

Heaton Elementary School

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature:

A handwritten signature in cursive script that reads "Laura M. Gemetti". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	66/67	9.51 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	66/67	89.73 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	64/67	6.51 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	64/67	93.49 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	53/66	11.11 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	39/67	41.39 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	38/66	12.34 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	34/67	42.37 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	39/68	35.06 %
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3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	56/68	34.72 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	64/68	91.43 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	63/68	23.23 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	58/68	6.18 %
<input type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	50/64	44.44 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	37/68	20.69 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	52/67	31.37 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	41/67	30.54 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1</p>	<p><i>Detail the action: Challenging Content: In Literacy, Heaton teachers will use challenging content and grade-level texts, as well as a variety of complex texts and complex tasks in all lessons, which integrate listening, speaking, reading, writing and language skills across the curriculum. In Mathematics, Heaton teachers will plan lessons to enhance student learning that reflect the shifts required by the CCSS for mathematics.</i></p> <p>Actions to Implement Challenging Content</p> <ul style="list-style-type: none"> • Utilize the Instructional Leadership Team to build Lead Teacher and AC Team capacity around the regional Communities of Practice (COP) work, which includes: <ol style="list-style-type: none"> a. ILT classroom walks and debriefing with Site Leaders and Instructional Coaches with use of Complex Text and Complex Task Rubrics. b. ILT debriefing sessions with Regional COP Team c. ILT Regional Work analyzing student writing and lessons/units using a Student Work Protocols d. ILT utilization of Instructional Practice Guides for both math and ELA to ensure challenging content is consistently being delivered in lessons. • Build Strong AC Teams with common planning time by grade level and vertical articulation during Professional Learning. • Common Assessments developed by AC Teams and student data analyzed for next steps and intervention decision-making. • Analysis of student work by AC Teams through the CCI process during AC planning; monitored by site leaders through AC Agendas/minutes and site leaders’ classroom walk-through data with IPG, calibrated lesson plans, use of rubrics and criteria for success, and posted student work and data walls. • Student assessment data reviewed as AC Team during monthly SART meetings with site leaders and TSA • On-going reflection on the Four Guiding Questions with emphasis on questions 3 and 4: How will we respond when they don’t learn (intervention) and How will we respond when they already learned it (acceleration)? • Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation) to guide teams to make “high-impact” decisions during AC Time and around professional learning expected actions. 		

<ul style="list-style-type: none"> • Provide professional learning in the area of Complex Text and Complex Task Rubrics, student work protocols, analyzing data, IPC strategy and effective PLCs with <i>Learning by Doing</i> and <i>Making Thinking Visible</i>. • Professional Learning on the Four Foundations Objective, Aligned Instruction, Assessment and Closure at to ensure they are present in all lessons. 			
<p><i>SQII Element:</i></p> <p>6142 Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC in Spring 2015</p> <p>6160 Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC</p> <p>5997 Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate</p> <p>5998 Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented</p>	<p><i>SQII Sub-element(s):</i></p> <p>6142 Standard Not Met/Nearly Met 89.73% in Spring 2015</p> <p>6160 Standard Not Met/Nearly Met 93.49% in Spring 2015 administration.</p> <p>5997 Achievement Gap SBAC ELA (42.37%)</p> <p>5998 Achievement Gap SBAC Math (41.39%)</p>	<p><i>Site Targets:</i></p> <p>6142 = 15% reduction</p> <p>6160 = 15% reduction</p> <p>5997 = 15% reduction</p> <p>5998 = 15% reduction</p>	<p><i>Vendor (contracted services)</i></p> <p>IVS EKC Enterprises, Inc. Office Depot GW Save Mart</p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p>1. Literacy and Math: By June 2017, for the spring administration of SBAC, Heaton will have a 15% reduction in students performing in the Not Met/Nearly Met performance levels as measured by SQII ID 6142, 6160, 5997, 5998.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

DRP	Teachers/AC's	Twice a year
Interim Assessments	Teachers/AC's	Twice a year
Go Math Assessments	Teachers/AC's	Upon Unit Completion
Grade Level Common Assessments	Teachers/AC's	Upon Unit Completion
Monthly Student Academic Review Team (SART) Meetings	Principal/VP/TSA	Monthly
SST/504 Meetings; initials and follow-up	Admin/Teacher	Monthly or as needed
IEP Meetings initial, annual and triennial	Admin/RSP Teacher/Reg Ed Teacher/School Psych/SLP	Monthly or as needed
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Quarterly updates of progress monitoring at SSC and ELAC meetings • Back to School Night Parent Meeting regarding helping students at home • Parent University classes • Quarterly Heaton and Parc Grove focused Coffee Chats • HSL quarterly training meetings for parents to access EduText and ATLAS Parent Portal • Parent/Teacher conferences that include strategies to help at home; translators will be provided at conferences • Quarterly progress reports, report cards, and ISLPs • Fall Family Literacy Night and Spring Math Night 		
<p><i>Describe related professional learning: 3rd-6th Grades</i></p> <ul style="list-style-type: none"> • DRP-Analyze data and plan next steps by understanding the DRP reports. • Mathematics and Literacy Interim Assessments-Analyze data and plan next steps (Creating Common Assessments with Illuminate). • Literacy-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on Complex Text, Complex Task, Questioning, Strategies and Graphic Organizers to align instruction to the standards). • Mathematics-Differentiated PL led by admin/TSA/teachers and instructional coaches (PL on the three Instructional shifts of Focus, Coherence and Rigor). 		

- Provide time for ACs to observe, collaborate, analyze data, and plan lessons (CCI process)
- PL on focused standard planning and concept building and math progression standards
- PL to support technology (tablets/librarian support)
- IPC Strategy delivered by TSA and teachers
- PL around Learning by Doing and Making Thinking Visible book
- PL on Text Complexity Rubric; Lexile Level of text

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Materials and Supplies

- Sub release time for teacher planning
- Sub release time for SST/ IEP
- Supplemental contract for librarian to support technology
- Supplemental contracts for translators
- Supplemental contracts for babysitting
- Supplemental contracts for teachers for extra planning time
- Technology (tablets, headphones, cords, printers, carts, etc.)
- Classroom materials and supplies – notebooks, paper, pencils, pens, markers, crayons, chart paper, and other associated items to support instruction
- Teacher books (Learning by Doing and Making Thinking Visible)
- Parent Involvement Supplies, Save Mart card
- Direct Maintenance for technology

Specify additional targeted actions for EL students:

EL students qualifying for these intervention services will receive daily 30 minute intervention targeted for ELs during RTI Deployment

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher subs for SSTs.	1,999

1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher subs for planning	1,399
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts (Lead Teachers/SCC)	4,126
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Supplemental Contract for Librarian	1,469
1	1	EL	Parent Participation	Classified Support-Supplemental				Translators	1,176
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance for technology (or any maintenance issues)	386
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology (short throws, tablets, equipment)	21,500
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	5,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies	8,057
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	14,800
								Total	\$59,912

Domain	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
	Action # 2	<i>Detail the action: Response to Intervention-Students Reading by Third Grade: Heaton will implement a comprehensive reading intervention program to address the language and literacy development needs of students K-3rd with an emphasis on Guiding Questions #3 “How will we respond when students do not learn it” and Guiding</i>				

<p><i>Question #4 “How will we respond when students already learned it,” and struggling students language and literacy development.</i></p> <ul style="list-style-type: none"> • During Foundational Skills Instruction, target skills will be developed in service of comprehension with opportunities for students to practice reading and writing newly acquired foundational reading skills. • Lessons will focus on student needs through frequent progress monitoring. • Instruction and materials will address skills by attending to phonological awareness, concepts about print, sound-letter recognition, phonemic awareness, word structure, vocabulary and fluency. • Students reading at or above grade level will go deeper into concepts and expand their skill development. <p>Actions to develop a Response to Intervention (Ambrose Model of Change)</p> <ul style="list-style-type: none"> • Students reading by Third Grade is a site focus with differentiated Professional Learning for primary teachers. • Provide release time for AC planning around Foundational Skills instruction, assessment and data analysis. • Grades K-3rd will implement a Response to Intervention block focused on foundational skills instruction that is informed by frequent progress monitoring using a variety of assessments: KSEP, KAIG, DIBELS, BAS, BPST, Interim Assessments and DRP. • Six Teaching Fellows will be utilized for push-in support and small group instruction on Foundational Skills. • Utilize the Designated Site TSA to monitor and support K-3 RTI and foundational skills instruction with both teachers and Teaching Fellows around best practices and progress monitoring. 			
<p><i>SQII Element:</i></p> <p>6590 Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period</p> <p>6034 Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year</p>	<p><i>SQII Sub-element(s):</i></p> <p>1-Reading by Third Grade Rate (11.11%)</p> <p>4- Borderline to Grade Level Within Academic Year (12.34%)</p>	<p><i>Site Growth Targets:</i></p> <p>6590 = 15% increase</p> <p>6034 = 15% increase</p>	<p><i>Vendors (contracted services)</i></p> <p>Teaching Fellows Tutors Paraprofessional Aide DIBELS Copy Machine Lease</p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p>			

- a. By June 2017, the number and percentage of third grade students who are ELA Grade Level On-Track/Ready will show at least a 15% increase from 11.11% to 26.11% as measured by SQII indicator 6590.
- b. By June 2017, the number and percentage of 1st-3rd grade students who were not reading on grade level at the end of 2016 and became on grade level in reading within the 2016-2017 school year will increase at least 15% from 12.34% to 27.34% as measured by SQII indicator 6034.

	<i>Owner(s)</i>	<i>Timeline</i>
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>	Teachers	Quarterly
KAIG	Aide/TF/TSA	Quarterly
BAS	Aide/TF/TSA	Twice a year
DIBELS	Teachers	Twice a year
Interim Assessments	Teachers	Twice a year
DRP Assessments	Teachers/AC Teams	Upon unit completion
Grade-level Common Assessments	Teachers/AC Teams	Upon unit completion
Student Work Samples; AC Student Work Protocols	Admin/TSA/Teachers	Monthly
Monthly SART AC Team Meetings	Admin/teacher	Monthly or as needed
SST/504 Meetings; initials and follow-up	Admin/RSP	Monthly or as needed
IEP Meetings initial, annual and triennial	Teacher/Reg Ed Teacher/ School Psych /SLP	
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>		

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

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Subgroups

- Students in need of intensive academic interventions will be referred to the Student Success Team to receive additional interventions and supports.

Materials and Supplies

- Fund 6 Teaching Fellows and one Paraprofessional Aide
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Copier machine lease
- DIBELS per student fee
- Subs for teacher release time for planning RTI lessons
- Subs for teachers to collaborate for SST meetings
- Supplemental contracts for translators
- Hardware and software to support reading intervention and assessment programs

Specify additional targeted actions for EL students:

- EL students qualifying for these intervention services will receive 30-45 minutes of reading intervention deployment.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Instructional Asst	0.3750			8,990
2	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				Teacher subs for planning RTI, CCSS and best practices.	9,539
2	1	Sup & Conc	Instruction	Sub- agreements for Services			Teaching Fellows	6 Teaching Fellows	50,794
Total									\$69,323

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Attendance: Heaton will implement a school-wide incentive program to increase student attendance.</i></p> <ul style="list-style-type: none"> <i>Increase parent awareness on attendance</i> <i>Increase student participation in attendance incentive program</i> <i>Provide services and supports to at-risk students/families</i> <p>Actions to Increase Student Attendance</p> <ul style="list-style-type: none"> 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 will recognize classrooms and individual students who meet attendance goals. Attendance goals and rates will be communicated to parents. 		
	<p><i>SQII Element:</i></p> <p>5963 Number and percentage of TK-12th grade students who had greater than 90%</p>	<p><i>SQII Sub-element(s):</i></p> <p>4- Attendance Retention 91.43%</p>	<p><i>Site Growth Targets:</i></p> <p>5963 = 5% increase</p>

<p>attendance the previous semester and have maintained greater than 90% attendance during the current semester</p> <p>5942 Number and percentage of students who are chronically absent (attendance rate of 90% or less)</p>	<p>1- Chronic Absenteeism Rate (23.23%)</p>	<p>5942 = 5% decrease</p>	<p>A-Mark GW Save Mart Costco Me&Eds</p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> 1. By June 2017, the number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester will increase by 5% from 91.43% to 96.43% according to SQII ID 5963. 2. By June 2017, the Number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease by 5% from 23.23% to 18.23% according to SQII ID 5942. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • CWA will track tardy, late and absent students on a weekly basis • HSL and CWA will make phone calls home and home visits • Attendance Clerk clears absences by phone calls home. • Attendance, grades and behavior expectations will be shared at Back-to-School Night and through the Parent-Student-Teacher compact. • Attendance monitoring in ATLAS • Admin celebrates attendance rates on morning announcements and through email communication <p><i>Incentives for good attendance:</i></p>		<p><i>Owner(s)</i></p> <p>CWA</p> <p>HSL/CWA</p> <p>Attendance Clerk</p> <p>Admin/teachers</p> <p>Attendance clerk/ CWA/ Admin</p> <p>Admin</p>	<p><i>Timeline</i></p> <p>Weekly</p> <p>Daily</p> <p>Daily</p> <p>Annually</p> <p>Daily</p> <p>Weekly</p>

<ul style="list-style-type: none"> • 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 -1st grade) and every 10 days (2nd -6th 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 perfect attendance certificate and medal (along with a chance to win a bike for perfect attendance drawing). • TK-1st grade teachers will have daily drawings for students who are present at school on time. 	Teachers	Daily
	Teachers	Weekly
	CWA/Admin/ Attendance Clerk/ OM	Quarterly
	Teachers	Quarterly
	Teachers/Admin	Semester
	Teachers/Admin/ HSL Teachers/Admin	Daily

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

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

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

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

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

Describe related professional learning:

- On-going school-wide PL presented by School Climate and Culture Team along with Admin for Heaton’s P.A.W.S. guidelines for success

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Subgroups

- 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 for attendance meetings.
- On-site counseling contract
- Parent Involvement P.O. for parent engagement meetings

Specify additional targeted actions for EL students:

- Use of HSL to provide Spanish translation and parent outreach, home visits and related services.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000			54,349
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			13,472
3	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation	2,000
3	2	Sup & Conc	Instruction	Office Equipment Lease				Copy machine lease (1)	3,000

3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)			On-Site Counseling 2% contract fee	311
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating		Counseling: On-Site Counseling/FPU	On-Site Counselor	15,542
							Total	\$88,674

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action: Goal 2: 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.</i></p> <ul style="list-style-type: none"> • Increase student involvement at school. <p>Actions to Increase Student Involvement at School</p> <ul style="list-style-type: none"> • 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. • 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. 		
	<p><i>SQII Element:</i></p> <p>2080 Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)</p>	<p><i>SQII Sub-element(s):</i></p> <p>2- Overall Student Participation (31.37%)</p>	<p><i>Site Growth Target:</i></p> <p>2080-25%</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p>1. By June 2017, the percentage of students participating in Goal 2 activities will have increased from 27.48% to 52.48 % as measured by SQII ID 2080.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact:</i></p> <ul style="list-style-type: none"> • Goal II indicators in SQII • SEL Survey results • Student feedback and interests • ATLAS Engagement Reports-static reports • Grades for Orchestra and Band 	<p><i>Owner(s)</i></p> <p>Admin/OM</p> <p>Admin</p> <p>Teachers</p> <p>Admin</p> <p>Band and Orchestra Teachers</p>	<p><i>Timeline</i></p> <p>Quarterly</p> <p>Annually</p> <p>Quarterly</p> <p>Quarterly, or as needed</p> <p>Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents will be encouraged to help volunteer or sponsor clubs 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Presentation/sharing of club options 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Development of Intramural sports during lunch • Development of after-school clubs (i.e. Spelling Bee, History Day, Science Fair, robotics) • Engage 4th-6th grade students in leadership activities (student leadership). <p><i>Materials and Supplies</i></p> <ul style="list-style-type: none"> • Students leadership T-shirts • Incentives and recognition awards <p><i>Subgroups</i></p> <ul style="list-style-type: none"> • Special education students <p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Instruction	Materials & Supplies				T-Shirts for Student Leadership	500
								Total	\$500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action: EL Redesignation: Heaton will implement a comprehensive academic English language acquisition program focused on increasing the number of students meeting borderline eligibility criteria.</i></p> <ul style="list-style-type: none"> • 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 CELDT, DRP and Interim Assessments and meeting at the borderline eligibility. • Increase the number and percentage of students On-target based upon annual CELDT assessment EL level. <p>Actions to Increase English Learners Redesignation Borderline Eligibility Criteria</p> <ul style="list-style-type: none"> • Provide targeted instruction in listening, speaking, reading and writing based upon student need. • School-wide deployment model for designated EL support. • Professional Learning on research-based language acquisition strategies used throughout the day that especially target reading comprehension and writing. • Instructional Aide to provide EL classroom support. • Provide teachers with planning time specific to EL Learners by instructional coach around RIRA, questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons. 		
	<p><i>SQII Element:</i></p> <p>5990 Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria</p>	<p><i>SQII Sub-element(s):</i></p> <p>2- Borderline Eligibility Pool (35.06%)</p>	<p><i>Site Target:</i></p> <p>13% increase</p>

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>1. By June 2017, the number and percentage of 1st-6th grade EL students meeting one eligibility criteria will increase by 13% (10 students) from 35.06% to 48% as measured by SQII ID 5990.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Annual CELDT assessment • BAS test for 1st graders • DRP test for 2nd-6th graders • Teachers' common formative assessments • Admin walk-throughs with feedback • EL Redesignation Goal-setting Reports on ATLAS 		<p><i>Owner(s)</i></p> <p>CELDT Assessors</p> <p>Teaching Fellows/ TSA/ Inst. Aide Teachers</p> <p>Teachers Admin</p> <p>Admin/Teachers</p>	<p><i>Timeline</i></p> <p>Annually</p> <p>Quarterly</p> <p>Twice a year</p> <p>Upon Unit Completion Weekly</p> <p>EL Services Designated Dates</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • SSC and ELAC/DELAC • Progress Reports • Parent CELDT Reports • Parent Conferences • EL Goal-setting reports • Coffee Chats • RFEP Assemblies; presentation of RFEP certificates and medals 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • ELD teacher collaboration and planning prior to the start of the school year. • AC collaboration and planning for ELD Deployment. • Provide professional learning on the use of EL Goal Setting Report to identify target students and their instructional needs. • PL around the ELD framework, designated and integrated ELD. 			

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Materials and Supplies

- Subs for teachers to observe best practices with a focus on EL instructional strategies and planning
- REA CELDT 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
- CELDT Medals
- Certificates

Specify additional targeted actions for EL students:

- EL students scoring at level 1 and level 2 will receive 30 minutes of designated ELD deployment instruction.
- Instructional Aide will support EL students during integrated ELD.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	EL	Instruction	Teacher-Substitute Salaries				Teacher Subs to plan for ELD	1,999
5	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contract for CELDT/ELDA (TSA)	1,976
5	1	EL	Parent Participation	Classified Support-Supplemental				Babysitting	250
5	1	EL	Attendance & Social Work Services	Local Mileage				HSL Local Mileage	200
5	1	EL	Parent Participation	Materials & Supplies				Student incentives RFEP/CELDT	1,000

5	1	EL	Parent Participation	Materials & Supplies				Parent Participation	2,000
5	1	EL	Instruction	Non Capitalized Equipment				Technology for ELD teachers (Short throw projectors)	12,000
5	1	EL	Instruction	Materials & Supplies				Materials & Supplies	9,346
5	1	EL	Instruction	Direct-Other (Dr)				CEDLT Assessors (2)	2,000
5	1	EL	Parent Participation	Direct-Graphics (Dr)				Graphics	500
								Total	\$31,271

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 6		<p><i>Detail the action: PAWS Guidelines for Success: Implement P.A.W.S. Guidelines for Success and CHAMPS/MAC to reduce suspension rates and increase time in class on task. Lessen distractions for all learners and enhance campus safety for all students.</i></p> <ul style="list-style-type: none"> • <i>Implement the school-wide guidelines for success (Pride, Achieve, Work Together, Succeed-P.A.W.S.)</i> • <i>Increase student on-task behaviors in the classroom.</i> • <i>Reduce rate of suspensions occurring in and outside of the classroom</i> <p>Actions to Reduce Suspension Rate and Increase Time in Class on Task</p> <ul style="list-style-type: none"> • All students will participate in P.A.W.S. Guidelines for Success and monthly assemblies will be used to teach and reinforce school-wide behavior expectations. • Teachers will utilize CHAMPS/MAC in daily lessons • Teachers will implement Olweus Bullying Prevention, Second Step and weekly classroom meetings. • Students will be recognized and provided incentives positive behaviors. • Support staff will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships. • Site leaders will closely monitor suspension data. • On-Site Counselor and Resource Counseling Assistant will provide support to students as needed. 				

<p><i>SQII Element:</i></p> <p>6109 Number and percentage of students who have been suspended and/or expelled</p>	<p><i>SQII Sub-element(s):</i></p> <p>1- Suspension Rate 6.18%</p>	<p><i>Site Target:</i></p> <p>6109 = 25% reduction</p>	<p><i>Vendor (contracted services)</i></p> <p>Resource Counseling Asst On-Site Counselor</p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p>1. By June 2017, the percentage of student who have been suspended or expelled with decrease 25% from current data as measured by SQII ID 6109.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • 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. • ATLAS behavior reports pulled for SST meetings as needed. • Classroom walk-throughs and feedback • SST/504 Meetings; initials and follow-up • IEP Meetings initial, annual and triennial 	<p><i>Owner(s)</i></p> <p>Teachers</p> <p>Teachers/Admin</p> <p>Admin/SCC Team</p> <p>TSA/VP</p> <p>Admin</p> <p>TSA/Admin/Teacher</p> <p>Admin/RSP Teacher / Teacher/ School Psychologist</p>	<p><i>Timeline</i></p> <p>Monthly</p> <p>Weekly as needed</p> <p>Monthly</p> <p>Monthly</p> <p>Weekly</p> <p>Monthly and as needed</p> <p>Monthly and as needed</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Face to face meetings with parents each time a student is suspended (Connect with families for support). 			

- Classroom teacher will meet with parent face to face when implementing an Individual Student Behavior Plan to support positive behavior.
- On-Site Counselor and school psychologist will work with students and families identified as having Tier II and III needs to address social-emotional issues impacting behavior.
- Parents will be invited to SST meetings.
- Pastries with parents to connect with families twice per year.

Describe related professional learning:

- Site PLs for certificated and classified staff, including NTAs facilitated by Admin/SCC and SEL TSA:
 - P.A.W.S. Guidelines for Success
 - Levels of misbehaviors
 - CHAMPS/MAC/STOIC
 - First 20 Days article
 - SSTs for behavior
 - Second Step
 - Class Meetings
 - BSP/BIP

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- 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

Subgroups

- Men's Alliance Mentor meets with targeted 5th and 6th grade males with misbehaviors and suspensions (Boys to Men) two-three times weekly.

Materials and Supplies

- Supplemental contracts for SCC Team for planning PL (5 certificated and one classified staff).
- Supplemental contract for classified staff to support SCC (P.A.W.S. implementation).

- Subs for teachers to collaborate for SST meetings.
- PO for Pastries with Parents; connect with families
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Transportation for Incentive Fieldtrips (ASB funded)
- P.A.W.S. guidelines for Success implementation
 - P.A.W.S. T-shirts
 - P.A.W.S. Pizza party
 - Student of the Month
 - P.A.W.S. weekly drawings
 - P.A.W.S. Clubs

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Other Classified-Supplemental				Supplemental Contract for Classified to support PAWS Implementation.	1,997
6	2	Sup & Conc	In-House Instructional Staff Development	Other Classified-Supplemental				Supplemental Contract for Classified to support PAWS Implementation.	1,997
6	2	Sup & Conc	Attendance & Social Work Services	Other Classified-Supplemental				Supplemental Contract for OM to support student attendance.	1,997
6	2	EL	Parent Participation	Classified Support-Supplemental				Supplemental Contract for HSL	1,997
6	2	Sup & Conc	Attendance & Social Work Services	Materials & Supplies				Actions to improve school climate/attendance/PAWS initiatives	6,600
								Total	\$14,588

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$52,568 *
7090	LCFF Supplemental & Concentration	\$168,266
7091	LCFF for English Learners	\$43,434
TOTAL 2016/17 ON-SITE ALLOCATION		\$264,268

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,143
Remaining Title I funds are at the discretion of the School Site Council	\$51,425
Total Title I Allocation	\$52,568

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0210 Heaton Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies	8,057.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology (short throws, tablets, equipment)	21,500.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for SSTs.	1,999.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning	1,399.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts (Lead Teachers/SCC)	4,126.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	14,800.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Maintenance for technology (or any maintenance issues)	386.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Supplemental Contract for Librarian	1,469.00
1	1	EL	Parent Participation	Cls Sup-Sup			Translators	1,176.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning RTI, CCSS and best practices.	9,539.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : 6 Teaching Fellows	50,794.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,990.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,472.00
3	2	Sup & Conc	Instruction	Off Eq Lease			Copy machine lease (1)	3,000.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	2,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			On-Site Counseling 2% contract fee	311.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-Site Counselor	15,542.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000		54,349.00
4	3	Sup & Conc	Instruction	Mat & Supp			: T-Shirts for Student Leadership	500.00
5	1	EL	Instruction	Teacher-Subs			Teacher Subs to plan for ELD	1,999.00
5	1	EL	Instruction	Teacher-Supp			Teacher Supplemental Contract for CELDT/ELDA (TSA)	1,976.00
5	1	EL	Instruction	Mat & Supp			Materials & Supplies	9,346.00
5	1	EL	Instruction	Nc-Equipment			Technology for ELD teachers (Short throw projectors)	12,000.00
5	1	EL	Instruction	Direct-Other			CEDLT Assessors (2)	2,000.00
5	1	EL	Parent Participation	Cls Sup-Sup			Babysitting	250.00
5	1	EL	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
5	1	EL	Parent Participation	Mat & Supp			Student incentives RFEP/CELDT	1,000.00
5	1	EL	Parent Participation	Direct-Graph			: Graphics	500.00
5	1	EL	Attendance & Social Work Service	Local Mileag			HSL Local Mileage	200.00
6	2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract for Classified to support PAWS Implementation.	1,997.00
6	2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Supplemental Contract for Classified to support PAWS Implementation.	1,997.00
6	2	Sup & Conc	Attendance & Social Work Service	Oth Cls-Supp			Supplemental Contract for OM to support student attendance.	1,997.00

6	2	Sup & Conc	Attendance & Social Work Service	Mat & Supp	Actions to improve school climate/attendance/PAWS initiatives	6,600.00
6	2	EL	Parent Participation	Cls Sup-Sup	Supplemental Contract for HSL	1,997.00
						\$264,268.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,568.00
Sup & Conc	7090	\$168,266.00
EL	7091	\$43,434.00
Grand Total		\$264,268.00

Domain Totals	Budget Totals
Academic	\$160,506.00
Culture & Climate	\$500.00
Social/Emotional	\$103,262.00
Grand Total	\$264,268.00

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Laura Gemetti	X				
2. Chairperson - Tracia Dickson				X	
3. Isabel Mayoral		X			
4. Dzovinar Djabrayan		X			
5. Katherine Barba		X			
6. Theresa Byrd		X			
7. Nick Gamber				X	
8. Roger Bernal				X	
9. Loraine Sanchez				X	
10. Ana Velasco				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: <i>Heaton</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti	<i>Laura M Gemetti</i>	3/30/16
SSC Chairperson	Tracia Dickson	<i>Tracia Dickson</i>	3/30/16 <i>ad</i>

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws