles of progress monitoring) with identified grade-level PLC's.
- Site Leaders to meet monthly with ILT and attend weekly grade-level PLC meetings to support with planning with CCC and IPG to the rigor of the standard/skill; data-analysis, progress monitoring, next steps and feedback.
- Site Leaders to clarify roles and responsibilities of ILT and Lead Teachers
- Site Leaders to clarify the purpose of PLC Team meetings and provide professional learning/coaching support on Data Analysis, Error Analysis and Teams
- Site Leaders will collect ELA goals for each grade-level PLC every two weeks (ELA/Math)
- Site Leaders will ensure SMART Goals are posted in Teams for ILT and all PLC Teams
- Site Leaders will ensure data analysis reporting twice a month on PLC agenda and/or on Teams site
- Site Leaders will have ILT and PLC Teams self-assess their ILT and PLC's using the Learning by Doing PLC Rubric four times a year (September, December, March, May)
- Site Leaders will identify and differentiate support for ILT, Lead Teachers, PLC Teams and individual teachers to provide release time, coaching support and PL opportunities.
- Site Leaders will schedule PL and Quarterly planning days for ILT and PLC Teams.

- Site Leaders will progress monitor student academic growth and achievement through i-Ready Diagnostic Typical and Stretch Growth Goals and PLC data chats.
- in weekly PLC meetings with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

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

Owner(s):

Timeline:

**Administrators and teachers will analyze site, district and SBAC results to improve instruction and increase academic achievement.**

- iReady diagnostic assessments
- Go Math & Khan Academy online Assessments, Exit Tickets, CUF's
- Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th) and ELPAC data
- Trimester PLC Data Chats
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- IPG Walks and Feedback from online Tool
- Classroom Observations and Feedback
- Instructional Practice Walks

- Teachers/PLC's
- Teachers/PLC's
- Teachers/PLC's
- Principal/VP/TSA
- Admin/Teachers
- Admin, RSP Teacher, Reg Ed Teacher, School Psych, SLP
- Admin Team
- Admin Team

- Three times a year
- Weekly/Monthly
- Throughout Unit
- Trimester or as needed
- Monthly or as needed
- Monthly or as needed
- Weekly
- Weekly
- Monthly

**CSI: Heaton Staff will leverage District Support in the Monitoring Process**

- Root cause analysis support
- Cross Functional (CF) Pivot Teams
- CSI Guiding Coalition Teams

- CSI Team
- CF with CSI Team
- CSI Team

- Weekly/Monthly
- Weekly/Monthly
- Weekly/Monthly

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Mini-PAC Lesson Design, and BAS testing
- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Mini-PAC planning meetings and district meetings.
- ELA and Math Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- Two site-funded 3-hour Instructional Aides to support small group instruction in Kindergarten and 1st Grade Classrooms
- Two district-funded 6-hour classified Instructional Aides in Kinder and one in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL (AMD, Si Swun MLD/BBF, WonderWorks, RTI & PLC) Travel fees with CSI Funds
- Contract with Civic Education for one group of 4th-6th graders and one adult staff member to be the adviser to attend trainings and receive consulting support throughout the school year with CSI Funds.
- Purchase of WonderWorks (K-6th materials) with CSI Funds.
- Purchase of AMD Year 1 online Library, Annual Fee and Conference Fees for 4th-6th grade teachers with CSI Funds.
- Technology (projectors, tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, and other associated items to support instruction
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Student Planners for 4th-6th graders aligned with AMD with CSI Funds.
- Graphics printing for instructional posters and materials aligned to AMD with CSI Funds.
- Teacher professional learning books

- Parent Involvement Supplies
- Supplemental Contracts to pay for babysitting and interpreters for school events and parent meetings
- SaveMart card
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW School Supply
- Office Depot
- Copy Machine lease

#### Specify enhanced services for EL students:

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and/or provided by the 3.5-hour Certificated Tutor and Instructional Aides providing Rtl.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

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

- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Back to School Night at Parc Grove Commons and Heaton Elementary
- Parent Meeting regarding helping students at home
- Parent University classes
- 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
- Family Literacy Night and Math Nights
- Social Worker and Tier II IS outreach to parents
- District-provided CWA for parent outreach and attendance meetings with a focus on Kindergarten parents and Chronic Absenteeism.
- Ongoing communication from the classroom teacher and site leaders on ATLAS Parent Portal, Edutext and school-wide events via: School Messenger, AMD Agendas (4th-6th), i-Ready online lessons and

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

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

- Rtl with Certificated Tutor and Instructional Assistants, or guest Rtl with RSP teacher and RSP paras
- Rtl progress monitoring for academic growth every other week to ensure fluidity of Rtl groups.
- RSP Teacher will meet once a month with each PLC and site leaders to go over RSP students' IEP goals and academic concerns and progress.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in support as available (mostly Fridays) with RSP paras for identified Special Education students.
- Small group instruction with Wonders Leveled Readers (4th-6th), Heineman Leveled Readers (1st-3rd) GoMath Personal Trainer, Khan Academy and i-Ready Reading and Math lessons.
- 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
- Two site-funded 3-hour Instructional Aides to support small group instruction for K-1st students within the classroom.
- Three district-funded 6-hour Instructional Aides to support small group instruction for TK-Kinder students.
- Extended Learning Summer Program (ELSP) opportunities
- Extended School Year (ESP) for students that qualify on their IEP's.
- 4A Summer Programs for African-American students.

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

- i-Ready data analysis and assigning lessons
- Khan Academy assigning aligned lessons and standards-based lessons.
- WonderWorks training
- AVID Training (4th-6th)
- Creating CFA's with CAASPP IAB/FIAB's
- Math Lesson Design (MLD) and Beyond the Basic Facts (BBF) Math Fluency
- Planning and Aligning lessons to the rigor of the standard with the IPG and Common Core Companion in Math and Literacy
- Provide time for PLC's 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 research-based practices with close reading, citing evidence, summarizing text
- PL on ELD standards and integrated lessons

resources, informational meetings, Class Dojo messages, phone calls and home visits and awards assemblies.

- Ongoing communication from the classroom teacher regarding academic progress via: Class Dojo, Email, phone calls home, parent-teacher conferences, and school-wide events such as Back-to-School Night and Open House.
- Parent Workshops on i-Ready, Homework Expectations, Literacy and CCSS provided by Parent University.

- Academic Discourse
- Substitutes will be provided for coaching, planning, professional learning and Mini-PAC unit and CFA alignment
- Civic Education Professional Learning for Staff Adviser and student participants (Scout Island, etc.)

## Action 2

**Title:** Response to Intervention-Literacy Program (TK-6th)

### Action Details:

A three-tiered literacy response to intervention will be implemented to continually improve ELA/Literacy instruction and Foundational reading skills development to ensure all students make one grade level growth per year. Tier I and Tier II instruction will occur within the classroom and be provided by the classroom teacher (1st-6th) with Wonders and WonderWorks curriculum. In TK-Kinder, Tier I and Tier II will be provided by the classroom teacher and supported by instructional aides with WonderWorks (K) and TK GVC. Tier III instruction and intervention will be provided during Response to Intervention (RtI) grade-level designated blocks by the Certificated Tutor and two Instructional Aides or by the RSP Teacher and two RSP Paraprofessionals using Heineman Guided Reading Leveled Readers (RtI 1st-3rd) Wonders Leveled Readers (4th-6th) and the Read Naturally Program (RSP 1st-6th).

#### Tier 1

- 130 minutes of Core ELA instruction using GVC
- Lesson Design with IPG and Common Core Companion to ensure grade-level rigor
- Implementation of differentiated supports within Wonders GVC
- Increased use of Academic Discourse and Student Ownership (IPG Tenet 3)
- Daily writing and responses to questions/ prompts in student ELA journals
- Vocabulary development through Wonders
- Lesson Exit Ticket CFU's with immediate pivots to address misconceptions and student needs
- Student goal-setting and self-reflection
- Foundational skills instruction at the rigor of the grade level standards.
- Close reading strategies modeling daily (marking up the text, citing evidence, note-taking, summarizing)

#### Tier 2

- Small group instruction with the classroom teacher using WonderWorks curriculum and instructional strategies (use of CSI Funds)
- Intervention Block for continuous learning to the grade-level standards (appropriate scaffolds in place to support all learners, but not over-scaffold)
- Guided Reading with Wonders Leveled Readers in small groups with classroom teacher
- Center/Station Rotations in 1st-3rd grade classrooms with Foundational Skills (i.e. site word practice)
- ELSP notification to parents each quarter
- Data analysis of CFAs and use of online Wonders and i-Ready prescriptive lessons to fill in gaps

#### Tier 3

- Identified 30-45 minute block of instructional intervention for grades 1st-6th with CT and Instructional Aides or as guest in RSP with RSP Teacher and Paraprofessionals
- Academic tutoring in After-School Program (now a lottery program district-wide)
- Academic tutoring in After-School Tutorials (site-identified students)
- 3.5-hour CT and two 3.5-hr Instructional Aides to provide small group intervention with Heineman leveled readers or guest in RSP classroom with RSP teacher and two RSP 3.5-hour paraprofessionals with small group instruction in Read Naturally or other designated RSP program.
- Two site-funded Teaching Fellows for 2.5-hours in 1st and 2nd grade classrooms for additional small group instruction in reading/foundational skills (use of CSI Funds)
- Small group instruction with TK and Kinder paras for 1st grade non-readers small group instruction in reading/foundational skills
- Small group instruction with TK and Kinder Teachers for 1st grade non-readers small group instruction two-three days per week.
- Use of i-Ready lessons and online instruction adaptive pathway

- ELSP notification to parents
- Student Study Team meetings to identify academic gaps and needs and to develop academic plans and need testing.
- Progress-monitoring with bi-monthly i-Ready data analysis and quarterly BAS testing.

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

- i-Ready Diagnostic Benchmarks and online lesson progress monitoring
- BAS Testing
- Grade-level Common Formative Assessments and IAB/FIAB (3rd-6th)
- Student Work Samples; Rubric scores
- Trimester Data Chats with PLC Teams and Site Leaders
- SST/504 Meetings; initials and follow-up
- IEP Meetings initial, annual and triennial
- Monthly Meeting with RtI Team and Site Leaders
- Monthly Meetings with PLC Teams and RtI CT and RSP Teacher
- Monthly Meetings with Site Leaders, TSA, RtI CT and RSP Teacher

#### Owner(s):

- Kinder Teachers/Instructional Aides/Teachers
- K-3rd Teachers/TF/TSA/Instructional Aides/RSP Teacher
- 3rd-6th Grade Teachers
- Admin/RSP Teacher/Reg Ed Teacher/ School Psych /SLP
- Site Leaders/TSA/ICT and RSP Teacher
- Site Leaders/TSA/ICT and RSP Teacher
- Site Leaders/TSA/ICT and RSP Teacher
- Admin/TSA/TCT and RSP Teacher

#### Timeline:

- Quarterly
- Quarterly
- Ongoing within units of study
- Quarterly
- Trimester
- Monthly
- Monthly
- 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 RtI Block Small Group Instruction
- Purchase of WonderWorks for Tier II Intervention within classrooms (CSI Funds)
- 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 (CSI Funds)
- Supplemental contracts for TK/Kinder/SDC/Sped Paras
- Supplemental contracts for TK/Kinder Teachers and CT
- Contract for two 2.5-hour Teaching Fellows (CSI Funds)
- Copier machine lease
- 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

#### 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
- Teaching Fellows and TK/Kinder/SDC/Sped Paras to provide reading/foundational skills for below grade level readers, including English Learners.



- 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):**

- 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

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

- 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, i-Ready Diagnostic Benchmarks, SBAC, BAS 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/Kinder/SDC/Sped 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 1-6th grades at-risk and below grade level
- Common formative assessment; unit IAB/FIAB (3rd-6th)
- Admin walk-throughs with feedback
- EL Redesignation Goal-setting Reports on ATLAS

**Owner(s):**

- ELPAC Assessors
- Teachers and CT/IAs for RtI
- Teachers
- Admin
- Admin/Teachers

**Timeline:**

- Annually
- Quarterly
- On-going
- 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
- Wonders ELD Companion
- TSA Supplemental Contract for Test Site Coordinator/ELPAC
- 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 enhanced services for EL students:

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- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and/or provided by the 3.5-hour Certificated Tutor and Instructional Aides providing RtI.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

#### 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

## Action 4

**Title:** Challenging Content in Mathematics

#### Action Details:

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##### Mathematics

In Mathematics, Heaton teachers will plan lessons and deliver instruction using GVC and research-based best practices to ensure student acquisition of grade-level skills and ensure all students grow a minimum of one grade-level per year as monitored with i-Ready data, grade-level CFAs, IAB/FIAB (3rd-6th), exit tickets, and student work. Teachers will utilize the FUSD Instructional Practice Guide for Mathematics, the Four Guiding Questions and the Common Core Companion for Mathematics when planning and developing high-impact lessons to ensure student engagement, challenging content, student ownership, and within-lesson progress monitoring in daily lessons. Teachers and site

#### 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-6th 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.

leaders will be trained in Math Lesson Design (MLD) and Beyond the Basic Facts (BBF), and continue professional learning with Math Fluency strategies, *GoMath* Personal Trainer, Khan Academy, i-Ready Teacher-Assigned Lessons (K-6th) and AVID Strategies (4th-6th) to support the implementation of differentiated learning and needed organizational skills.

- 90 minutes daily of Core Mathematics Instruction with GVC
- 15-20 minutes daily of Math Fluency with Beyond the Basic Facts (BBF) strategies
- 45-50 minutes weekly of i-Ready Mathematics online program
- Implementation of Si Swun Math Lesson Design (MLD) which includes instruction on the Five E's of Engage, Explore, Explain, Elaborate and Evaluate while developing conceptual understanding, procedural skills, collaborative group work, academic discourse and consensus within lessons.
- Understand where the Mathematical Shifts reside in standards/lessons with professional learning on the three Mathematical Shifts: Focus, Coherence and Rigor.
- Lesson Design that addresses all 4 of the Guiding Questions: What do you want students to know; How will you know they learned it; What will you do when they did not learn it; What will you do if they already know it?
- Teachers will utilize appropriate manipulatives as determined through the GoMath lessons and Common Core Companion "Teacher Does" actions.
- Graphic Organizers for differentiated support without over-scaffolding
- Modeling, Think-Alouds, planned Questions and use of online *GoMath* and Khan Academy resources
- Use of Pre-assessments, Exit Tickets/student work and Error Analysis to determine what to teach, how to group, and student misconceptions for reteaching.
- Goal-setting and data chats with students (by Claim and Target)
- Professional learning on Claims and Targets aligned to the rigor of SBAC (3rd-6th grade)
- Close Reading, Note-taking, Vocabulary Development and Citing Evidence strategies utilized daily during reading of mathematics word problems
- Use of Academic Discourse by students during pair-share, group-work and whole-class discussions
- PLC Teams will goal-set, progress-monitor and share data for with site leaders twice a month for ELA
- Progress monitoring towards annual SMART Goal during Trimester Data Chats with site leaders
- Use of Daily Planner in 4th-6th grade classrooms to capture daily schedule, lessons, and homework to support AVID strategies (use of CSI Funds).
- Use of AVID (4th-6th) organizational strategies, structures and online AVID Library to support and enhance learning (use of CSI Funds)
- PLC's will identify essential standards, develop CFA's and backwards map during PLC planning days and create and post CFA Calendar in Teams
- Selection of GoDeeper and Think Smarter items from GoMath during planning and lesson/unit development.
- PLC's will agree upon and document grading practices and homework expectations and communicate these to students, parents and site leaders.
- PLC will agree upon parent communication (i.e. Class Dojo, Microsoft Teams, ATLAS Parent Portal, Grade-level website/newsletter, Student Agendas (4th-6th), phone calls home, and/or School Messenger).
- Site Leaders will walk classrooms, schedule timely debriefings, provide immediate IPG feedback, plan, deliver and attend side-by-side Professional Learning, facilitate Data Chats, and participate in grade-level PLC meetings weekly in support of teacher/leader professional growth and student learning.

#### School-wide Leadership Actions

- Site Leaders will increase their effectiveness of their leadership through their 6-8 Week Plan (CCI process with focus on planning, observing, effective feedback, follow-up actions and tight cycles of progress monitoring) with identified grade-level PLC's.
- Site Leaders to meet monthly with ILT and attend weekly grade-level PLC meetings to support with planning with CCC and IPG to the rigor of the standard/skill; data-analysis, progress monitoring, next steps and feedback.
- Site Leaders to clarify roles and responsibilities of ILT and Lead Teachers
- Site Leaders to clarify the purpose of PLC Team meetings and provide professional learning/coaching support on Data Analysis, Error Analysis and Teams
- Site Leaders will collect Math goals for each grade-level PLC every two weeks (ELA/Math)
- Site Leaders will ensure SMART Goals are posted in Teams for ILT and all PLC Teams
- Site Leaders will ensure data analysis reporting twice a month on PLC agenda and/or on Teams site
- Site Leaders will have ILT and PLC Teams self-assess their ILT and PLC's using the Learning by Doing PLC Rubric four times a year (September, December, March, May)
- Site Leaders will identify and differentiate support for ILT, Lead Teachers, PLC Teams and individual teachers to provide release time, coaching support and PL opportunities.
- Site Leaders will schedule PL and Quarterly planning days for ILT and PLC Teams.
- Site Leaders will progress monitor student academic growth and achievement through i-Ready Diagnostic Typical and Stretch Growth Goals and PLC data chats.
- in weekly PLC meetings with common planning time by grade level and vertical articulation during Professional Learning and AC Team meetings.

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**

- **Administrators and teachers will analyze site, district and SBAC results to improve instruction and increase academic achievement.**
  - iReady diagnostic assessments
  - Go Math & Khan Academy online Assessments, Exit Tickets, CUFs
  - Grade Level Common Assessments (CFAs) and CAASPP IAB/FIAB (3rd-6th) and ELPAC data
  - Trimester PLC Data Chats
  - SST/504 Meetings; initials and follow-up
  - IEP Meetings initial, annual and triennial
  - IPG Walks and Feedback from online Tool
  - Classroom Observations and Feedback
  - Instructional Practice Walks
- **CSI: Heaton Staff will leverage District Support in the Monitoring Process**
  - Root cause analysis support
  - Cross Functional (CF) Pivot Teams
  - CSI Guiding Coalition Teams

**Owner(s):**

- Teachers/PLC's
- Teachers/PLC's
- Teachers/PLC's
- Principal/VP/TSA
- Admin/Teachers
- Admin, RSP Teacher, Reg Ed Teacher, School Psych, SLP
- Admin Team
- Admin Team
  
- CSI Team
- CF with CSI Team
- CSI Team

**Timeline:**

- Three times a year
- Weekly/Monthly
- Throughout Unit
- Trimester or as needed
- Monthly or as needed
- Monthly or as needed
- Weekly
- Weekly
- Monthly
  
- Weekly/Monthly Support
- Weekly/Monthly Support
- Weekly/Monthly Support

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Mini-PAC Lesson Design, and analyzing assessment data
- Teacher release time with site-funded substitute for IEPs, SSTs and 504 Plan meetings
- Administrator release time with site-funded guest administrator for conferences, professional learning, data chats, all-day PLC planning sessions, Mini-PAC planning meetings and district meetings.
- ELA and Math Professional Learning with needed materials for staff (chart paper, markers, notebooks, manipulatives, etc.)
- Supplemental Contracts for extra planning time (Teachers & ILT)
- Supplemental Contracts for after-school tutoring and additional meetings (certificated and classified staff)
- Two site-funded 3-hour Instructional Aides to support small group instruction in Kindergarten and 1st Grade Classrooms
- Two district-funded 6-hour classified Instructional Aides in Kinder and one in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL (AMD, Si Swun MLD/BBF, WonderWorks, RTI & PLC) Travel fees with CSI Funds
- Purchase of AMD Year 1 online Library, Annual Fee and Conference Fees for 4th-6th grade teachers with CSI Funds.
- Technology (projectors, tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, and other associated items to support instruction
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Student Planners for 4th-6th graders aligned with AMD with CSI Funds.
- Graphics printing for instructional posters and materials aligned to AMD with CSI Funds.
- Teacher professional learning books
- Parent Involvement Supplies
- Supplemental Contracts to pay for babysitting and interpreters for school events and parent meetings
- SaveMart card
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW School Supply
- Office Depot
- Copy Machine lease

**Specify enhanced services for EL students:**

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

- Professional learning on MLD with emphasis on reading, writing, consensus and presentation to support English Learner's language development.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, BAS, CFA, IAB/FIAB, Exit Tickets and Rubric data to progress monitor English Learner academic growth and proficiency levels, including i-Ready Typical and Stretch Growth Goals.
- TSA and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA will support PLC's and individual teachers with ELD strategies and progress monitoring with Quarterly Progress Monitoring English Learner Plans.
- Supplemental contracts provided for babysitting and interpreters for school events and parent meetings.
- Extended Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

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

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- Quarterly updates of progress monitoring at SSC and ELAC meetings
- Back to School Night at Parc Grove Commons and Heaton Elementary
- Parent Meeting regarding helping students at home
- Parent University classes
- 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
- Family Literacy Night and Math Nights
- Social Worker and Tier II IS outreach to parents
- District-provided CWA for parent outreach and attendance meetings with a focus on Kindergarten parents and Chronic Absenteeism.
- Ongoing communication from the classroom teacher and site leaders on ATLAS Parent Portal, Edutext and school-wide events via: School Messenger, AVID Agendas (4th-6th), i-Ready online lessons and resources, informational meetings, Class Dojo messages, phone calls and home visits and awards assemblies.
- Ongoing communication from the classroom teacher regarding academic progress via: Class Dojo, Email, phone calls home, parent-teacher conferences, and school-wide events such as Back-to-School Night and Open House.
- Parent Workshops on i-Ready, Homework Expectations, Literacy and CCSS provided by Parent University.

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

- RtI with Certificated Tutor and Instructional Assistants, or guest RtI with RSP teacher and RSP paras
- RtI progress monitoring for academic growth every other week to ensure fluidity of RtI groups.
- RSP Teacher will meet once a month with each PLC and site leaders to go over RSP students' IEP goals and academic concerns and progress.
- RSP Teacher will meet Quarterly with Admin Team/TSA to go over i-Ready Diagnostic Typical and Stretch Growth Goals for students with IEPs/504 Plans, along with online resources and instructional strategies to support struggling students.
- Push-in support as available (mostly Fridays) with RSP paras for identified Special Education students.
- Small group instruction with Wonders Leveled Readers (4th-6th), Heineman Leveled Readers (1st-3rd) GoMath Personal Trainer, Khan Academy and i-Ready Reading and Math lessons.
- 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
- Two site-funded 3-hour Instructional Aides to support small group instruction for K-1st students within the classroom.
- Three district-funded 6-hour Instructional Aides to support small group instruction for TK-Kinder students.
- Extended Learning Summer Program (ELSP) opportunities
- Extended School Year (ESY) for students that qualify on their IEP's.
- 4A Summer Programs for African-American students.

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

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- i-Ready data analysis and assigning lessons
- Khan Academy assigning aligned lessons and standards-based lessons.
- AVID Training (4th-6th)
- Creating CFA's with CAASPP IAB/FIAB's
- Planning and Aligning lessons to the rigor of the standard with the IPG and Common Core Companion in Math and Literacy
- Provide time for PLC's 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 research-based practices with close reading, citing evidence, summarizing text
- PL on ELD standards and integrated lessons
- Academic Discourse
- Substitutes will be provided for coaching, planning, professional learning and Mini-PAC unit and CFA alignment



# 2020-2021 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)	7,368.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies **No Food, No Incentives**	2,967.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Tablets, Accessories	2,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes - Grade Level Planning/Observations - All Action in Goals 1 & 4	53,476.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitute - Democracy Program Training - All Action in Goals 1 & 4	564.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Material and Supplies **No Food, No Incentive, No Blanket POs" - All Action in Goals 1 & 4	4,698.00
G1A1	ESSA-CSI	Instruction	Dues And Mem			: AVID Membership Fees - All Action in Goals 1 & 4	4,000.00
G1A1	ESSA-CSI	Instruction	Direct Trans			: Transportation - Democracy Program - All Action in Goals 1 & 4	250.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Civic Education Center : Democracy School Program - All Action in Goals 1 & 4	5,500.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Substitutes - Admin Coverage for Site Leaders - All Action in Goals 1 & 4	17,827.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	3,090.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - IEP Meetings	4,990.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts - Classified Support	4,045.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	12,811.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct/Tech Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	19,013.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	558.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST Meetings	2,614.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Instructional Assistant - Intervention	11,664.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant - Focus on Early Intervention	11,951.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant - Focus on Early Intervention - Mary Junker EE ID# 1077656	10,075.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Brain Pop	1,800.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: WonderWorks curriculum/AVID curriculum	30,850.00

## 2020-2021 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
G1A2		Instruction	Bks & Ref			- All Action in Goals 1 & 4	20,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology/Laptops - All Action in Goals 1 & 4	20,000.00
G1A2	ESSA-CSI	Instruction	Travel			Conferences	14,400.00
G1A2	ESSA-CSI	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows - All Action in Goals 1 & 4	14,267.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor - Intervention (Gr. 1-6)	33,308.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Instructional Assistant - Intervention (EL Students) - Jennifer Lugo EE ID 1077610	11,754.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00

**\$315,340.00**

**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	100 %	88.136 %	2018-2019	95.136 %

**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**

Students are actively involved in extra-curricular activities through athletics, field trips, and clubs. Every student attends a field trip that is appropriate to their grade level. Students have the opportunity to take out of town trips and be engaged in new learning. Clubs have gained students interest and provided them with another learning experience. Clubs on campus include cheerleading, traffic patrol, drama, French, and Young Men of Character. There has been an increase of student participation in band, strings, and choir. Concerts are performed twice a year to families, which are well attended. Music is also provided to all grade levels with our choir program. Students have the opportunity to attend school rallies once a month to promote a positive climate and culture. The school carnival was another success in the Fall, bringing out students and their families to Heaton. Students can participate in the Walk/Run Club each morning before breakfast. Saturday Academy is provided for students' multiple times during the year to improve attendance and engage students in other activities. Campus Beautification happens twice a year and brings staff and families together to help beautify the campus.

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

**Goal 2 Participation Rate**

There is an inequity for those students who don't have the opportunity to participate in after hours activities because of lack of transportation. Most of these students are low-performing and would benefit from increased extra-curricular involvement.

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

There is a lack of participation from students living in areas where they are bused to Heaton. Students that live at Parc Grove apartments and those near Cambridge/Effie & Vassar/Glenn homes do not have the transportation to attend activities provided by the school. There is a low attendance rate for those students participating in athletics, Saturday Academy, and other school activities. More students are now attending the After-School Program from Parc Grove apartments because a bus has been provided to take those students home after the program ends.

There could be more clubs on campus but there is a lack of participation by staff members. Most of the sports programs are coached by our noon time assistants. Teachers do not always commit to advising a club due to the number of hours needed for planning and professional development.

**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.

Provide an option for staff/students to facilitate clubs during lunch time. Busing will be provided for those students that need transportation from outlying housing. Create a school committee to organize clubs and follow up with implementation. Organize a school wide 'Club Fair' where students are able to find out about each club and sign up for the one they are interested.

**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:

- More clubs for students to participate in.
- Provide opportunities for more students to participate in sports.
- Provide enrichment classes
- Continue Walk/Run club in the mornings
- Continue with student rallies and assemblies.
- Music in all grade levels.

**2** ELAC:

- Suggest that we continue to provide goal 2 activities and field trips for all students
- Excited that students have the opportunity to learn about things outside of school environment
- Want to continue the Walk/Run club in the morning. They feel that it gets students focused and wanting to come to school.

**3** Staff:

- Increase number of students in sports
- Increase the number of clubs provided for students
- Continue district provided field trips for every grade level
- Continue to use outside vendors to provide rallies and assemblies that will increase student engagement and school connectiveness.
- Equipment/uniforms

### 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 Goal 2 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:

- Targeted communication with English Language parents via HSL and other forms of communication.
- Provide parent nights to explain field trips.
- Recruit parents to volunteer as chaperones regardless of language barriers.

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, Heaton Website and PeachJar and paper flyers sent home, Class Dojo and coffee hours.
- All communication will be translated or have online translation capabilities.

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.
- Targeted communication with African-American parents and parents of students with disabilities to chaperone field trips and sponsor/co-sponsor clubs.
- Use of Tier II IS and Social Worker to build relationships with targeted subgroups and parents/guardians.

Describe Professional Learning related to this action:

- TSA -Presentation/sharing of club options at monthly staff meetings
- TSA will update data
- Culturally Relevant Teaching Practices book study professional learning.
- All Learning is Social and Emotional book study professional learning.

**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	100 %	89.583 %	2018-2019	96.583 %
Exposure to Careers - 4th Grade	100 %	93.243 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	95.918 %	2018-2019	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> Career field trips are scheduled through the district office</p> <p><b>Exposure to Careers - 4th Grade</b> Career field trips are scheduled through the district office</p> <p><b>Exposure to Careers - 6th Grade</b> Career field trips are scheduled through the district office</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> There is no significant dis-proportionality for any significant subgroup</p> <p><b>Exposure to Careers - 4th Grade</b> There is no significant dis-proportionality for any significant subgroup</p> <p><b>Exposure to Careers - 6th Grade</b> 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.

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 career. Addition of meaningful jobs for students in grades 4th-6th that included a job fair with student interviews. After School Program organizes the Young Men of Character mentors that 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.

There were no changes to actions from the current year plan

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"> <li>• Would like to continue having field trips sponsored by FUSD to have exposure to careers and expand to other grade levels</li> <li>• Career Day at Heaton</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide educational field trips to grades 3-6</li> <li>• Would like to see all grade levels have the opportunity for these educational activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of grade levels attending an exposure to career field trip.</li> </ul>

**Action 1**

**Title:** Increase student exposure to careers

**Action Details:**

- 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 through FCC professors and students.
- 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 connect and build character through the After-School Program.
- The Young Men's Alliance and Young Women's Alliance from Fresno High school will mentor and tutor students twice a month during Morning Meetings. 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.
- Volunteers Literacy Tutors will be in 1st-2nd grade classrooms to support teachers and students with site words and connections with another adult.
- 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.
- TSA will coordinate Meaningful Jobs hiring fair twice a year in the cafeteria for 4th-6th graders; jobs include Cafeteria Worker, Library Helper, Morning Announcements; Safety Patrol; Classroom Reading Buddy, Office Assistant; Ball Monitor, etc.

**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
- Increase in positive student responses on the Student Survey related to growth mindset

**Owner(s):**

- Mentors, librarian, teachers, admin
- Mentors, students
- Administration
- Admin, TSA and CCT

**Timeline:**

- September 2020 - June 2021
- September 2020 - June 2021
- September 2020 - June 2021
- Spring 2021



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.
- Targeted communication with parents and parent night booths at Parc Grove and Heaton.

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.

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, Social Worker and Tier II IS for targeted subgroups via parent meetings.

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
Chronic Absenteeism	18 %	22.523 %	2018-2019	20.523 %
Suspensions Per 100	16.81 %	22.397 %	2018-2019	21.397 %

**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**

Communication between the teacher and parents has decreased chronic attendance from last year. Teachers are also communicating any prolonged absences to office staff and administration. There has been follow up phone calls to parents regarding attendance. Parents have more frequently attended the bi-monthly attendance meetings. Areas of concern are the two-year upward trend in 1st grade chronic absenteeism, 4th grade absenteeism, significant increases in chronic absenteeism with African Americans and White students, and increases with Homeless and Foster Youth, although the overall student numbers are low.

**Chronically Absent Students by Subgroup 2017-18 to 2019-20**

Chronically Absent Subgroups	2019-2020 (Num/Denom)	Change		Change	
		(+) inc (-) dec (=) maint	2018-2019 (Num/Denom)	(+) inc (-) dec (=) maint	2017-2018 (Num/Denom)
All	18.3% (103/562)	-1.6%	19.9% (117/588)	+1.0%	18.9% (122/646)
Kinder	20.2% (18/89)	+0.4%	19.8% (16/81)	-13.5%	33.3% (33/99)
1 <sup>st</sup> Grade	26.9% (21/78)	<b>+5.6%</b>	21.3% (20/94)	<b>+2.4%</b>	18.9% (23/122)
2 <sup>nd</sup> Grade	17.9% (14/78)	-1.5%	19.4% (20/103)	+4.4%	15.0% (16/107)
3 <sup>rd</sup> Grade	12.2% (12/98)	-7.0%	19.2% (19/99)	+6.6%	12.6% (11/87)

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

**Chronic Absenteeism**

There is a high number of chronic absences in the subgroups of students with disabilities and African-American students. Tier 2 interventions have not been implemented until January 2020 due to not having personnel hired until that time.

**Suspensions Per 100**

Differentiated academic support for students has been inconsistent and not implemented until January 2020 due to RSP instructional assistant, certificated tutor, and intervention instructional assistant not being filled. Also, instructional assistants in RSP and RtI have been assisting with one specific student due to paraprofessional substitute position not being filled.

4 <sup>th</sup> Grade	20.2% (18/89)	<b>+6.3%</b>	13.9% (11/79)	+0.2%	13.7% (13/95)
5 <sup>th</sup> Grade	13.6% (9/66)	-12.0%	25.6% (21/82)	+12.4%	13.2% (9/68)
6 <sup>th</sup> Grade	17.2% (11/64)	-2.8%	20.0% (10/50)	-5.0%	25.0% (17/68)
African American	36.0% (18/50)	<b>+14.0%</b>	22.0% (13/59)	<b>+2.8%</b>	19.2% (10/52)
Asian	11.8% (4/34)	-9.9%	21.7% (13/59)	+13.7%	8.0% (2/25)
Hispanic	16.0% (65/407)	-3.7%	19.7% (89/451)	+0.6%	20.3% (103/507)
Other	15.4% (6/21)	-6.3%	21.7% (5/23)	-6.9%	28.6% (6/21)
White	26.7% (12/45)	<b>+11.1%</b>	15.6% (5/32)	<b>+15.6%</b>	0.02% (1/41)
Foster Youth	11.1% (1/9)	<b>+5.6%</b>	16.7% (2/12)	n/a	No data
Not Foster Youth	18.4% (102/553)	-1.6%	20.0% (115/576)	+0.8%	19.2% (122/635)
Students w/Disabilities	27.1% (16/59)	-1.5%	28.6% (18/63)	+2.2%	26.4% (19/72)
Students w/o Disabilities	17.3% (87/503)	-1.6%	18.9% (99/525)	+1.0%	17.9% (103/574)
English Learners	11.5% (9/78)	-4.8%	16.3% (15/92)	+7.4%	8.9% (11/124)
Non-English Learner	19.4% (94/484)	-1.2%	20.6% (102/496)	-0.7%	21.3% (111/522)
Homeless	33.3% (2/6)	<b>+8.3%</b>	no data	n/a	25.0% (3/12)
Not Homeless	18.2% (101/556)	-1.7%	19.9% (117/588)	+1.1%	18.8% (119/634)

#### Suspensions Per 100

Additional support staff this year includes Campus Safety Assistant (site funded), Social Worker (site funded), Tier 2 Intervention Specialist, and Restorative Practice Counselor. These additions have supported students and classroom teachers with strategies with student self-management and counseling services. Grade levels were partnered for recess and lunch with a schedule that allows for more time to eat in the cafeteria (1st-3rd, 2nd-4th, 5th-6th). Teachers have been proactive in providing necessary strategies to support student behaviors. Targeted Support Team has been able to determine which students need support and which staff member will support each student. Areas of concern are increases in suspensions for Students with Disabilities, White Students, 4th Graders and a two-year upward trend in suspensions with English Learners.

#### Suspensions per 100 Students by Subgroup 2017-18 to 2019-20

Suspensions per 100 Students Subgroups	2019-2020 (Num/Denom)	Change		Change	
		(+) inc (-) dec (=) maint	2018-2019 (Num/Denom)	(+) inc (-) dec (=) maint	2017-2018 (Num/Denom)
All	14.95% (99/662)	-8.44%	23.39% (156/667)	+5.18%	18.21% (134/736)
Kinder	5.56% (6/108)	-8.34%	13.9% (12/91)	+2.98%	10.92% (13/119)
1 <sup>st</sup> Grade	9.78% (9/92)	-16.43%	26.21% (27/103)	+1.21%	25.0% (35/140)
2 <sup>nd</sup> Grade	7.29% (7/96)	-22.12%	29.41% (35/119)	+13.45%	15.96% (16/119)
3 <sup>rd</sup> Grade	18.18% (20/110)	-10.26%	28.44% (31/109)	+2.18%	26.26% (26/99)
4 <sup>th</sup> Grade	31.37% (32/102)	<b>+19.15%</b>	12.22% (11/90)	-9.35%	21.57% (22/102)
5 <sup>th</sup> Grade	15.00% (12/80)	-1.67%	16.67% (16/96)	+0.42%	16.25% (13/80)
6 <sup>th</sup> Grade	17.57% (13/74)	-23.11%	40.68% (24/59)	+28.99%	11.69% (9/77)
African American	18.84% (13/69)	-41.77%	60.61% (40/66)	+21.90%	38.71% (24/62)
Asian	0%	0%	0%	0%	0%
Hispanic	14.62% (69/472)	-4.86%	19.48% (98/503)	+4.65%	14.83% (85/573)
Other	8.57% (3/35)	-43.43%	52.00% (13/25)	+51.92%	0.08% (2/25)
White	29.17% (14/48)	<b>+17.54%</b>	11.63% (5/43)	-35.31%	46.94% (23/49)
Foster Youth	20.00% (2/10)	-6.67%	26.67% (4/15)	-50.25	76.92% (10/13)
Not Foster Youth	14.88% (97/652)	-8.43%	23.31% (152/652)	+6.16%	17.15% (124/723)
Students w/Disabilities	42.25% (30/71)	<b>+20.82%</b>	21.43% (15/70)	-11.51%	32.94% (28/85)

Students w/o Disabilities	11.68% (69/591)	-11.94%	23.62% (141/597)	+7.34%	16.28% (106/651)
English Learners	21.11% (19/90)	<b>+2.24%</b>	18.87% (20/106)	<b>+3.16%</b>	15.71% (22/40)
Non-English Learner	13.99% (80/572)	-10.25%	24.24% (136/561)	+5.45%	18.79% (112/596)
Homeless	14.29% (1/7)	-16.48%	no data	n/a	30.77% (4/13)
Not Homeless	14.96% (98/655)	-8.43%	23.39% (156/667)	+5.41%	17.98% (130/723)

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

Did not hire a Social Worker, Tier 2 intervention specialist, or Restorative Practice Counselor until late Fall and did not implement groups until January 2020. Did not provide PL on social justice or other ways to increase student attendance. Some classrooms do not have effective Tier 1 strategies that limit the amount of misbehaviors, which may lead to student suspensions. Use of Climate and Culture Specialist is not utilized effectively and there is a lack of follow up with teachers. Lessons are not sufficiently differentiated to meet the academic needs of all students, therefore leading to frustration or boredom.

**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.

Continue to fund for Social Worker and have district support staff such as RP counselor and Tier 2 IS. Teachers will continue to effectively communicate with parents on the importance of student attendance. SST meetings will be held more often that focuses on students not attending school on a regular basis. Continue to have activities that engage students and increases their excitement to attend school. Funded Social Worker for .60 FTE, an increase from .50 FTE; PL has been focused on ACES and trauma; implemented another recess from 2 to 3 daily; implemented Student of the Month celebrations; implemented TST to target specific students; increased the number of SST meeting dates to ensure student needs are discussed.

**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:
- More parent involvement
  - Contract for a PTA consultant to organize group
  - More events for families (Muffins with Mom, Donuts with Dads, Father/Daughter dance)

- 2** ELAC:
- Providing Walk/Run club in the morning has helped with students wanting to attend school.
  - Need more social/emotional supports at school.
  - Need someone to help with anger management

- 3** Staff:
- Continue to have support staff on site (Tier II IS, social worker, restorative practice counselor, campus assistant, All4Youth counseling)
  - Assemblies

- Parent Room open once a week for coffee chats
- More student incentives
- Continue having Social Worker and Tiered supports
- Parent advocate/liaison
- Mentors to support students
- Effective communication between parents and staff

- Morning meetings/Second Step
- Reflection Room
- Culturally Responsive Training PL
- Professional Learning books for staff such as All Learning is Social and Emotional
- Student incentives
- Supplemental contracts for staff
- Science-based enrichment (science kits)

## Action 1

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

### Action Details:

Heaton will implement a school-wide incentive program to increase student attendance and to 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.
- Attendance meetings will be facilitated by the TSA and Social Worker for SARB meetings; data collected and input into ATLAS for 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**

- CWA will track tardy, late and absent students on a weekly basis
- HSL, SW 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 with SARB Meetings
- 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/SW
- Attendance Clerk
- Admin/teachers
  
- Attendance clerk/ CWA/ TSA/SW
- Admin
  
  
- Teacher
- Teacher/HSL/Admin
- Teacher/HSL/Admin
- Teacher/OM/Admin
- Teacher/OM/Admin
- Teacher/Admin
- Teacher/Admin

**Timeline:**

- Weekly
- Daily
- Daily
- Annually
  
- Bi-monthly after each SARB Meeting
- 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.
- Use of Social Worker to connect with parents on attendance concerns.

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

A 3.5-hour Home School Liaison and District-provided CWA two days a week 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

TSA and Social Worker will work with students and families identified as having Tier II and III needs to address social emotional issues impacting student attendance at school:

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

Use of Tiers of Support Team (TST) 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



- Hold monthly Attendance Meeting with parents
- 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.

## Action 2

**Title:** PAWS Guidelines for Success

### Action Details:

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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 (PAWS Expectations: Practice Respect, Act Responsibly, Wise Choices, Safety First); two school-wide assemblies (first week of school and first week of return to school in January)
- Increase student on-task behaviors in the classroom with support from Hand-to-Hand Mentor.
- Reduce rate of suspensions occurring in and outside of the classroom; identify high suspension classrooms, high-suspension areas, high-suspension behaviors in Power BI
- 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.
- Tiers of Support Team (TST) will identify and provide needed interventions to students.
- 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.
- TST will meet, monitor and track student behaviors for TST identified students
- TST 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
- Mentoring Case Load Progress Monitoring Suspensions/ODR's

**Owner(s):**

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

**Timeline:**

- Monthly
- Weekly as needed
- Monthly
  
- Weekly or Bi-weekly
- Weekly or Bi-weekly
  
- Monthly
- Weekly
- Monthly and as needed
- Monthly and as needed
- Weekly and Monthly

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

- Tier II Intervention Specialist and Social Worker to provide intervention to students with Tier 2 and Tier 3 needs.
- Contract with Hand-to-Hand Mentoring
- 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
- Supplemental Contract for Classified employee to support School Climate and Culture/PAWS Guidelines for Success.

**Specify enhanced services for EL students:**

- Tier II IS and SW meets with Tier II ad Tier III identified students and keep daily logs data
- ENP and District Mentors meet with Boys to Men and Girl Power students weekly in the ASP

**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 - Split-funded 3 days per week
- Campus Assistant- site funded
- PL on Restorative Practices and Tier 1 classroom strategies by RP Counselor--district funded two days per week
- Priority with Mentor

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

- Face to face meetings with parents and student with RP Meetings 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.
- All 4 Youth Counseling Services, SW, Tier II IS, School Psychologist, TSA and Site Leader will work with students and families identified as having Tier II and III needs to address social-emotional issues

**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--MTSS Training
- CHAMPS/MAC/STOIC
- SSTs for behavior
- Second Step Curriculum

impacting behavior--TST Weekly Meetings.

- Parents will be invited to SST meetings.

- Class Meetings
- BSP/BIP
- Continue Restorative Practice year 3 training (DPI delivered)
- Levels of Misbehavior District-Provided Professional Learning for Admin Team

## 2020-2021 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, No Incentives**	1,566.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Social Worker to support school climate and culture Split funded - 60% Heaton G3A1 / 40% Forkner G?A? Also supports G4A2.	70,154.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Assist with EL students/parents	14,787.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - CCT Planning	3,327.00
G4A2	ESSA-CSI	Attendance & Social Work Service	Cons Svc/Oth			Hand In Hand/Joint Opportunities : Mentor for mentoring to improve attendance and SEL - All Action in Goals 1 & 4	20,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Funworks - Student Incentives & School Events	5,000.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	Campus Assistant to support school climate and culture	51,961.00

**\$166,795.00**

# 2020-2021 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)	7,368.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies **No Food, No Incentives**	2,967.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Tablets, Accessories	2,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes - Grade Level Planning/Observations - All Action in Goals 1 & 4	53,476.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitute - Democracy Program Training - All Action in Goals 1 & 4	564.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Material and Supplies **No Food, No Incentive, No Blanket POs" - All Action in Goals 1 & 4	4,698.00
G1A1	ESSA-CSI	Instruction	Dues And Mem			: AVID Membership Fees - All Action in Goals 1 & 4	4,000.00
G1A1	ESSA-CSI	Instruction	Direct Trans			: Transportation - Democracy Program - All Action in Goals 1 & 4	250.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Civic Education Center : Democracy School Program - All Action in Goals 1 & 4	5,500.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Substitutes - Admin Coverage for Site Leaders - All Action in Goals 1 & 4	17,827.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - ILT Planning	3,090.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes - IEP Meetings	4,990.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contracts - Classified Support	4,045.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	12,811.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct/Tech Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	19,013.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	558.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - SST Meetings	2,614.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Instructional Assistant - Intervention	11,664.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant - Focus on Early Intervention	11,951.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant - Focus on Early Intervention - Mary Junker EE ID# 1077656	10,075.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Brain Pop	1,800.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: WonderWorks curriculum/AVID curriculum - All Action in Goals 1 & 4	30,850.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Technology/Laptops - All Action in Goals 1 & 4	20,000.00
G1A2	ESSA-CSI	Instruction	Travel			Conferences	14,400.00
G1A2	ESSA-CSI	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows - All Action in Goals 1 & 4	14,267.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor - Intervention (Gr. 1-6)	33,308.00

G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Instructional Assistant - Intervention (EL Students) - Jennifer Lugo EE ID 1077610	11,754.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - **No Food, No Incentives**	1,566.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Social Worker to support school climate and culture Split funded - 60% Heaton G3A1 / 40% Forkner G?A? Also supports G4A2.	70,154.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Assist with EL students/parents	14,787.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes - CCT Planning	3,327.00
G4A2	ESSA-CSI	Attendance & Social Work Service	Cons Svc/Oth			Hand In Hand/Joint Opportunities : Mentor for mentoring to improve attendance and SEL - All Action in Goals 1 & 4	20,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Funworks - Student Incentives & School Events	5,000.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	Campus Assistant to support school climate and culture	51,961.00

**\$482,135.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,332.00
ESSA-CSI	3182	\$185,832.00
Sup & Conc	7090	\$210,872.00
LCFF: EL	7091	\$30,099.00
<b>Grand Total</b>		<b>\$482,135.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$315,340.00
G4 - All students will stay in school on target to graduate	\$166,795.00
<b>Grand Total</b>	<b>\$482,135.00</b>