

Heaton Elementary

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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 – Michael Garrison				X	
3. Janine Wilkinson, Teacher on Special Assignment			X		
4. Patricia Sanchez, 5 th Grade Teacher		X			
5. Destani Gerbrandt, 3 rd Grade Teacher		X			
6. Karina Ramirez, Classified			X		
7. Mireya Arreola				X	
8. Ana Garcia				X	
9. Jessica Leyva				X	
10. Mariah Jordan				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee X
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Laura Gemetti		4/20/22
SSC Chairperson	Michael Garrison		4/20/22

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$56,160 *
7090	LCFF Supplemental & Concentration	\$189,526
7091	LCFF for English Learners	\$29,200
3182	Comprehensive Support and Improvement	\$180,304 **
7099 ESSER III (learning loss/COVID impact, one-time funds)		\$103,601
TOTAL 2022/23 ON-SITE ALLOCATION		\$558,791

* 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		\$1,920
Remaining Title I funds are at the discretion of the School Site Council		\$54,240
Total Title I Allocation		\$56,160

** Subject to change

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.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ 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 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			50.42 %	2021-2022	55.42 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		13.96 %	2021-2022	18.96 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			58.9 %	2021-2022	63.9 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		7.2 %	2021-2022	12.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 ELA

- For Reading Diagnostic#1 to Diagnostic#2 Heaton had school-wide growth of students moving into Tier 1 (green band, on grade level) of 8% to 14%. Kinder had an increase of 12% to 29%; First Grade has an increase of 4% to 8%, Second Grade had an increase of 4% to 12%; and Third Grade had an increase of 17% to 26% of students moving into Tier 1 (green—grade level). Student growth in 4th-6th remained static for Tier 1 (green-grade level) band.
- Classroom walkthroughs and Formal lesson observations show that grade level teams and teachers who are facilitating group discussions and reteaching within lessons have stronger student outcomes, so there remains a need for additional professional learning around IPG Tenet#3 Student ownership.
- Teachers who have had training in the TNTP G2G Math Academy Coaching Cycles have transferred that learning of student ownership into their ELA lessons with success, so more of this type of training and creating a crosswalk into reading will continue to benefit student ownership.
- There is strong need for teachers to post and clarify the lesson objective, provide exit tickets and

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

- Implementation of school-wide small group instruction in math, reading, writing and foundational skills is needed in K-6th, with a special focus on providing the needed professional learning and tools to implement these practices in 4th-6th grade classrooms.
- Use of visuals, models, think alouds, modeling,
- Clear understanding of grade-level standards and scaffolding to support struggling learners without teaching below the standards.
- Increased use of NextGenMath for fluency, Scholastic FIRST for foundational skills, iReady Teacher Toolbox for small group instruction to support all students.
- Create schedule inclusive of Designated ELD block and/or grade-level deployment for Designated ELD within the master schedule.
- Increase teacher training on ELD standards and ELPAC released test items and how these are integrated into all content areas for listening, speaking, reading and writing.
- Training on culturally relevant teaching practices and cultural proficiency.

closure for all lessons that are aligned to the rigor of the standard in ELA

- While some teams have been more successful in collaborating and creating CFA's, there remains a need to provide additional PL and Accountability with becoming more data-driven and understanding the Cycle of Continuous Improvement around the Four Grounding Questions and the use of the Common Core Companion as a planning tool.
- The use of graphic organizers and/or use of notetaking tools has increased since the AMD training, but it is not yet a school-wide norm with vertical alignment K-6th.
- Site Leaders walked classrooms together and provided feedback to PLC's; however, with other covid-related needs, the walk-throughs were not consistent enough to follow-through on suggested next steps for PLC's.
- The lack of planning time and no release time due to the shortage of substitutes impacted PLC's time to collaboratively backwards map, plan and refine lessons and units throughout the year.
- Reduction of Designated and PL/PLC planning hours negatively impacted the Designated Days at the start of the school year that have been utilized for backwards mapping, planning and Professional Learning.
- The reduction of students performing in Tier 1 (red) to Tier 2 (yellow) decreased from 55% to 43%, which means that the most struggling students are making positive academic progress. This was especially evident in First Grade, which is where we concentrated our Teaching Fellows support and our RtI pullout support with the Certificated Tutor, Instructional Aide, RSP guest services, and teachers utilizing small group instruction and Second grade teachers implementing guided reading with the newly purchased Fountas & Pinnell readers.

i-Ready Math

- For Math Diagnostic#1 to Diagnostic#2 Heaton had school-wide growth of students moving into Tier 1 (green band, on grade level) of 1% to 7%. Kinder had an increase of 6% to 25%; First Grade had an increase of 0% to 6%, Fifth Grade had an increase of 3% to 10% of students moving into Tier 1 (green—grade level). Student growth in 6th remained static for Tier 1 (green-grade level) band.
- There was stronger schoolwide movement from students scoring in Tier 3 to Tier 2 of 62% to 47% red to yellow; and 1st-5th grade levels all saw significant growth from Tier 3 (red) to Tier 2 (yellow), meaning that more struggling students were gaining ground in their mathematical understanding, which is attributed to teachers participating in the TNTP Math Academy coaching cycles.
- Teachers utilized the Three Read Strategy, Questioning, and Math Task Analysis Protocol to support their learning and implementation of best practices and supporting students with appropriate conceptual or procedural strategies.
- Most Second, Third and Fourth grade teachers utilized Math Centers and/or small group instruction for mathematics to reteach concepts and support struggling students, which can also be seen in the iReady growth from Tier 3 (red) to Tier 2 (yellow).
- Provided Teachers with supplemental contracts to participate in the Math Tasks Coaching Cycles; however, release time for teacher Leads to observe one another impacted a more cohesive implementation across the grade-levels.

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 for the current school year vs. Actual actions that occurred).

- Strong implementation of Math Academy Coaching Cycle#1 and Cycle#2, but Cycle#3 was negatively impacted by union negotiations around Professional Learning hours that were reduced for the second half of the school

year.

- Sub release days could not be utilized for PLC's to plan, backwards map, create CFA's, and for data chats with site leaders, all of which impacted a clear CCI.
- PL/PLC planning reduced for the second half of the school year, taking away an additional hour each week for teams to meet, plan and discuss reteaching.
- WonderWorks Professional Learning did not occur, as PL hours we designated to the Math Task Academy.
- RTI was continually disrupted due to staff being out related to Covid-19.
- Expected carry-over of WICOR AMD strategies learned in 3rd-6th in the previous year did not cohesively carry-over this school year site-wide.
- Teaching Fellow turnover impacted classroom support in 1st grade classrooms.
- Site leaders and TSA covering classrooms impacted classroom walkthroughs and feedback to teachers and grade-level teams.
- Some teams utilized Rubrics for writing tasks, but is not yet a cohesive practice school-wide.
- Professional learning on ELD Standards and ELPAC expectations did not occur.

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 2022-23 SPSA.

- Differentiated Coaching Cycles with new site-based Instructional Coach for grade-level teams for data-driven planning and analysis in math, reading, small group instruction, Foundational skills, Math Tasks and for use of current programs, such as NextGenMath, PLI, and Read 180.
- Professional learning for teachers on blended learning model through PLI—Personalized Learning Initiative and Read 180 (4th-6th) to meet the needs of all students in reading/foundational skills and mathematics.
- Professional learning on ELD standards and ELPAC assessment for Integrated ELD.
- Designated ELD teacher in primary and intermediate for small group instruction deployment, or embedded into RtI time.
- Increase number of Teaching Fellows to support in intermediate classrooms during small group instruction.
- Increase the hours for the Certificated Tutor to support Intermediate students in small group instruction.
- Implement Math Academy in Kinder-2nd coaching cycles with TNTP and new Instructional Coach to ensure vertical alignment of math strategies, math vocabulary, questioning strategies, student ownership, and the use of manipulatives and models for conceptual development.
- Goal-setting (Site-level, Grade-level, Classroom-level, Student-level) and progress monitoring of iReady growth from Diagnostic#1 to Diagnostic#2 for Math and Reading.

Step 4: Educational Partner 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:

- How are we accelerating/utilizing resources for students at/beyond grade level to ensure they are engaged and challenged?

2 ELAC:

- How are we utilizing our resources to support of emerging bilingual students?
- What are some supports/strategies/resources can we put in place that would help our students re-designate and continue to be successful?
- Ways to inform/increase family knowledge around ELPAC assessment, RFEP/Re-designation
- More information regarding Seal of Biliteracy
- Family Workshops around accessibility of ELPAC prep website
- Increase in family meetings now that COVID restrictions have been lifted

3 Staff:

- Quarterly planning days
- Improved technology, as Smartboards and LCD Projectors are older and are not providing the best instructional experience for students.
- Teaching Fellows for RTI
- Increased hours for Certificated Tutor to address 1st-4th grade students' needs.
- Continue with Professional Learning on Math Cycles for K-2nd to ensure a continuum of understanding/vertical articulation on math vocabulary, conceptual understanding, use of models and strategies.
- Quarterly ILT/CSI Planning days to go deeper, rather than



- monthly shorter meetings.
- Release time for K-3rd BAS testing by teachers.
- Continue with NextGenMath CFA generator and use for Exit Tickets.
- Continue coaching cycles and planning 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 CFAs, IAB/FIAB (3rd-6th), exit tickets, student work and BAS Reading assessments. Teachers will utilize the FUSD Instructional Practice Guide for Literacy, the Four Guiding Questions and the Common Core Companion for Literacy when planning and developing high-impact lessons that ensure student engagement, challenging content, student ownership, and within-lesson progress monitoring in daily lessons. Teachers and site leaders will be trained on WonderWorks (K-6th), i-Ready Teacher-Assigned Lessons (K-6th) and PLI Blended Learning 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
- 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 Reading 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 previously learned AMD (4th-6th) organizational WCCOR strategies, structures from prior year professional learning to support and enhance student learning
- 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 Standards-based 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.
- Professional learning for trainer of trainer implementation model with a lead teacher from each grade level team (K-6th) to champion the Personalized Learning Initiative and blended learning model for their grade level team K-6th.
- 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
- iReady Teacher-assigned lessons, 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

Owner(s):

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

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

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

- CSI Team
- CF with CSI Team
- CSI Team

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

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

- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Mni-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, Mni-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 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:

- 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 3.5-hour Instructional Aide 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, Instructional Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- TSA and Instructional Coach 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.

Specify enhanced services for low-performing student groups:

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

- 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 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 Kinder 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 Springboard Spring and Summer Programs for African-American students.
- Three site-funded Teaching Fellows for push-in or pull-out support in reading for 1st-4th grades.

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 Leveled Readers, WonderWorks and Read180 (4th-6th) curriculum. In TK-Kinder, Tier I and Tier II will be provided by the classroom teacher and supported by instructional aides and Teaching Fellows. Tier III instruction and intervention will be provided during Response to Intervention (RtI) grade-level designated blocks by the Certificated Tutor and one Instructional Aides and by the RSP Teacher and two RSP Paraprofessionals using Guided Reading Leveled Readers (RtI 1st-3rd) Wonders Leveled Readers (4th-6th) and the Read Naturally Program (RSP 1st-6th) and Read180 (4th-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 CFA's 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 Certificated Tutor, Instructional Aide and Teaching Fellows or as guest in RSP with RSP Teacher and Paraprofessionals
- Academic tutoring in After-School Program
- Academic tutoring in After-School Tutorials (site-identified students with Teacher)
- 6-hour Certificated Tutor 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.
- Three site-funded Teaching Fellows for 3.5-hours in 1st-4th 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, iReady Toolbox and online instruction adaptive pathway teacher-assigned lessons to target instructional needs/foundational skills
- Use of Scholastic F.I.R.S.T. 45 minutes per day K-3rd for Foundational Reading Skills development (phonics, phonemic awareness).
- 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 i-Ready Diagnostic data analysis and quarterly BAS testing 1st-3rd and 6-8 week cycles using BPST and Fluency testing 1st-6th.

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 Rtl Team and Site Leaders
- Monthly Meetings with PLC Teams and Rtl CT and RSP Teacher
- Monthly Meetings with Site Leaders, TSA, Rtl 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 6-hour Certificated Tutor and one Instructional Aide for Rtl Small Group Instruction
- Purchase of WonderWorks for Tier II Intervention within classrooms
- 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 three 3.5-hour Teaching Fellows four days a week (CSI Funds)
- Copier machine lease
- Sub release time for teacher 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

- Rtl program with Certificated Tutor and Instructional Assistants
- After School Library tutorial program
- Use of iReady and Scholastic F.I.R.S.T. online programs 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.
- A4 Springboard After School Program in the Spring and Summer to address AA students' literacy
- 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 ELD 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 Scholastic F.I.R.S.T. and iReady to support foundational reading skills and language acquisition.
- Provide teachers with planning time specific to EL Learners by instructional coach on questioning, vocabulary, syntax, grammar and scaffolding/frontloading lessons.
- Use of released ELPAC test items for teacher professional learning and student practice in all four domains of ELPAC.

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):

- Coaching support for teachers to observe best practices with a focus on EL instructional strategies and planning
- Teacher Sub release time for Planning & Delivering ELD Professional Learning to Staff
- Wonders ELD Companion
- TSA Supplemental Contract for Test Site Coordinator/ELPAC
- ELPAC sub release days for teacher training to administer ELPAC
- 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
- 8-hour HSL to 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

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

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

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 CFA's, IAB/FIAB (3rd-6th), exit tickets from GVC and NextGenMath, and analysis of student work samples. 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 (focus, rigor, coherence), 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, i-Ready Teacher-Assigned Lessons and iReady Toolbox (K-6th) and previous training with AMD 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.
- Use of Personalized Learning Initiative and Blended Learning to differentiate lessons that address student needs based on the 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 IAB/FIAB(3rd-6th grade)
- Close Reading, Three-Reads Strategy, Note-taking, Vocabulary Development, Conceptual Models 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 Math
- 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 AMD strategies (use of CSI Funds).
- Use of AMD (4th-6th) organizational strategies, structures and online AMD Library to support and enhance learning
- 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 implement Standards-based 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 (ELAMath)
- 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 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, 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.

Specify enhanced services for low-performing student groups:

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

- 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.

2022-2023 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 SST Meetings - No IEPS	3,014.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Brain Pop : Brain POP subscription	3,250.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No Food, No Incentives**	1,763.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for Grade Level Planning - No IEPs	27,122.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and Supplies - **No Food, No Incentives**	720.00
G1A1	ESSA-CSI	Instruction	Travel			: Conferences	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	39,811.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Materials	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	7,534.00
G1A1	One-time School	Instruction	Teacher-Subs			Instructional Leadership Team PLC Planning	3,315.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes for Personalized Learning Initiative teacher release for planning, walkthroughs, learning	6,390.00
G1A1	One-time School	Instruction	Teacher-Subs			Sub Release for Reading Assessments	7,052.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	19,784.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	23,992.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Initiative for Lead Teachers	5,550.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,696.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Intervention 1st-4th	35,517.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.7500		84,589.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,421.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,696.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Tier II/Tier III Intervention	5,604.00
G1A2	One-time School	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iReady toolbox to support small group instruction	7,000.00
G1A2	One-time School	Instruction	Bks & Ref			Read180 : Subscription to Read180 Reading Program	13,614.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Testing	3,527.00

2022-2023 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
G1A3	LCFF: EL	Instruction	Bks & Ref			: Nearpod Library, additional resources for EL redesignation/ improving academic performance	1,069.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,014.00
G1A4	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for planning, mini PAC - No IEPs	7,594.00
G1A4	ESSA-CSI	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP Services	18,407.00
G1A4	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative Coverage to support site leaders during professional learning with teachers	7,534.00
G1A4	One-time School	Instruction	Bks & Ref			NextGen Math LLC : NextGen Math Subscription	11,300.00

\$400,551.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		83.86 %	2021-2022	88.96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Action 1-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.

- Implementation was impacted by social-distancing mandates that prevented students from fully participating in arts, athletics and activities, such as music, sports, clubs, meaningful jobs.
- Sites could not leverage volunteers to support with extra-curricular activities, which limited the offerings to students, resulting in a decrease in student involvement.
- Changes in music teachers prior to and during the school year impacted student interest in choir, band and strings. Teacher absenteeism also impacted participation in music in TK-3rd grade classrooms.
- With newly hired staff, there was new and diverse ideas for engaging students, which will be leveraged in the upcoming school year.
- Sports continued as intra-mural during the school day, which supported more students in participating, but interest was lower as games were not played between the school sites.
- Meaningful jobs got a slow start in Q3 due to not wanting to mix students in support of social distancing; however, there was definite interest once recruitment started (i.e. Morning Announcements Crew).

Action 2-Increase student exposure to careers

- We were not able to partner with Fresno City College for the majority of this school year, so we did not have students go over for the Engineering Field Trip or have the Geology Team visit Heaton this school year.
- Fresno High Young Men and Young Women's Alliance were not able to be on campus for the majority of the school year.
- Instead of students coming into the library for lessons (i.e. 3D printing, maker's space activities, robotics) the library came to classrooms and was focused on checking out books and increased online reading on SORA.

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

Goal two clubs and field trips were postponed until the end of the school year, due to social distancing requirements. This affected students ability to attend off-campus field trips, which were supplanted by virtual fieldtrips, such as to the zoo.

Lack of busing for after-school programs affects students ability to participate in after-school programs, clubs and sports if families cannot provide transportation for these activities.

Training for project-based learning needs to be provided school-wide, as some teachers find this type of teaching a natural fit.

Purchase of project-based supplies to support classroom STEAM and STEM is needed.

- TSA was providing classroom coverage for the majority of the first half of this school year, which impacted the coordination and organization of other engagement activities, such as Meaningful Jobs

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 for the current school year vs. Actual actions that occurred).

The on-going need for social distancing impacted students from fully engaging in the planned in-person student engagement activities and events, such as athletics, activities, band, strings, recorders, choir, school assemblies and rallies, school-based clubs and projects with volunteer support.

Previously planned events at Parc Grove and at Heaton were postponed, which included Math Night, Literacy Night, Campus Beautification, Fresno City College Engineering and Geography partnerships, Design Science partnership for IdeaFest, Parkour, Walk-Run, Drama Club, and Meaningful jobs.

Some of the connections made possible last year during distance learning, became challenging to implement, due to the need to re-establish school-wide systems, structures, procedures and expectations.

Reallocation of CSI and other funds allowed for teachers to engage in professional learning beyond the school day and provided for additional classroom technology to support student learning.

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 2022-23 SPSA.

Heaton will leverage parents as partners, along with reconnecting with previous volunteer and educational entities, to increase real-world opportunities for students.

Implementation of Personalized Learning Initiative (PLI) and upgraded district-provide technology and training for blended learning will increase digital opportunities in engineering through 3D technology.

Step 4: Educational Partner 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:

*Providing more opportunities for meaningful job across grade levels

*possibility of increasing project based hands on learning experiences (i.e. gardening and cooking classes) for all students

*

2 ELAC:

* Increasing connection and communication between teachers/home school liaison to ensure that everything is in place

- i.e. field trip, chaperoning, volunteering opportunities

* Increasing out of school experiences

*exposing students to more career opportunities

* Potential connection to Fresno City College and Design Science

3 Staff:

- Increase field trips and on-site opportunities for real-world experiences and learning (i.e. FCC Engineering field trip; Geology on Saturday Academy; partnering with Design Science students on projects like the garden).
- Improve classroom technology to support project-based learning, such as Minecraft and CAD engineering, and use of 3D programs provided by Library Tech (i.e. Promethium Boards).
- Continue with district-provided field trips for Goal 2 engagement.
- Participate in Spelling Bee, Science Fair, History Day and other opportunities both in-person and virtual.

- Increase school-based Meaningful Jobs, such as Morning Announcements Crew.

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/TSA
- Admin/TSA
- Teachers
- Admin/TSA
- 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 provided from Goal 2 budget for staff to sponsor clubs
- TSA will organize and input data entry into Atlas Goal 2 engagements
- Office Manager/Mce Principal will order supplies and materials for clubs (GW, Office Depot, Vallarta, First String Sports)
- Incentives & Recognition Awards (Graphics, GW, Office Depot, Vallarta)
- Development of Intramural sports during lunch and supported by teachers and classified staff/NTAs
- Subs for teachers attending the Arts Integration trainings and science fair

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.
- Support from Home School Liaison, CWAS/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.
- Collaborative Projects with Design Science High School Students (i.e. school garden/IdeaFest)
- 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 quad in the morning before school and in the classrooms to connect with students.
- Students will have exposure to technology and careers during the Library After School program and during library time (i.e. learning engineering for 3D printing).
- 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.
- TSA will coordinate Meaningful Jobs hiring fair twice a year in the cafeteria for 4th-6th graders; jobs can include Cafeteria Workers, Library Helpers, Morning Announcements, Safety Patrol, Classroom Reading Buddies, New Student Outreach, Recess Equipment Monitors, 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

- Climate-Culture Student Survey questions
- Attendance from Young Men of Character, Library After School Program, Saturday Academy, Meaningful Jobs.
- Feedback from mentors and students regarding the various programs and Career Day.
- ATLAS and Power BI behavior & attendance data

Owner(s):

- CCT/TSA/Site Leaders
- Mentors, librarian, teachers, admin
- Mentors, students
- Site Leaders
- Site Leaders, TSA and CCT

Timeline:

- October 2022 & March 2023
- September 2022 - June 2023
- September 2022 - June 2023
- September 2022 - June 2023
-

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.

2022-2023 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			TBD- : To Be Determined: Student Engagement Activities	2,600.00

\$2,600.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		54.56 %	2021-2022	49.96 %
Suspension Rate - Semester 1	✓		4.58 %	2021-2022	3.25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Action 1-Implement a school-wide incentive program to increase student attendance and to reduce chronic absenteeism and student tardiness.

- Chronic absenteeism increased this school year with many families not feeling their children were going to be safe at school as we returned from the pandemic.
- School site focus transitioned to reconnecting with students and supporting their increased social-emotional needs.
- CSI Focus was on staff-to-student relationships by re-establishing Morning Meetings and implementing Second Step lessons, school-wide systems and structures and communicating/reinforcing expectations and guidelines for success.
- School Social Worker, RP Counselor, CWAS/Tier II IS, School Psychologist time allocated to supporting an increased number of in-person students with small group support and/or one-on-one counseling, and risk assessments.
- Incentive programs focused upon in-person students and celebrated students for coming to school and having support staff connect with students daily during recess times and in the ASP.
- Recess activities were diversified to support more students interests, such as games, art, frisbee with NTA's supporting these activities daily.
- Due to social distancing guidelines, rallies, assemblies, carnivals were either put completely on-hold, or were postponed or adjusted for outdoors only activities.
- Minimal success with outreach and home visits to increase student attendance, even with the support of regional CWAS.

Power BI Data: All Students, TK-6th for Chronic Absenteeism, Severely Chronic Absenteeism

- 2018-2019: 14.36%, 3.04%
- 2019-2020: 10.82%, 6.01%
- 2020-2021: 12.5%, 22.2%

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

Attendance Disproportionality

- Students with Disabilities: 35/50 students have Chronic (36%) or Severely Chronic (34%) absenteeism
- Homeless: 3/3 students have Chronic (100%) absenteeism
- Foster Youth: 2/7 students have Severely Chronic (28.6%) absenteeism
- African-American: 46/63 students have Chronic (41.3%) or Severely Chronic (31.7%) absenteeism
- Two or more Races: 12/20 students have Chronic (20%) or Severely Chronic (40%) absenteeism
- No disproportionality for English Learners

Suspension Disproportionality

- Male students 89.83% compared Female students 10.17% female.
- African-American 15.25% and two or more races 15.25%
- No disproportionality for English Learners, Foster Youth, Homeless, or Students with Disabilities

- 2021-2022: 34.5%, 26.1%

Action 2-PAWS Guidelines for Success

- PAWS Guidelines for Success communicated during the Weekly Morning Announcements and taught/reinforced school-wide in classrooms, during recess, and in the cafeteria.
- PAWS Student of the Month recognized on the blacktop with whole-school outdoor assembly.
- Hand-in-Hand mentor worked with identified students to support in-class behavior and to provide structured/scheduled breaks, as needed.
- Teachers expressed the need to have OLWEUS anti-bullying training before implementing this curriculum.
- All teachers facilitate daily Morning Meetings and weekly Second Step lessons using the online curriculum.
- Tiers of Support Team met weekly to identify and provide appropriate Tier 2 and Tier 3 interventions.
- During walk-throughs and formal lessons, CHAMPS is not being consistently utilized by all teachers.
- Climate-Culture Specialist was deployed to eLearn for Q1-Q3, so this support was unavailable for the majority of the school year.
- Site leaders and TSA were covering classrooms daily in the Fall, as substitutes were in short supply; classroom observations were then limited.
- Suspensions increased significantly in Q3, but overall, suspensions are lower than in previous years and the rate of students being suspended for a second or third time has decreased significantly from previous years, which shows interventions are working to support SEL needs.

Power BI Data: Suspensions for All Students

- 2018-2019: 159 Suspensions; 59 Students
- 2019-2020: 99 Suspensions; 37 Students
- 2020-2021: 2 Suspensions; 2 Students
- 2021-2022: 54 Suspensions; 33 students

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 for the current school year vs. Actual actions that occurred).

Mental health needs of students took precedence during the this year of transition from distance learning to in-person school, and data shows us that providing social-emotional supports are decreasing misbehaviors and repeated suspensions. Plans are to continue funding SEL Staff and processing student referrals Tiers of Support Team.

Through the Climate-Culture Team, PBIS Team and CSI Team, implement a school-wide incentive-outreach program with increasing parent involvement to reduce chronic and severely chronic absenteeism.

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 2022-23 SPSA.

Creation of a site-based School Attendance Team including Office Assistant, Site Leaders, Home-School Liaison, CWAS and School Social Worker to clearly identify each support staff members roles and responsibilities to reduce absenteeism. The newly District-funded 8-hour Home-School Liaison will provide additional outreach and coordination of attendance team to identify reasons for the chronic/severely chronic absenteeism so that student and/or family supports can be provided.

Identify every Chronic/Severely Chronic students and a Heaton Staff Member to be each students' Attendance Mentor to provide a daily check-in with student and a phone call home when absent to increase outreach and family connections. Attendance Mentors will have a tracking chart and daily, weekly, monthly incentives based on student goal-setting. Funding for incentives will be provided through materials and supplies and Vallarta, Office Depot and Pizza P.O.'s. CWAAS will identify AA students who are Chronic/Severely Chronic and provide parent outreach with Parent University support with Heaton Voices. Attempt to recruit more male onsite mentors from existing certificated and classified staff and volunteer mentors from outside community groups.

Step 4: Educational Partner 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:

- *creating a reward system for students who are consistently at school (i.e. rewarded on Fridays after attending all week)
- *Raffles/incentives for getting students to school/displaying the prize at a location to motivate students
- *Seeking out donations/increasing parent involvement
- *Reaching out to parents/families

2 ELAC:

- * increasing the extracurricular opportunities for students
 - school clubs during and afterschool
- *bringing back Saturday Academy opportunities
- Creating a separate ELAC ClassDojo to increase communication

3 Staff:

- Increase recess engagement activities to attend to differentiated interests and needs, such as purchasing supplies for an Art Cart and Game Cart.
- Organize intramural activities and games.
- Increase staff-led clubs during in-school time, so that all students have access.
- Start up Walk-Run with incentives and recognition.
- Try a Morning Club from 7:00a.m.-7:30a.m. to improve attendance and student engagement in school; could offer sports, arts, games, HW help in the Library or Cafeteria.
- Connect with more outside organizations, such as ENP and Mentors for weekend engagement (Saturday Academy, Saturday Sports, activities at Parc Grove Commons).
- Increase teacher-parent communication
- Schedule award ceremonies, rallies, and develop a parent club.

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 (Hand in Hand)
- 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

2022-2023 SPSA Budget Goal Subtotal

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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	Cons Svc/Oth			Hand in Hand Mentoring : Mentoring to improve attendance and SEL - All action in Goals 1 & 4	23,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.6000	Split funded position 0.60 FTE Heaton G3A1 0.40 FTE Forkner G3A1	74,758.00
G3A2	ESSA-CSI	Instruction	Teacher-Subs			Climate Culture Team Planning/Data Collection **No IEPs**	3,738.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		52,224.00

\$153,720.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		93.27 %	2021-2022	94.37 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 retention has increased over the past three years as a result of implementing a focused plan around supporting staff members professional goals and needs, staff recognition, increased celebrations, and by supporting student SEL needs.

- This school prepares me to meet my students' needs: 97%
- I feel valued at this school: 93%
- I enjoy being at this school: 94%
- This school values understanding different races, ethnicities and cultures: 96%
- I see the connection between my role and the district's mission and vision for students: 94%
- Adults at this school model the social emotional skills we expect from students: 96%
- We have a culture that provides staff with the feedback to improve and grow: 96%
- We have a culture that provides staff with the recognition for the work we do: 93%
- We have a culture that provides staff with the opportunities to be involved in planning and decision making: 97%

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

Social distancing restrictions prevented full implementation of action plan for the majority of this school year.

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 for the current school year vs. Actual actions that occurred).

The major differences were a result of social distancing restrictions for retaining substitutes, having social gatherings, not being able to facilitate in-person events or professional learning.

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 2022-23 SPSA.

- Increase staff appreciation
- Increase staff voice through ILT, CCT, SSC, Activities Coordinator/Team, PBIS Team, Daily Morning Huddles
- Continue with Professional Learning Math Cycles and Cultural Proficiency
- Increase Feedback
- Increase Clarity and Communication with Master Calendar development

Step 4: Educational Partner 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:

*Creating/maintaining a positive environment/culture
How are situations handled and reacted to?

2 ELAC:

Increase opportunities to build/maintain/sustain connections between teacher and families

* creating a Parent Club (more info needed)

*other ways to support the site to help with teacher retention

Joint ELAC and SSC Meeting

- how to form a parent club, the purpose, the difference between PTA and Parent Club

3 Staff:

- Staff are included in recruiting and interviewing panels for all new hires to the site.
- A diverse panel of certificated and classified staff are on the panels.
- Staff are included in the creation of calendars, schedules, professional learning opportunities.
- Recruitment of staff to serve in leadership roles.
- Morning daily huddles to increase clarity and communication with support team.
- Increased teaming (CSI, ILT, CCT, PBIS, TST, Attendance Team)
- Increased focus on professional learning with coaching cycles to improve instructional knowledge and skills (i.e. Math Cycles; guided reading).
- Input on grade-level staffing decisions.
- Feedback through Supervision and Evaluation, walk-throughs.
- Staff gatherings and more frequent staff appreciation.
- Hiring of a coach from within staff.

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

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

Climate-Culture Staff Survey

Lateral Hiring Moves

Owner(s):

Climate-Culture Team & Site Leaders

Site Leaders

Timeline:

Twice a year

Throughout the year; Spring Lateral Fair

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

- 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 from Site Leaders and Colleagues
- 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
- Sunshine Committee Staff celebrations, monthly birthday celebrations, potlucks and support
- Staff and student engagement activities, events and competitions provided monthly by the Activities Coordinator and Team
- Staff Shout-outs on the Heaton Weekly Update
- Staff Recognition Trophies during monthly PAWS Celebrations

Specify Professional Development or Staff Services to support EL students:

- 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 RtI identified in the Master Schedule
- Integrated ELD Standard/Skills on Week-at-a-Glance Schedules
- Teaching Fellows to support English Language Development
- Quarterly Data Chats

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

- Staff development on Foundational Skills in Literacy and Mathematics
- RtI Deployment Model for Literacy
- Teaching Fellows to support RtI and RSP
- Progress Monitoring between RSP, RtI and Teachers/Site Leaders
- 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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		87.71 %	2021-2022	88.81 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Spring Climate/Culture Family Survey Family Engagement Domain—overall 88% to 89% increase from the Fall survey (+ 1%)

Data and Growth by Question for this Domain

- Adults at my child's school treat me with kindness and respect 94% from 96% (-2%)
- I have opportunities to provide input at my child's school 92% from 86% (+6%)
- I feel like I am a partner in making decisions at my child's school 81% from 85% (-4%)
- I feel like I am part of my child's school 84% from 86% (-2%)
- My child's school encourages family participation 89% from 90% (-1%)
- My child's school frequently updates me about my child's progress in class 91% from 84% (+7%)

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

Social distancing restrictions impacted parents and families from being on campus and most school-wide events were canceled or were virtual, which impacted attendance and family engagement.

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 for the current school year vs. Actual actions that occurred).

Budget allocations were redirected to other uses and family engagement events were facilitated virtually, rather than in-person, which impacted attendance. Virtual meetings were beneficial for some parents and will continue to be an option in the future.

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 2022-23 SPSA.

Continue with this year's plan with increased parent involvement and increased parent voice and decision-making opportunities.

Step 4: Educational Partner 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:

- *ClassDojo and building/maintaining connections with staff
- *Being able to communicate with teachers/staff about any concerns
- *Recognizing and receiving feedback regarding citizenship and academic
- *Ensuring that families are getting a hard copy of their grades and progress report
- *Being able to come on campus to see performances, volunteer opportunities,

2 ELAC:

Feedback for Parent Surveys

* drop in meetings/opportunities for clarity around the survey and the questions

3 Staff:

- Reinstate previous activities at Parc Grove, such as Math and Literacy Nights, Back-to-School Night with Krazy Karen rally, Parc Grove Registration Night in conjunction with Fresno Housing Scholastic Book give-away, and Parent-Teacher conferences at Parc Grove.
- Reinstate School Fall Festival and Spring Carnival for parent engagement.
- Start a Parent Club to support with activities.
- Increase parent participation on field trips and site-based volunteer opportunities.

Action 1

Title: Heaton Family Connections

[Action Details:](#)

Increase parent engagement and voice to improve staff to parent relationships through inclusive practices, improved communication and diverse opportunities for family involvement at Heaton.

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 sheets from school-wide events (Back-to-School Nights, Open House, Parc Grove Family Nights)
- School Carnival ticket sales
- ELAC and SSC parent recruitment and attendance rosters
- Start a Parent Club and provide space on campus to gather
- Coffee Hours on campus and at Parc Grove Commons
- Increase on-campus events such as Pastries with Parents, Donuts with Dads, Muffins with Mom, etc.
- Heaton Voices Council monthly meetings for parents of African American students.
- CSI Goal and implementation cycles with "process" data to inform revisions and next steps to scale.
- Increase bilingual translation services for parents in IEP, SST, SSC, and at conferences
- Include translation services for ALS at school-wide events (as needed).
- Train student leaders to translate at school-wide events
- Continue with parent conferences at Parc Grove for easier access
- Increase busing opportunities for on-campus events and for students for ASP, Clubs and Athletics.
- ATLAS Portal Visits outreach and progress monitor increase
- Heaton Social Media
- Digital Marquee to support student/parent engagement

Owner(s):

- Site Leaders, School Committees
- Carnival Committee
- Site Leaders, Staff, Parents
- Parents
- Site Leaders, TST Staff
- School Committee
- Site Leaders, District Leaders, Parent University
- CSI Team
- Bilingual Staff
- SLP
- Leadership Team
- Site Leaders and Teachers
- District & Site Leaders
- Teachers
- Library Technician

Timeline:

- Annually
- Annually
- Monthly
- Monthly
- Monthly
- Monthly
- Monthly
- Monthly
- Monthly
- As needed
- Monthly
- Annually
- Daily
- Weekly
- Weekly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: Parent-teacher conferences and ATLAS Portal Training
- Student Centered and Real-World Learning: Civic Democracy and Student Leadership
- 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

2022-2023 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**	1,920.00

\$1,920.00

2022-2023 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 SST Meetings - No IEPs	3,014.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Brain Pop : Brain POP subscription	3,250.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No Food, No Incentives**	1,763.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for Grade Level Planning - No IEPs	27,122.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and Supplies - **No Food, No Incentives**	720.00
G1A1	ESSA-CSI	Instruction	Travel			: Conferences	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	39,811.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Materials	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Substitutes - Admin coverage for site leaders	7,534.00
G1A1	One-time School	Instruction	Teacher-Subs			Instructional Leadership Team PLC Planning	3,315.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes for Personalized Learning Initiative teacher release for planning, walkthroughs, learning	6,390.00
G1A1	One-time School	Instruction	Teacher-Subs			Sub Release for Reading Assessments	7,052.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	19,784.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	23,992.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Initiative for Lead Teachers	5,550.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,696.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Intervention 1st-4th	35,517.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.7500		84,589.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		12,421.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,696.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Tier II/Tier III Intervention	5,604.00
G1A2	One-time School	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iReady toolbox to support small group instruction	7,000.00
G1A2	One-time School	Instruction	Bks & Ref			Read180 : Subscription to Read180 Reading Program	13,614.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			ELPAC Testing	3,527.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Nearpod Library, additional resources for EL redesignation/ improving academic performance	1,069.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,014.00
G1A4	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for planning, mini PAC - No IEPs	7,594.00
G1A4	ESSA-CSI	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP Services	18,407.00
G1A4	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative Coverage to support site leaders	7,534.00

G1A4		In-House Instructional Staff Deve	Crt Supr-Sub			during professional learning with teachers	7,534.00
G1A4	One-time School	Instruction	Bks & Ref			NextGen Math LLC : NextGen Math Subscription	11,300.00
G2A1	ESSA-CSI	Instruction	Cons Svc/Oth			TBD- : To Be Determined: Student Engagement Activities	2,600.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Cons Svc/Oth			Hand in Hand Mentoring : Mentoring to improve attendance and SEL - All action in Goals 1 & 4	23,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6000	Split funded position 0.60 FTE Heaton G3A1 0.40 FTE Forkner G3A1	74,758.00
G3A2	ESSA-CSI	Instruction	Teacher-Subs			Climate Culture Team Planning/Data Collection **No IEPs**	3,738.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		52,224.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - **No Food, No incentives**	1,920.00
							\$558,791.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,160.00
ESSA-CSI	3182	\$180,304.00
Sup & Conc	7090	\$189,526.00
LCFF: EL	7091	\$29,200.00
One-time School	7099	\$103,601.00
Grand Total		\$558,791.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$400,551.00
G2 - Expand student-centered and real-world learning experiences	\$2,600.00
G3 - Increase student engagement in their school and community	\$153,720.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,920.00
Grand Total	\$558,791.00