

Heaton Elementary

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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 - Patty Sanchez		X			
3. Vice Chairperson – Ana Garcia				X	
4. Secretary – Janine Wilkinson		X			
5. Michael Garrison				X	
6. Mireya Arreola				X	
7. Nick Gamber				X	
8. Alejandra Inzunza				X	
9. Jasmine Marby		X			
10. Yolanda Barraza			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input 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: Heaton Elementary			
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		5/18/21
SSC Chairperson	Patty Sanchez		5/18/2021

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 2021/22

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$57,385 *
7090	LCFF Supplemental & Concentration	\$187,308
7091	LCFF for English Learners	\$29,160
3182	Comprehensive Support and Improvement	\$192,115
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$21,156</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$487,124

* 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	\$1,497
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$55,888</u>
	Total Title I Allocation	\$57,385

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Heaton Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		4.3 %	2019-2020	11.3 %
I-Ready ELAD2 On Level		28.16 %	2020-2021	33.39 %
I-Ready Math D2 On Level		24.03 %	2020-2021	29.67 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

- RSP teacher increased push-in support to utilize the adopted GVC for special education students.
- There is a need for culturally-responsive teaching practices that include connecting text to students' lives, strategic questioning to build background knowledge and increased writing to respond to complex texts and tasks. Lesson planning that addresses the Four Foundations and use of the Common Core Companion to align the learning targets to the rigor of the standard.
- Use of visuals and hands-on learning, cooperative groupings, academic discourse, and pre-planning for reteaching as a part of the instructional path.
- Targeted grade levels (5th and 6th) are using the Illuminate assessment data for error analysis and reteaching.
- Address the Four Guiding Questions in AC meetings to pre-plan for acceleration and re-teaching; continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and identify students for Tier 3 Interventions through IEP's and SST meetings.

I-Ready Math D2 On Level

- Need for culturally-relevant teaching practices that include visuals, collaborative groupings, collaborative conversations, re-teaching as a part of the instructional path and AC Teams addressing Four Guiding Questions during pre-planning. Strategies and ongoing data collection during lessons

- Lack of guided reading instruction within the classroom.
- PLC Teams created 1-2 CFAs per quarter/units in for ELA leading to CSA Unit Assessment. Newly formed PLC teams struggled with collaboration and calibration.
- PLC Teams occasionally utilized the Common Core Companions to identify learning targets and daily lesson objectives.
- PLC Teams (1st - 3rd) had Professional Development from district coaches focusing on Write to Sources and Close Reading Companion to increase teacher knowledge and student writing.
- Utilized Instructional Practice Guide for walkthroughs and planning to provide ongoing feedback to teachers and PLC's.
- Site Leaders had target grade level that were observed weekly and provided feedback based on their observations.
- Use of designated hours in August and throughout the school year for planning around essential standards based off of Interim/SBAC data for the creation of CFAs in ELA, Math, block assessments, and calendaring CFAs did not take place this school year, as more time was dedicated to learning new technology for Distance Learning.

I-Ready Math D2 On Level

- 2-3 CFA's per quarter in Math Data Driven Instructional calendar PLC Teams engaged in identifying Essential Learning Standards and Math Claims and Targets
- PLC Teams utilized the regional CFA rubric to rate themselves along the continuum and to plan collective commitments
- PLC Teams participated in the Cycle of Continuous Improvement
- Targeted PLC Teams (3rd-6th) engaged in Professional Development with TNTP coaches with a focus on utilizing Math Tasks, IAB/FIAB, and NextGenMath Pilot CFAs
- Utilized Instructional Practice Guide and Common Core Companion (what the teacher does; what students do) for walkthroughs and planning to provide focused ongoing feedback to teachers and PLC's on IPG Tenets 2a, 2b, 3 and 4.
- Site Leaders had target grade level that were observed weekly and provided feedback based on their observations.

EL Reclassification Rate

Core Index Report

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

to check for understanding; systemic use of AC Grade Level Common Formative Assessments with calibration and implementation of Tier 2 Interventions within classrooms and grade-level teams.

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

EL Reclassification Rate

- The majority of students in EL subgroup performed lower on the reading and writing sections on the ELPAC or scored below the target on district assessments (BAS, iReady Diagnostic) and this prevented them from being redesignated.
- Need for culturally-responsive teaching practices that include building background knowledge through questioning, academic discourse, visuals, collaborative groupings, re-teaching as a part of the instructional path and addressing the Four Guiding Questions during pre-planning, continual checking for understanding during lessons, use of Common Formative Assessments and implement Tier 2 and Tier 3 Interventions.
- The focus needs to be on understanding and implementing the ELD standards, and how they are taught within the GVC.
- Use of ELD companion and providing integrated and designated ELD within the instructional day.
- LTEL students in 4th-6th grades are receiving targeted intervention from Teaching Fellows support.
- Teachers received PL on the ELPAC and ELD Standards; teachers took the ELPAC practice test to understand the rigor of this assessment on how they needed to address it in their daily instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Teachers in 3rd-6th grades trained on WICOR strategies via AVID conference and on-going AVID PL throughout the school year; however, this proved to be challenging to implement with the Distance Learning this school year (implementing Agendas and agenda checks; organizing binders and binder checks; writing across the curriculum).
- RtI had multiple schedule changes each time there was a Distance Learning schedule revision; this caused some lost RtI instructional time throughout the school year.
- Wonderworks Tier 2 program did not occur, although teachers accessed the digital WonderWorks on their own. The use of another "workbook" for students during Distance Learning did not seem to be an effective use of these materials, as online resources were more conducive to distance learning model. The Wonderworks PL will occur in the 2021-2022 school year and resources utilized for next year's staff and students.
- Heaton had been selected to receive MLD professional learning this school year, but due to district funds be reallocated due to Distance Learning, MLD was canceled.

- NextGenMath Pilot was well-received by teachers and students and will be fully implemented along with tight calendar and structures for collecting and reporting data on the grade-level data charts in Teams.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Contracting with additional Teaching Fellows to increase the RtI program
- CFA Calendar for Math and ELA with Quarterly Data Chats between Site Leaders and PLC Teams embedded within the Designated Calendar.
- Expected use of the Instructional Practice Guide Tenets 2, 3 and 4 and the Common Core Companion with a focus on "What the Teacher Does," "What Students Do," and "Academic Vocabulary" when developing units and lessons.
- Purchase of NextGenMath for use in developing Common Formative Assessments for Math and implementing Math Practice and Fluency Practice.
- Teachers in 3rd-6th grades who received the AMD training this school year, will continue to implement best practices and WICOR strategies from the PL; however, we will not be purchasing additional AMD PL for the next school year, as we focus more on fewer initiatives, and those CSI-generated Change Ideas aligned to our CSI professional learning.

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:

- Need of technology/tablets in the classroom.
- Continue intervention support with Certificated Tutor and Instructional Assistants.
- Continue iReady program for intervention and enrichment.
- Continue with teacher planning days.

2 ELAC:

- Tutors for intervention for English Learners
- More technology/tablets for student online learning
- Use of Teaching Fellows
- Substitutes for teacher planning days
- Material and supplies for students/teachers
- More technology

3 Staff:

- Quarterly planning days
- Technology
- Material/supplies (binders, journals, markers, organizers, etc)
- Teaching Fellows (all grade levels)
- Substitute administration
- Use of IAB/FIABs
- PL on writing, ELD, math small group
- Substitutes for BAS testing
- CSI planning days
- Use of Nextgen Math
- Continue using Nearpod
- PL in Nextgen Math and Nearpod
- Continue working with TNTP

Action 1

Title: Challenging Content in ELA

[Action Details:](#)

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 CFA's, 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 AVID 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 AVID (4th-6th) organizational WICOR strategies, structures and online AVID Library from prior year professional learning to support and enhance student learning (not purchasing AVID, but still have access to resources).
- 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); site will implement without the mentoring support of Civic Democracy staffing, so no site funding required.
- PLC's will identify essential standards, develop CFA's 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

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

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
- 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 (Conference and Travel fees with CSI Funds).
- Technology (projectors, tablets, headphones, cords, printers, carts, software, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, highlighters, binders, folders, chart paper, software, 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
- Vallarta Grocery Store card
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW School Supply
- Office Depot
- Copy Machine lease
- Digital Marquee to support student/parent engagement

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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.

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 (ESP) for students that qualify on their IEP's.
- 4A Summer Programs for African-American students.

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

- 120 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 one 3.5-hr Instructional Aide 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 one Instructional Aide 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 four 2.5-hour Teaching Fellows three days a week (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
- Materials and Supplies (classroom/supplemental/software)

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

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:

- 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.
- Digital Marquee to support student/parent engagement

Specify enhanced services for low-performing student groups:

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

Action 4

Title: Challenging Content in Mathematics

Action Details:

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 leaders will be trained in the use of Math Tasks with TNTP coaches in cycles and the use of NextGenMath for developing and implementing Common Formative Assessments and backwards mapping. Teachers will 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 Math Tasks which includes instruction on the Math Progressions and the Mathematical Shifts: Focus, Coherence and Rigor, while developing conceptual understanding, procedural skills, collaborative group work, academic discourse and deeper level understanding of mathematics within lessons.
- 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" and "Students Do" 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; pulling Academic Vocabulary from the Common Core Companion.
- 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 Quarterly 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 Travel fees 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
- Vallarta Grocery Store card
- Direct Maintenance for technology & installation (EKC Enterprises)
- GW School Supply
- Office Depot
- Copy Machine lease

Specify enhanced services for EL students:

- Professional learning on Math Tasks and Math Progressions via TNTP with emphasis on reading, writing,

Specify enhanced services for low-performing student groups:

The following supports will be implemented for struggling students in K-6th grades; under-performing African

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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for the following: SST Meetings - No IEPs	3,288.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,834.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies - **No Food, No Incentives**	1,475.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for planning, Mini-Pac - No IEPs	34,425.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for CCT Planning, Assessments - No IEPs	11,710.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Nearpod Site License	2,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			Material and Supplies - **No Food / No Incentives**	58.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	ESSA-CSI	Instruction	Travel			Conferences	5,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative coverage to support site leaders during professional learning with teachers	5,211.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	45,123.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	2,342.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,900.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	1,027.00
G1A1	One-Time School	Instruction	Mat & Supp			: Material and Supplies	21,156.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,015.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Intervention 1st-4th Grades	26,276.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		30,107.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			BrainPop	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP meetings. ELPAC assessment	9,134.00
G1A4	ESSA-CSI	Instruction	Subagreements			TNTP - Math	30,000.00

\$279,081.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Students will engage in culturally relevant, real-world lessons across all core content areas, with an increase in STEAM and project-based lessons throughout the instructional day.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

Disproportionality occurs when students are not allowed to attend field trips, such as Sixth Grade Camp, or partake in enrichment activities such as band, strings, and athletics.

Lack of busing for the After-school Program, Goal 2 Clubs, and Sports causes some disproportionality with students without family transportation.

Student busing also precludes students from partaking in the Walk-run in the mornings.

Supplies for Project-based learning must be supplied by the school site to ensure equity and access, as not all students/families have access to resources in the home for projects.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Distance Learning prevented the site from fully implementing planned student engagement activities and events, such as arts, athletics, and activities, band, strings, music, school assemblies and rallies, Parc Grove and site-based events, such as the Literacy and Math Nights, Civic Democracy, Campus Beautification, Fresno City College Engineering and Geography partnerships, in-person Goal 2 Field Trips, project-based lessons in Science/Kids Invent and our Physical Fitness Programs, such as Parkour, Walk-Run and Sparks! lessons. Additionally, enrichment activities with Goal 2 Clubs, such as Drama, Arts, Science, Minecraft and Exercise were only implemented at the end of the 2020-2021 school year.

Reallocation of CSI funds due to Distance Learning, allowed for 3rd-6th grade teachers to have TNTP-provided Math Task training, which is real-world application of conceptual and procedural math tasks. Students and staff engaged in this learning, which will be taught over the summer with eight Heaton teachers and again into the next school year with Kinder-2nd grade teachers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Heaton will resume and implement the above actions to provide real-world learning experiences for our students, with as many of these opportunities taking place in-person as social distancing/safety protocols will allow for the 2021-2022 school year.

Additionally, staff will be trained on implementing STEAM lessons and project-based learning to increase student engagement and real-world application of lessons, similarly to the TNTP Math Task training teachers received last summer and this spring.

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:

- Provide more real-life experience field trips
- Continue Meaningful Jobs to provide students with responsibilities within their school job

2 ELAC:

- Continue to provide goal 2 activities and field trips for **all** students
- Continue the Walk/Run club in the morning.
- More real-life experiences with field trips/activities

3 Staff:

- Continue with multiple field trips that have real-world experiences
- Continue district provided field trips for every grade level

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.

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.

Action 2

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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA-CSI	Instruction	Cons Svc/Oth			To Be Determined : Student engagement activities	5,000.00

\$5,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		33.82 %	2020-2021	20 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic and Severely Chronic Absenteeism continues to be problematic at Heaton with distance learning increasing the severity of both this school year. The CSI Team did a deep dive and found that Teacher-to-Student relationships were at the heart of the school and this is where the staff needed to focus attention in order to improve student attendance.

Power BI Data: All Students TK-6th

Chronic Absenteeism, Severely Chronic Absenteeism

- 2018-2019: 14.36%, 3.04%
- 2019-2020: 10.82%, 6.01%
- 2020-2021: 14.10%, 23.08%

Suspensions students with 1 or more

Power BI Data: Suspensions for All Students

- 2018-2019: 159 Suspensions; 59 Students
- 2019-2020: 99 Suspension; 37 Students
- 2020-2021: 0 Suspensions; 0 Students

Use of PAWS Guidelines for Success and school-wide events and activities, such as Walk-Run, Krazy Karen Rallies, School Carnival, Awards and Recognition Assemblies, sports, band, strings and choir programs were supportive of building relationships and engaging students; however, deeper level connections with teachers or another adult on campus is what students valued and was key to improving both Absenteeism and Suspensions rates.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Chronic Absenteeism, Severely Chronic Absenteeism

There is a need for building relationships with staff to students and staff to families. Staff needs increased knowledge around Cultural Proficiency, Cultural Knowledge, and Culturally Relevant Teaching Practices. Equitable access to the After-School Program, Goal 2 activities, and school events due to the lack of busing for nearly half our students.

There is a need for more inclusive practices and Response to Intervention for students that are struggling academically and/or social emotionally. Increase staff development focusing on academic and social-emotional, and leverage site support groups such as ILT, CSI, CCT, and TST.

Power BI Data: African-American Students

- 2018-2019: 12.96%, 5.56%
- 2019-2020: 12.24%, 16.33%
- 2020-2021: 23.64%, 45.45% (38/55 students)

Power BI Data: RSP Students

- 2018-2019: 20.0%, 4.0%
- 2019-2020: 5.88%, 5.88%
- 2020-2021: 11.76%, 41.18% (9/17 students)

Power BI Data: SDC Students

- 2018-2019: 53.85%, 0.0%
- 2019-2020: 30.0%, 20.0%
- 2020-2021: 12.50%, 66.67% (19/24 students)

Power BI Data: Students with Disabilities

- 2018-2019: 17.39%, 8.70%
- 2019-2020: 13.04%, 8.70%
- 2020-2021: 17.65%, 17.65% (6/17 students)

Suspensions students with 1 or more

Power BI Data: African-American Students

- 2018-2019: 25.16% (40/159 Suspensions)
- 2019-2020: 13.13% (13/99 Suspensions)
- 2020-2021:

Power BI Data: RSP Students

- 2018-2019: 4.0% (6/159 Suspensions)
- 2019-2020: 13.0% (23/99 Suspensions)
- 2020-2021:

Power BI Data: 504 Plan Students

- 2018-2019: 4.0% (6/159 Suspensions)
- 2019-2020: 1.0% (1/99 Suspensions)
- 2020-2021:

Power BI Data: Students with Disabilities

- 2018-2019: 4.4% (7/159 Suspensions)
- 2019-2020: 4.0% (4/99 Suspensions)
- 2020-2021:

Power BI Data: Students by Gender-Male

- 2018-2019: 86.16% (137/159 Suspensions)
- 2019-2020: 94.0% (93/99 Suspensions)
- 2020-2021:

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Intended actions included multiple engagement activities, such as Athletics, Music Programs (Band, Strings, Choir), Walk-Run, Back-to-School Nights, Assemblies, Krazy Karen Rallies, Field Trips, Guest Speakers, Campus Beautifications, Parkour and Sparks! Physical Fitness, Girl Power, Young Men of Character, Golden Ticket Lines with Classroom Incentives, Awards and Recognition Assemblies, Meaningful Jobs, Civic Education, Student Leadership-Student Council, After-School Programs, Goal 2 Clubs, Spirit Days, Winter and Spring Concerts, French Language Enrichment, Campus Garden, Parc Grove Math and Literacy Nights, and Classroom Jobs.

Due to Distance Learning, we were not able to fully implement many of these programs, activities or events; however, some were implemented virtually, but with fewer participants on Teams, Facebook Live and Zoom.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Through the CSI change ideas and analysis of root cause analysis focused on attendance, the Heaton CSI Team landed upon "relationships" as a key driver for improving attendance, decreasing suspensions, and improving

academics and the over-all culture of the school site.

Building relationships between Staff and Students, especially Teachers-to-student relationships through Morning Meetings and Second Step Lessons to increase connectedness.

Additionally, the Climate-Culture Team continues to focus upon Staff-to-Staff, Staff-to-Student and Student-to-Student relationships with various school-wide events, activities a celebrations.

Mid-year Weekly Morning Announcements included Students of the Month Recognition and Classroom Attendance Shout-outs for classrooms meeting the 85%, 90% and 95% attendance goals. This will continue into the 2021-2022 school year and include Certificates and incentives for Students of the Month.

Newly created PBIS Team is outlining incentives for the 2021-2022 school year, as well.

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:

- Continue Walk/Run club in the mornings
- More clubs for students to participate in.
- Start a Reading Club
- Provide opportunities for more students to participate in sports.
- Continue with student rallies and assemblies.

2 ELAC:

- Need more social/emotional supports at school.
- Need Resource Counselor to help with SEL skills
- More clubs and activities for students

3 Staff:

- Continue funding SSW, Campus Assistant, and Tier 2 support staff
- Increase the number of clubs provided for students
- Continue to use outside vendors to provide rallies and assemblies that will increase student engagement and school connectiveness.
- Continue with music program in all grade levels

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

Timeline:

- Weekly
- Daily
- Daily
- Annually
- Bi-monthly after each SARB Meeting
- Weekly

- Teacher
- Teacher/HSL/Admin
- Teacher/HSL/Admin
- Teacher/OM/Admin
- Teacher/OM/Admin
- Teacher/Admin
- Teacher/Admin

- 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.

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.

Action 2

Title: PAWS Guidelines for Success

Action Details:

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

- Implement the school-wide guidelines for success (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)
- Marquee to support student/parent engagement

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 and 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000		33,604.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Cons Svc/Oth			Hand in Hand Mentoring : Hand In Hand/Joint Opportunities : Mentor for mentoring to improve attendance and SEL - All Action in Goals 1 & 4	23,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.6000		71,120.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		54,589.00

\$182,313.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		59.22 %	2019-2020	75 %
Student Survey - Caring adult		60.67 %	2019-2020	80 %
Staff Survey – Overall Positive in Belonging Domain		73.18 %	2019-2020	90 %
Staff Goal - Site Defined		0 %	2020-2021	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Heaton will retain 90% of certificated and classified staff members each year, not including staff retirements, increase or reduction of FTE, or staff growth opportunities.

Certificated Staff Retention Rate

- 2015-2016: 53%
- 2016-2017: 76%
- 2017-2018: 78%
- 2018-2019: 64%
- 2019-2020: 74%
- **2020-2021: 97%**

Heaton will actively recruit staff that are reflective of the racial, ethnic, and demographic diversity of the Heaton Community with:

- Inclusive hiring practices with a diverse hiring team of certificated and classified Heaton staff for all interviews to include staff and parents: Site Leaders, TSA, PLC Team, Classified Staff, SSC-Parent, Voices Council-Parent, ELAC-Parent, TST, ILT, CCT and Community Partners when hiring for Office Staff or Site Leader positions.
- Continuation of diversity and cultural proficiency professional learning for all staff
- School-wide cultural awareness and celebrations
- Inclusion and training on culturally relevant teaching practices and materials

Staff Survey – Overall Positive in Belonging Domain

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

Teacher turnover negatively affects staff-to-student relationships and classroom instruction, and students with higher needs are often more negatively impacted (AA students, English Learners, Special Education Students, Foster and Homeless Youth). In the 2018-2019 school year, which had only 64% teacher retention, staff survey data had a lower positive response rate and student suspensions and behavior referrals for African-American students was highly disproportional.

Staff Survey – Overall Positive in Belonging Domain

Teacher retention has a positive correlation to staff survey results in all areas. It takes time to build trusting relationships within Professional Learning Community Teams (grade-level teams), which is where the most important work around student SEL and academic instruction takes places.

Although, we now have a comprehensive and effective Tiers of Support Team (TST) at Heaton, the most important relationship still remains that of the classroom teacher with their students, as students spend the majority of their day with their teachers.

Based on the data, staff feel more positive about the safety and sense of belonging, and an area of growth is the Cultural Competence domain.

Student Survey - Caring adult

There is a slim majority of students in 4th-6th grades who feel there is a caring adult at school, 60% of students reached out for follow-up SEL support from someone at the school site. This is a positive trend that students are feeling more trust. Based on the students requesting the support, very few were African-Americans or Special Education students.

Spring 2021 Staff Survey Data from 64 Respondents

- **Sense of Belonging: 95% favorable** (89% Elementary Schools; 87% FUSD)
 - Adults treat one another with respect: **97% Favorable** (+15%)
 - This school is a supportive and inviting place for staff to work: **100% favorable** (+8%)
 - This school promotes personnel participation in decision-making that affects the school practices and policies: **100% favorable** (+7%)
 - Students at this school care about each other: **81% favorable** (+34%)
- **Safety: 87% favorable** (+34%)
 - Harassment or bullying among students is an insignificant or mild problem: **81% favorable** (+25%)
 - Physical fighting between students is an insignificant or mild problem: **88% favorable** (+17%)
 - Racial/ethnic conflict is an insignificant or mild problem: **91% favorable** (+2%)
- **DE-Cultural Competence: 63% favorable** (44% Elementary Schools; 44% FUSD)
 - Teaching people the effect that their ethnicity and gender have on those around them a reality in your workplace: **63% favorable**
 - Having a formal selection process for materials that are inclusive is a reality in your workplace: **63% favorable**
 - Teaching people how to ask others appropriately about their cultural practices a reality in your workplace: **64% favorable**
 - Sanctioning, when appropriate, those whose behaviors conflict with practices that promote diversity a reality in your workplace: **67% favorable**
 - Providing workshops on different cultures for all employees is a reality in your workplace: **56% favorable**

Student Survey - Caring adult

Student Survey-Caring Adult: 54% favorable from 189 student respondents in 4th-6th Grades (58% Elementary Schools; 58% FUSD)

- Connecting with teacher individually: **51% favorable**
- A teacher or other adult at the school that cares for you: **68% favorable**
- An adult you can talk to at school about a personal or social-emotional concern: **42% favorable**
- Follow-up support: **60% favorable**

Student Survey - Included

School Belonging: 62% (-4%)

- Do students at this school care about each other? **51% favorable** (-1%)
- Do you feel a part of this school? **65% favorable**
- What makes you feel a part of this school?
 - Social Media: 17%
 - **Awards/recognition: 31%**
 - Rallies/assemblies: 27%
 - Other school events/carnivals, dances, etc.: 25%
 - Interacting with peers: 23%
 - **Clubs: 43%**
 - **Field Trips: 56%**
 - Athletic Teams: 19%
 - Regular phone or video check-ins with teachers: 6%

Student Survey - Included

The School Belonging data sheds new light on what is impacting students from being able to actively participate beyond the school day in either the After-School Program, Athletics, or Clubs, due to the need for older siblings to take care of younger siblings (34%). It also shows what students listed as their highest sense of belonging with Clubs (43%), Awards/Recognition (31%) and Field Trips (56%).

With Distance Learning, clubs were not implemented until the Spring half of the school year and take place virtually with five clubs being led by staff once a week for an hour on Mondays: Drama, Art, Science, Exercise and Mine Craft for 4th-6th graders.

The Heaton Expanded Learning Program is offering STEAM engagement lessons and Asynchronous lesson supports for three hours on Mondays from 10:00-1:00 to engage and support students in TK-6th grades.

Students who are caring for younger siblings may still not be able to take part in these opportunities, unless they are embedded into the Live Instruction and/or daily instructional schedule, when the majority of children in the home are online for Distance Learning or in-person school.

Field trips continued with Distance Learning during Live Instruction, and were successful parts of the instructional day if students logged into Distance Learning. Other opportunities for this school year were not able to continue due to FCC students being off campus, as well (i.e. Engineering Field Trip, Geology Lessons for Saturday Academy, etc.).

Teacher clarity will be an area of focus within professional learning next year based on 30% of students responding a need for an increase in support in understanding assignments and tasks. This is especially critical for English Learners and for students receiving special education services.

- Other-not listed on survey: 27%
- Do you participate in weekly community building activities in class (class meetings, morning meetings, etc.):? **66% favorable** (-5%)
- How often do you feel like community building activities in class are good experiences for you?: **65% favorable** (-4%)
- What has prevented you from attending afternoon support/intervention (ASP, tutoring, teacher support outside of the school day)?
 - ASP/Intervention is not helpful: 8%
 - I did not know about ASP/Intervention: 19%
 - I did not receive an invite: 12%
 - I do not need extra support/intervention: 20%
 - **I have to help my siblings or others in my home: 34%**
 - Not enough available times/sessions to participate: 7%
 - Not enough time to attend: 14%
 - Only those students who receive invites are allowed to attend: 12%
 - **Other-it is not listed here: 30%**
- Which of the following would help improve your current learning experience?
 - More time to connect with my peers: 24%
 - More time to connect individually with my teachers: 26%
 - More academic small group support: 23%
 - **More interactive activities during class: 28%**
 - More changes to speak and participate: 23%
 - Having more positive interactions with teachers: 19%
 - **Increase support in understanding assignments and tasks: 30%**
 - Increase support accessing and using educational resources such as (Whiteboard, Class Dojo, Flipgrid, Kahoot, Padlet, OneNote, Google Drive): 25%
 - Increase support using educational platforms such as, iReady, Wonders, GoMath: 23%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions that have supported a significant increase in staff retention included the funding of a Campus Safety Assistant, Social Worker, and district-funded Restorative Practices Counselor and Tier II/Child Welfare and Attendance Support Staff, Hand-in-Hand Mentor, which have supported student behavior and social-emotional needs. This has allowed teachers, para-educators and site leaders to focus on consistent classroom observations with timely and focused feedback.

Additionally, site leaders have been available to meet and plan with PLC Teams, RtI, SDC Teachers, to strategically support instruction and new initiatives, such as Cultural Proficiency Training for staff.

At the beginning of the school year, we were able to focus upon "wins" and technology learning and growth for Distance Learning, with teachers and para-educators becoming experts and problem-solving with their colleagues.

Site leaders meet more frequently on Teams with PLC Teams, Para-educators, TST and Office staff during Morning Huddles, PLC Meetings, Staff Meetings and other problem-solving meetings to problem-solve and address needs in a more timely manner and to also celebrate one another's wins.

As a site, we became more innovative and responsive with the use of technology to connect with students, parents and district support staff via Teams, and there was no longer consideration for travel time. This reduced the need for travel time and logistics, and made connecting with staff, students, families, district support staff more readily accessible.

Climate-Culture Team focused on the following three areas for the 2020-2021 school year and implemented a survey twice during the year to collect staff and student data to progress monitor their actions. Staff interactions improved with very little budget and the site created a new PBIS Team to increase student positive recognition, rewards and motivators.

- Staff-to-Staff

- Staff-to-Student
- Student-to-Student

CSI Team focused on Relationships between staff and students through Morning Meetings and Second Step Lessons as a result of Fishbone analysis and learning more about Change Ideas and tight Cycles of Continuous Improvement and Progress Monitoring. The only fiscal output was for substitutes to release CSI Team members for the all-day CSI planning. This will continue into the 2021-2022 school year, with the addition of Mapping-out the entire year with prioritized change ideas and funding.

TNTP Math Cycles were implemented three times in the Spring 2021 in 3rd-6th grade classrooms to increase the use of Math Tasks aligned to the Math Progressions and Mathematical Shifts of Focus, Rigor and Coherence. Site leaders conducted weekly calibrated class observations within the Mini-Pac of Fremont, Heaton, Williams and Wilson and used the IPG Tool to calibrate on Tenets 2a, 2b, 3 and 4 when applicable. Teachers received feedback and next steps. Student clarity with the Three Reads Strategy and student ownership by teacher questioning, provided stronger instruction in mathematics. Distance learning did not affect the alignment or implementation of rigorous math instruction, but poor student attendance and engagement (cameras on, mic's unmuted, participating in the NearPod and typing into the chats) all impacted whether a student readily accessed the grade-level content and instruction.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Climate-Culture Team will continue to focus on Staff-to-Staff, Staff-to-Student and Student-to-Student actions

Newly established PBIS Team will plan and implement a school-wide positive behavior intervention system of school-wide incentives, activities, recognition and events that support a more inclusive, celebratory and relationship-oriented school site. The use of PAWS Guidelines for Success and FUSD SEL Competencies will be embedded throughout the PBIS system and structures.

CSI Team will continue with Morning Meetings and Implementing Second Step lessons according to the Scope & Sequence once a week and carrying through with lesson content throughout the week in lessons and class meetings to teach students effective problem-solving skills.

NextGenMath will be utilized Kinder-6th grade for Common Formative Assessments that are aligned to the rigor of the SBAC in 3rd-6th grades. Teacher will input data into the shared Data Charts on Teams to provide trend data in student understanding in mathematics. Heaton teachers piloted NextGenMath and received 1 1/2 hours of professional development on the different tools within NextGenMath. A new Fluency Tab was just provided within NextGenMath that will allow teachers to collect additional data and provided practice lessons on math fluency next year. Supporting teachers and students with readily accessible, grade-level rigorous math CFA's aligns instruction and focus to grade-level standards, which positively impacts student learning and teacher collective efficacy.

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 retention over the past four to five years

2 ELAC:

- Try to keep the same staff/teachers so there is consistency for children staying at the school.
- Build relationships with teachers.

3 Staff:

- Provide professional learning to teachers for Nearpod and Nextgen Math
- Partnership with TNTP in all grade levels for math

Action 1

Title: Staff Retention

Action Details:

Retain staff through professional development, engagement in decision-making, building positive relationships, creating a positive school-wide culture, celebrating and recognizing staff, and by revising the school's Vision and Goals to represent desired outcomes.

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:

- Professional development with staff involvement/input and implementation cycles/feedback cycles (TNTP, Cultural Proficiency, Morning Meetings) as determined by walk-through IPG data and assessment/behavioral data.
- Conferences and Trainings
- PLC Weekly Agendas and Quarterly Planning Days (4 per year) to analyze student work and plan lessons
- CFA generator with NextGenMath to support PLC data analysis for progress monitoring
- Quarterly Data Chats
- Staff Meetings to increase communication, clarity, cohesiveness and celebrations on school-wide goals and progress/wins.
- IPG Walks with feedback
- Staff surveys for District, Site and after each PL/Staff Meeting for feedback
- Hiring Practices that include current staff (PLC Team, classified staff, site team members from TST, ILT, CCT and parents from ELAC, SSC, Voices Council)
- SEL and Behavioral Support for Students and training for staff
- CSI goals that focus on "process" data and short cycles of continuous improvement

Site Leaders and ILT, CCT, CP, CSI Teams

Weekly

Site Leaders and All Staff
PLC Teams and ILT

Annually

Weekly

PLC Teams

Weekly

Site Leaders and PLC Teams

Quarterly

10 per year

Site Leaders, ILT, CCT
Site Leaders, Teachers
Climate-Culture Team

Weekly

Monthly

Site Leaders and Staff

As needed

Tiers of Support Team

Daily, Monthly

CSI Team

Monthly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academics: NextGenMath, Teaching Fellows, Conferences, Kinder and Rtl Para-educators, sub days for CSI planning
- Student Centered and Real-World Learning: Civic Democracy
- Student Engagement: Club Stipends, SEL TST, Social Worker and Campus Safety Assistant

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

- Staff development on the ELD Standards
- Staff development on ELPAC domains and strategies to support English Learners
- Teachers/Para-educators to assess with ELPAC test
- Designated ELD Deployment with Rtl identified in the Master Schedule

- Staff development on Foundational Skills in Literacy and Mathematics
- Rtl Deployment Model for Literacy
- Teaching Fellows to support Rtl and RSP
- Progress Monitoring between RSP, Rtl and Teachers/Site Leaders

- Integrated ELD Standard/Skills on Week-at-a-Glance Schedules
- Teaching Fellows to support English Language Development
- Quarterly Data Chats

- Quarterly Data Chats
- Hand-in-Hand Mentor, CWAS/Tier II Specialist for small group skills-building and one-on-one SEL and Academic support, goal-setting, and progress monitoring.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		93.06 %	2019-2020	100 %
Parent Survey - Safe and secure		94.03 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	75 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Heaton will increase inclusive opportunities for families to engage in their students' education throughout the school year and by removing barriers to family participation and tracking data to ensure a 75% average family participation rate in school-wide programs, events and activities for the 2021-2022 school year.

- Back-to-School Night
- Parc Grove Events
- Parent-Teacher Conferences
- School Carnival
- Open House
- Math and Literacy Nights
- Winter and Spring Concerts/Performances
- School Site Council, ELAC and Heaton Voices Council Meetings
- Student Awards/Recognition Assemblies
- Drive-Through Activities
- Virtual Meetings and Activities

Parent Survey - Respected and welcomed

Sense of Belonging: 93% (+2%) from 84 Respondents (93% Elementary Schools, 92% FUSD)

- School staff treats me with respect: 96% (+0) favorable
- School staff takes my concerns seriously: **93%(+6%) favorable**
- School staff welcomes my suggestions: 93% (+3%) favorable
- School staff responds to my needs in a timely manner: 88% (+0) favorable
- School staff is helpful: 93% (-1%) favorable

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Students living at Parc Grove Commons have historically performed at a lower proficiency rate on SBAC (3rd-6th graders) and families have had more difficulty accessing the school site due to a lack of transportation and/or lack of parking at Heaton.

Students also did not have transportation home if they were a bus rider for the After-School Program, after-school sports or Goal 2 Clubs and other activities or events that took place after school hours, including access to the school library until 4:00p.m.

The 2019-2020 was the first year busing was provided to students who live at Parc Grove Commons for the ASP and after-school sports and clubs, which supported their engagement in school. The goal is to again provide the busing for these activities as an equity and access need for Heaton Elementary bus riders including all four regular bus stops for the 2021-2022 school year.

Additionally, busing was provided for families attending the School Carnival and Parent-Teacher conferences were held one day of the week at the Parc Grove Commons Clubhouse to further provide parents with access to in-person conferences with their child's teacher.

With the increase of online meetings through Teams and Zoom and better technology, more families will be able to increase their participation by virtual means, such as Facebook Live, when unable to come to the school site due to work-related or home-related commitments.

We have increased our Social Media presence by adding Heaton Facebook and Heaton Instagram and utilizing Class Dojo school-wide; however, we are still finding that families are not informed. Text messaging has also worked to improve communication and tracking data by student/family is helping to understand which families need home visits.

Parent Survey - Respected and welcomed

- My child's background (race, ethnicity, religion, economic status) is valued at this school: 94% (+0) favorable.
- I feel welcomed at my child's school: 95% (+2%) favorable
- Overall, I am satisfied with my child's school: **94% (+5%)**

Parent Survey - Safe and secure

Safety: 96% (+2%) from 84 Respondents (95% Elementary Schools; 93% FUSD)

- My child's school provides a safe and secure environment for students to learn: 96% (+2%)

Although the over-all Parent Survey Data is positive, only 84 parents responded. We need to increase our outreach to all parents with our HSL, CWAS, Site Leaders and Teachers to have more parent voice in general on for our school surveys to have a more collective understanding of parent responses.

Parent Survey - Safe and secure

Parents feel their children are safe at Heaton; however, not all parents understand what safety includes: emotional safety within the classroom and outside with peers and on the bus, as well.

We are looking at creating our own Parent Survey to collect data specific to Heaton and the unique ways in which students and parents may not feel their child is safe on campus, so that those issues can be brought to the surface and addressed collectively and with cultural proficiency.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal, but one that Heaton Site Leaders, Staff and Community Partners have been addressing for the past six years. Past budget expenditures included food and give-away incentives, contracting with Krazy Karen for Parc Grove and Heaton events, Purchase Orders for supplies and providing staff with Supplemental Contracts for extra prep and time. This year with Distance Learning, we instead reached out to local businesses for pizza, In & Out Burger, and other free food coupons as incentives and rewards for students, and for parent appreciation for their participation in school meetings and committees.

We were unable to continue with in-person events, so did not need to fund them; however, some staff and students appreciated the virtual Krazy Karen rally. Many other staff members asked for a more culturally relevant assemblies and rallies for the upcoming school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Focus for the 2021-2022 school year will be on developing positive relationships with all stakeholders either in-person or virtually. Site Leaders and CWAS will continue working with Parent University on Heaton Voices Council, which is specific to parents of African-American students. This work directly correlates to increasing student attendance rates for Black students at Heaton and providing parents with a venue for their voice and concerns to be shared with site leaders, site SEL staff and district support staff to problem solve together.

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:

- Continue to have the school carnival.
- Increase the number of school events for parents to attend with their children
- Initiate a Parent-Teacher Association at Heaton

2 ELAC:

- Continue funding Home School Liaison for outreach to community
- More school events and activities

3 Staff:

- More school events and activities for families
- Continue to reach out to Parc Grove families by having events at the complex
- Better relationships with staff and families
- More parent participation

- Student Engagement: Busing for ASP, Athletics, Clubs

Specify Direct Service and Opportunities for parents and families to support EL students:

- Use of translators to increase parent access and understanding of school supports and student academic programs.
- ELAC meetings to inform parents of ELPAC and Heaton Designated and Integrated Lessons.
- Home School Liaison to support Spanish-speaking parents.
- Hmong Translators to provide translation support.
- Parent University Courses at Heaton or online/virtual
- DELAC meetings
- Parent-Teacher Association

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- District-provided busing for school events and activities (Carnival, Parent-Teacher Conferences, Winter & Spring Concert, etc.).
- Supplemental Contracts for staff for Parc Grove events.
- Purchase Orders for Math and Literacy Nights
- CWAS, Hand-in-Hand Mentor and HSL to support parents with attendances and site-based needs/questions/outreach/Project Access

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - **No Food, No Incentives**	1,497.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Assist with EL students/parents	19,233.00

\$20,730.00

2021-2022 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			Teacher Substitutes for the following: SST Meetings - No IEPs	3,288.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		12,834.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Material and Supplies - **No Food, No Incentives**	1,475.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for planning, Mini-Pac - No IEPs	34,425.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for CCT Planning, Assessments - No IEPs	11,710.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Nearpod Site License	2,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			Material and Supplies - **No Food / No Incentives**	58.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	10,000.00
G1A1	ESSA-CSI	Instruction	Travel			Conferences	5,000.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative coverage to support site leaders during professional learning with teachers	5,211.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	45,123.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	2,342.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,900.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Material and Supplies	1,027.00
G1A1	One-Time School	Instruction	Mat & Supp			: Material and Supplies	21,156.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,015.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Intervention 1st-4th Grades	26,276.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4375		30,107.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			BrainPop	2,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEP meetings. ELPAC assessment	9,134.00
G1A4	ESSA-CSI	Instruction	Subagreements			TNTP - Math	30,000.00
G2A1	ESSA-CSI	Instruction	Cons Svc/Oth			To Be Determined : Student engagement activities	5,000.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000		33,604.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Cons Svc/Oth			Hand in Hand Mentoring : Hand In Hand/Joint Opportunities : Mentor for mentoring to improve attendance and SEL - All Action in Goals 1 & 4	23,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000		71,120.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		54,589.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - **No Food, No Incentives**	1,497.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL - Assist with EL students/parents	19,233.00

\$487,124.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,385.00
ESSA-CSI	3182	\$192,115.00
Sup & Conc	7090	\$187,308.00
LCFF: EL	7091	\$29,160.00
One-Time School	7099	\$21,156.00
Grand Total		\$487,124.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$279,081.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$182,313.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$20,730.00
Grand Total	\$487,124.00