

**Heaton Elementary**

10621666006274

Principal's Name: Laura Gemetti

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 rewritten 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 - Andrea Alejandrez				X	
3. Diana Vasquez				X	
4. Salvador Garcia				X	
5. Brian Bernard				X	
6. Keila Resendez				X	
7. Meuy Nguyen		X			
8. Aundrea Sandoval		X			
9. Elvira Erenas-Alternate		X			
10. Sara Gonzalez		X			
11. Carmen Alvarado, HSL			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

<b>School Name: Heaton Elementary</b>			
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		3/12/25
SSC Chairperson	Andrea Alejandrez		3/12/25

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

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

FY 2025/26

Heaton - 0210

**ON-SITE ALLOCATION**

3010	Title I	\$67,482 *
7090	LCFF Supplemental & Concentration	\$209,592
7091	LCFF for English Learners	\$33,726

**TOTAL 2025/26 ON-SITE ALLOCATION** **\$310,800**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,956
Program Budget	\$65,526
Total Title I Allocation	<u>\$67,482</u>

**ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)**

## Heaton Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		42.6 %	2023-2024	43.7 %
SBAC ELA - Average distance from standard	✓	-93 pts	-100.8 pts	2023-2024	-85.8 pts
SBAC ELA - Average distance from standard (African American)	✓		-111.6 pts	2023-2024	-96.6 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-109.1 pts	2023-2024	-94.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	16.7 %	11.3 %	2023-2024	16.3 %
SBAC Math - Average distance from standard	✓	-90.8 pts	-107.5 pts	2023-2024	-92.5 pts
SBAC Math - Average distance from standard (African American)	✓		-128.3 pts	2023-2024	-113.3 pts
SBAC Math - Average distance from standard (English Learner)	✓		-116.2 pts	2023-2024	-101.2 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-108.7 pts	2023-2024	-93.7 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-109.3 pts	2023-2024	-94.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.2 %	10.7 %	2023-2024	15.7 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

**Based on the metrics in this Current Goal, Heaton's problem(s) of practice are:**

Students are not reading on grade level as identified by SBAC and iReady.

- Schoolwide iReady: 20% scoring Proficient in Reading on Diagnostic#2 (increase of 13% from D1 to D2)
- 3rd-6th SBAC: 11.3% of students scoring Proficient in Reading on SBAC 2024
- ELA - Average distance from standard 100.8 for all students in Reading
  - African American students, Students with English Learners scored lower than all students in ELA
    - African American students -111.6 and English Learners -109.1 average distance from standard as compared to all students at -100.8

Students are not performing on grade level in math as identified by SBAC and iReady.

- Schoolwide iReady: 8% scoring Proficient in Math on Diagnostic#2 (increase of 6% from D1 to D2)
- 3rd-6th SBAC: 10.7% of students scoring Proficient in Math on SBAC 2024
- Math - Average distance from standard

African American students, and English Learners, Hispanic and SED students scored lower than all students in Math

- African American students -128.3, English Learners -116.2, -108.7 Hispanic students, and -109.3 SED students as compared to all students at -107.5

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math, and lack foundational skills in reading:

**Actions 1, 2, 3**

- Students have not mastered foundational reading skills which contributes to a lack of reading comprehension in ELA
- Students lack writing skills for grade-level text for both genre writing and response writing to two sources of text.
- Students have not mastered number sense, or developed strong conceptual understanding, and problem-solving skills in Math.
- PLCs have not implemented CFAs or analyzed data to the fullest extent, and there is a need for cohesive and consistent implementation of the professional learning and progress monitoring of student learning.
- Need for ongoing professional learning on reading foundational skills and implementation of the mathematical practices.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To improve student performance in ELA and math, and Response to Intervention, including for African American students, English Learners, Hispanic students and SED students Heaton will:

**Actions 1, 2, 3**

- Implementation of PLC+ Foundations and the use of formative assessments
- Strengthen Tier I instruction in ELA and Math around:
  - ELA: foundational skills, phonemic awareness, reading fluency, vocabulary & comprehension strategies
  - Math: number sense, conceptual understanding and problem solving
- Strengthen and expand Tier II and Tier III targeted interventions for students performing far below grade level
- Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching and instruction for African American students, and students with disabilities.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

**Action 1: Challenging Content in ELA**

**Partially Implemented**

Actions were partially implemented because 8 of 19 K-6th teachers were teaching in new grade levels and learning the content standards. Scope and Sequence were utilized for planning in all grade levels, along with the PowerPoints developed by each grade level team; however, the Common Core Companion specific to "what the teacher does," and "what the students do," have been an underutilized planning tool. Backwards mapping to the Common Formative Assessment is a strength in several grade level teams, but not yet all.

**Action 2: Response to Intervention-Literacy Program (TK-6th)**

**Partially Implemented**

Actions were partially implemented because only 3 out of 8 K-2nd teachers participated in Good-to-Great learning prior to the school year starting, and there was frequent turnover of CA Teaching Fellows who provided small group instruction during alongside K-2nd teachers. Additionally, the site had a construction project which impacted available space to provide Response to Intervention for the first six weeks of the school year. All K-2 teachers received Ortoan-Gillingham training the previous Spring with the exception of 1st Grade Teachers, who received their training in Fall 2024. The Certificated Tutor provided RtI and trained all CA Teaching Fellows throughout the year on best practices for small group instruction and site word practice.

**Action 3: EL Redesignation**

**Partially Implemented**

Actions were partially implemented in that three out of six grade level teams took advantage of the ELD training provided by the EL Department, and there was a set time within the daily schedule to deliver Designated English Language Development. Teachers had access to Wonders ELD resources; however, understanding how to embed the ELD standards into the current lessons for Integrated English Language Development is needed.

**Action 4: Challenging Content in Mathematics**

**Partially Implemented**

Actions were partially implemented in that not all teachers fully embraced the use of Math Tasks within the instructional day or week, nor consistently utilized math manipulatives for conceptual development, leading to gaps in student understanding. Only some teachers utilized the iReady Math and iReady Math Toolbox to align math instruction and use of models and strategies. FIAB and IAB were not fully implemented until the Spring half of the school year in all 3rd-6th grade classrooms.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

**Action 1: Challenging Content in ELA**

**Partially Effective**

Actions were partially effective in that there is a need for more professional development on effectively teaching reading and not reading and overscaffolding for students; however, the creation and use of the Wonders PowerPoints within each K-6th ELA Block for whole-class reading skills development has supported teachers and students with the rules needed and applied to decode. iReady D1 to D2 data shows students grew in proficiency in all grade levels in Reading.

Action 2: Response to Intervention-Literacy Program (TK-6th)

Partially Effective

Actions were partially effective due to having a highly effective Certificated Tutor who took on more responsibility for assessing students and collecting data, as well as training new CA Teaching Fellows throughout the school year. There is a designated time for RtI that does not impact Core instruction, and for the next school year, the CT will be a Literacy Coach/Reading Specialist on site for the full day, which will allow for more groups of students to be in RtI, including students in 4th-6th grades who struggle with foundational reading skills, and the site will continue to fund CA Teaching Fellows for RtI and classroom small group instruction. Data from the Wonders Phonics Survey show the growth students in RtI have made in their Foundational Skills. Additionally, the Certificate Tutor, Academic Coach and Teacher on Special Assignment participated in the Regional Literacy Plan training and walks with TNTP leading to increased understanding of foundational skills with the walk-through tool.

Action 3: EL Redesignation

Partially Effective

Actions were partially effective in that more students were redesignated this school year and teachers/grade-level teams sought out ELD training to improve their practices; however, the need is to fully embed best teaching practices into current lessons that support both newcomer and long-term English Learner students to become proficient in all four domains of reading, writing, listening and speaking. This goal will now be embedded within each of the academic goals and not as a stand-alone goal.

Action 4: Challenging Content in Mathematics

Partially Effective

Actions were partially effective in that several teachers who are consistently implementing Math Tasks and the use of manipulatives, strategies, models and vertical whiteboards for groups are showing growth and higher engagement in math instruction. There is a need to consistently implement the Three Reads Strategy, Assessing and Advance Questions, and group discussion within math instruction. Onboarding our new Academic Coach with a focus this year on early literacy and next year a focus on writing and mathematics for coaching cycles and professional learning.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For Academic Achievement in ELA, Math, and Response to Intervention, these are the changes for the 2025-2026 school year.

- Intentional professional learning on backwards mapping from FIAB/IAB, Unit Assessments, and Common Formative Assessments and the use of the Common Core Companion during PLC planning.
- Revisiting best practices in math instruction and the use of manipulatives and scheduling time with District Math coaches for lesson demonstrations and increased site-based coaching cycles for mathematics.
- Funding a Literacy Coach/Reading Specialist for the full day to increase the number of students seen in RtI to include Intermediate students who continue to be struggling readers, as well as utilizing the Literacy Coach to deliver professional learning and manage the LCRSET Grant focus on Literacy Assessment.

The site will continue to focus on K-2 Regional Literacy Plan implementation and training for new teachers to these grade levels, while expanding the professional learning of reading and writing to 3rd-6th grade teachers.

**Section D: 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.

**SSC:**

Provide families with strategies on how to help their own children with reading.  
Keep planning days for teachers.  
Deployment exists for reading, but not for math.  
Teaching Fellows for K-2 and not all 2nd grade and no 3rd-6th grade for small group instruction.

**ELAC:**

Increase awareness of ELPAC testing in all four domains with site-based parent engagement.

**Staff:**

ENP Tutors for Kindergarten classrooms  
NextGenMath  
iReadyToolbox  
Teacher access to the color copies.  
Strategic Printing of the iReadyMath and Practice workbooks based on PLC Quarterly Planning.  
Teacher Professional Learning on School-wide Writing from Wonders or RACES strategies; Teacher-led/Teacher Workshop style PL/Stations for PL.  
Quarterly Planning Days for each PLC

**Action 1 :**

## Challenging Content in ELA

**Action Details:**

**Literacy TK-6th ELA**

Heaton will implement a comprehensive literacy instructional plan for TK-6th students that includes targeted instruction and effective strategies in reading and writing, for increased student engagement and literacy development and that ensures all students are reading and writing at grade level and beyond.

- All students will receive Tier I ELA instruction for 120 minutes daily utilizing the GVC and that includes whole-class instruction, foundational skills development, Core content in reading and writing, and small group instruction based upon students' needs as determined by assessment data (iReadyDiagnostics, Wonders Unit and Weekly Assessments, Phonics Assessments, Spelling).
- Teachers will have ongoing professional learning on the use of the Common Core Companion, Writing Rubrics, and PLC+ structures for planning and teaming, along with assessment data analysis and reteaching to support Tier I and Tier II instruction.
- 3rd-6th grade PLC's will learn how to effectively backwards map utilizing the FIAB/IAB's and Unit Assessments.
- PLC Teams will have sub release days each semester for deep-level planning and professional learning focusing on a Common Challenge/SMART Goal, and the Academic Coach and Teacher on Special Assignment will provide coaching cycles and guidance for their assigned grade-level teams.
- Teachers will receive additional training on the ELD standards and how to effectively embed instruction into current lessons and small group instruction for Integrated and Designated ELD.
- Site leaders will visit classrooms weekly and provide ongoing feedback to teachers and PLC Teams, along with sharing school-wide data on trends and to support instructional needs.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- Teacher release time with site-funded substitutes for planning, Professional Learning, Classroom Observations, and Data Chats
- 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, Regional planning meetings and district meetings.
- ELA 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 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).
- Technology (projectors, tablets, headphones, cords, printers, carts, software, etc.)
- Additional materials and supplies to support student engagement in instruction.
- Funds for classroom libraries and student magazines (i.e. Scholastic, Time, Science, etc.)
- Graphics printing for instructional posters and materials aligned to academic goals.
- Teacher professional learning books, such as Common Core Companions, PLC+
- Parent Involvement Supplies
- Supplemental Contracts to pay for childcare and interpreters for school events and parent meetings
- Direct Maintenance for technology & installation
- Provide office equipment lease to assist teachers with providing supplemental materials to support student learning.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by...

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by...

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Learner students will receive 30 minutes of EL instruction daily through Designated and Integrated times within the classroom and provided by classroom teachers.
- Teacher professional learning on the ELD standards and use of Wonders EL Companion supported by English Learner Department Coaches and Staff.
- 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.
- Expanded Learning Summer Program opportunities will be communicated to parents by Home School Liaison.

Parent Engagement

- Site will provide EL Parent Training on the ELPAC assessment domains and provide a practice test to increase their understanding of the assessment.
- ELAC meeting and Parent Nights to provide training on how English Learner students are redesignated.
- Utilize the Home-School Liaison and Community Schools Coordinator for parent outreach and recruitment to school-wide events and ways to participate, such as fieldtrip chaperones and participation on School Site Council.
- Ensure school-wide communication is translated on flyers and that translators are made available for meetings, IEPs, and SSTs.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**African American (AA):**

Title 1 funds will be used to support English Language Learners with supplemental materials and supplies as needed for differentiated support, including professional development for teachers and support staff.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**African American (AA):**

7090/7091 will be utilized to support English Language Learners with additional support from CA Teaching Fellows with small group support, contracts for ENP Read Fresno Literacy Mentors, and supplemental contracts for certificated and classified staff to provide additional instructional support. Planning time contracts and substitute release time for teachers.

As a site: What are the planned actions to support this student group?

**African American (AA):**

For English Learners, support will include

- Professional learning for Teachers and Instructional Aides on Integrated and Designated ELD.
- ELPAC goal-setting conference with Academic Coach, Literacy Coach, and Teacher on Special Assignment.
- Intensive training on the four domains of the ELPAC.
- ELPAC recognition certificates
- Maximize the use of site Home-School Liaison and Community Schools Coordinator for family outreach and school-wide events.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> <li>Teachers will effectively implement Tier I instruction by backwards mapping from aligned assessments.</li> <li>Teachers will utilize only GVC materials and resources within lessons to ensure grade-level content.</li> <li>PLC Teams will meet weekly to analyze student work samples and assessment data and reteach as needed.</li> <li>Teachers will continue to implement the Wonders PowerPoints to ensure foundational skills are being taught within the core instructional time.</li> <li>Leverage Academic Coach, Teacher on Special Assignment and Literacy Coach to provide needed professional learning, coaching cycles and feedback to assigned PLC Teams.</li> <li>Site Leaders will conduct weekly walk-throughs and provide timely feedback, while also adjusting professional learning to meet teacher's and grade-level needs.</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Outcomes will be measured through District benchmarks, such as iReady Diagnostics, Unit and Weekly Assessments, CFA's, Amira Benchmarks, FSA and SBAC data.</p> <ul style="list-style-type: none"> <li>Increasing number of students reading at grade level and beyond.</li> <li>Higher engagement and joy for learning in classrooms and decrease in student elopement and misbehaviors in classrooms.</li> <li>Increase in attendance.</li> <li>Effective PLC planning and cohesive implementation of lessons for Tier 2 needs.</li> <li>Increase support from Academic Coach, Teacher on Special Assignment and Literacy Coach on collecting and sharing data on a quarterly basis for school-wide trends and professional learning needs.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>The goal is to have an increase in students reading at grade level proficiency and to reduce the distance from standard by 15 points each year.</p> <ul style="list-style-type: none"> <li>Reduce the number of students in the lowest reading levels on iReady and SBAC.</li> <li>Cultural shift and reduction in student behaviors and chronic absenteeism.</li> <li>High teacher retention and job satisfaction.</li> <li>Decreasing need for Tier 2 and Tier 3 Interventions and related expenditures.</li> </ul> <p>Site Leaders, Instructional Leadership Team, Climate-Culture Team, PLC's will monitor these outcomes.</p>

**Action 2 :**

**Challenging Content in Mathematics**

**Action Details:**

**Mathematics**

In Mathematics, Heaton teachers will plan lessons for 90-minute Math Block, and deliver instruction using *GoMath*, *iReady Math*, and *iReady Toolbox Math Lessons* and interventions, along with research-based best practices to ensure student acquisition of grade-level skills to ensure all students grow a minimum of one grade-level per year as monitored with i-Ready Benchmarks and iReady Growth Assessments, grade-level CFA's, IAB/FIAB (3rd-6th), exit tickets, and Math Task student work analysis.

- Teachers will utilize the 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 will continue to implement Math Tasks and utilize NextGenMath for developing and implementing Common Formative Assessments that address the 8 Mathematical Practices.
- Teachers will continue professional learning with Math Tasks, Math Fluency strategies, *GoMath* Personal Trainer, i-Ready Teacher-Assigned Lessons and iReady Toolbox (K-6th) to support the implementation of differentiated learning and needed organizational skills aligned to the Mathematical Practices and to the rigor of grade-level standards.
- Plan the 90-minute Daily Block of Mathematics Instruction with time for Goal-setting, Problem of the Day/Spiral Review, Core Instruction, Math Fluency, Math Tasks, Reteaching/Acceleration, and student ownership and time to engage in productive struggle.
- 15-20 minutes daily of Math Fluency
- 45-50 minutes weekly of i-Ready Mathematics online program (K-6th)
- PLC's will identify essential standards, backwards map and calendar Math CFA's from *NextGenMath*, *GoMath*, *iReadyMath* and reteaching/acceleration lessons onto the Master Calendar within Teams, and Site Leaders, TSA and

Coach will support with progress monitoring during Quarterly Data Chats.

- 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 (PLI) 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 receive training on how to utilize appropriate manipulatives and models as determined through planning with the 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 *iReady Toolbox Math Tasks*.
- 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 minimally once a month for Math.
- Progress monitoring towards annual SMART Goal during Quarterly Data Chats with site leaders.
- 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, Parent Square, phone calls home, and/or Postcards).
- Use of iReady Diagnostic Benchmarks and Growth Monitoring towards Typical and Stretch Growth throughout the school year (Three Diagnostic and Growth Monitoring between Diagnostics).

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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Teacher release time with site-funded substitute for planning, Professional Learning, Classroom Observations, Planning, 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, Regional 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 district-funded 6-hour classified Instructional Aides in Kinder and two in TK to support small group instruction and station activities
- Teacher Conferences, Virtual Conferences and PL, and District/Site-Provided PL Travel fees
- 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.)
- Graphics printing for instructional posters and materials
- Teacher professional learning books, such as Common Core Companion for Math
- 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
- GW School Supply
- Office Depot
- Copy Machine lease

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English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by...

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by...

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Site-based ongoing professional learning provided by Coach, Teacher on Special Assignment and Site Leaders on Math Tasks and Math Progressions with emphasis on research-based best practices, such as Three Reads, Assessing and Advancing Questions, and Student Work Protocols on Math Tasks.
- PLC's will disaggregate and post data in Teams: i-Ready Diagnostic, 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, Coach 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.
- Expanded Learning Summer Program (ESLP) opportunities will be communicated to parents by Home School Liaison.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

**English Learner (EL):**

**African American (AA):**

For each student group, we plan to provide supportive materials to increase student engagement and feedback in mathematics, such as implementing NextGenMath and providing additional teacher professional learning on culturally responsive practices.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

**English Learner (EL):**

**African American (AA):**

For each group, we plan for students to have reteaching opportunities within the classroom and providing teachers with professional learning to accomplish "acceleration" strategies rather than remediation.

As a site: What are the planned actions to support this student group?

**Socio-economically Disadvantaged (SED):**

**Hispanic (HI):**

**English Learner (EL):**

**African American (AA):**

For each group, we plan to have goal-setting data chats and professional learning for teachers, along with selecting focus students to progress monitor response to strategies.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Teachers will implement Tier I instruction and utilize the iReady Toolbox to support with Math Task implementation weekly with Three Reads Strategy and use of manipulatives, models and strategies.
- Grade-Level Teams will backwards map from Unit and Weekly Assessments, FIAB/IAB's and Common Formative Assessments during weekly PLC's.
- PLC's will analyze student work and assessment data to inform instructional next steps and need for reteaching/acceleration.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Students will show increased perseverance for problem-solving and critical thinking skills.
- Academic growth on Unit Assessments and Benchmarks.
- Increase in engagement strategies and student work posted in classrooms.
- Increase student collaboration and group work in classrooms.

Academic Coach, Teacher on Special Assignment and Site Leaders will monitor by collecting data, supporting as side-by-side partners in PLC's, and by providing feedback and professional development.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Increase in math proficiency on SBAC for 3rd-6th and iReady for K-6th.
- Cultural shift around mathematics instruction and interest in math by students and teachers.
- Teacher retention and job satisfaction.

### Action 3 :

## Response to Intervention-Literacy Program (K-6th)

### Action Details:

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 (K-6th) with Orton-Gillingham strategies and lessons and Wonders Foundational Skills curriculum, along with push-in support by Teaching Fellows in K-2nd. In TK Tier I and Tier II will be provided by the classroom teacher and supported by instructional aides using Heggerty Foundational Skills and Creative Curriculum lessons. Tier III instruction and intervention will be provided during

School-wide Deployment and Response to Intervention (RtI) within designated grade-level instructional blocks by the Literacy Coach and Teaching Fellows for pull-out Tier II, and by the RSP Teacher and two RSP Paraprofessionals for both push-in and pull-out service minutes with curriculum provided by Special Education Department.

#### Tier 2

- Small group instruction with the classroom teacher using Orton-Gillingham strategies and lessons.
- Intervention Block for continuous learning to the grade-level standards (appropriate scaffolds in place to support all learners, but not over-scaffold)
- Decodeable Readers and 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)
- Data analysis of CFAs and use of online Wonders and i-Ready prescriptive lessons to fill in gaps
- Have K-3 teachers participate in Summer G2G Literacy Academy when it is available.

#### Tier 3

- Identified 30-45 minute block of instructional intervention for grades K-6th with Certificated Tutor and Teaching Fellows or in RSP with RSP Teacher and Paraprofessionals
- Academic tutoring in After-School Program with Read Fresno Mentors and Springboard when offered.
- Academic tutoring in After-School Tutorials (site-identified students with Teacher)
- Site funded 6-hour Certificated Tutor and 3-hour Teaching Fellows to provide small group intervention with Orton-Gillingham and Wonders Foundational Skills lessons aligned to the Science of Reading.
- Small group instruction in RSP classroom with RSP teacher and two District-funded RSP 3.5-hour paraprofessionals with small group instruction designated RSP program.
- Regional Funded CA Teaching Fellows to provide small group instruction
- TK and Kinder paras for TK and Kinder to support with literacy development.
- Use of i-Ready lessons, iReady Toolbox and online instruction adaptive pathway teacher-assigned lessons to target instructional needs/foundational skills
- 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 Phonics Assessment testing in 1st-6th and BAS testing when needed for Tier 3 intervention.
- Summer G2G Literacy Academy notification to parents when available

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Fund a full-time FTE Literacy Coach from LCRSET Grant and one 6-hour Teaching Fellow for RtI Small Group Instruction.
- Purchase of Amira online App (Regional Literacy Funds)
- Classroom materials and supplies—including notebooks, paper, pencils, pens, markers, and other associated items to support reading intervention program needs.
- Conferences (RTI & PLC) Travel fees
- Supplemental contracts for TK/Kinder/SDC/Sped Paras
- Supplemental contracts for TK/Kinder Teachers and CT
- Contract for three 3.0-hour Teaching Fellows four days a week
- 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)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**English Learner (EL):**

**African American (AA):**

For both groups, provide acceleration through Tiered Response to Intervention and teacher professional learning for ELD and culturally responsive strategies in literacy.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**English Learner (EL):**

**African American (AA):**

For both groups, provide teachers and classified staff with supplemental contracts for additional tutoring.

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

**African American (AA):**

For both groups, provide Springboard and After-School Program literacy programs to increase opportunities to develop reading skills.

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Increase in teacher effectiveness in providing small group instruction.
- Strong school-wide Tier 2 instruction within classrooms.
- K-2 teachers will complete foundational skills training from TNTP or coaches.
- Use of the Foundational Skills Walk-through Tool to calibrate and collaborate on instruction and professional learning.
- Academic Coach, TSA and Site Leader Walks to provide feedback to teachers on small group instruction, student engagement and reading progress.
- Evidence of students reading with the decodable readers and sentence dictation in all classrooms.
- Adjustment in the purpose and use of Spelling Tests.

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Progress monitoring of these outcomes will be through walk-through data collected on the Foundational Skills Tools, iReady Diagnostics, Amira Benchmarks, FSA, and Phonics Survey
- Students finding a joy in reading and evidence of students decoding outside RtI time with grade-level text.
- Students being able to share the rules for decoding.
- Teachers demonstrating increase confidence and effectiveness with delivering reading instruction/foundational skills lessons and understanding the sequence from the Science of Reading.

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- All students reading at grade level by the end of 1st grade.
- Increase school-wide reading on grade level.
- Decrease in teachers reading aloud to students, especially in the Intermediate grades.
- Decrease in scaffolding lessons.
- Increase in writing with correct spelling as a result of understanding spelling patterns and applying them to written work.

Literacy Coach will take point on the implementation of school-wide RtI and Train teachers and CA Teaching Fellows to ensure a cohesive, school-wide approach.

# 2025-2026 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-Regu	Teacher, Spec Assgn	0.2000		34,734.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students <b>**NO IEPs**</b>	10,257.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to Support Instruction	794.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6500		112,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Instructional Leadership Team Planning; Goal 1, Actions 1-4	3,506.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage support for IEP Meetings	2,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementals for planning	8,625.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support instruction	31,900.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL supports to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site need	700.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Administrative coverage to support site leaders with side by side learning with teachers, instructional walk supports, planning, etc...	13,179.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500		26,049.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplementals for ELPAC support/assessors (66 hours max)	4,656.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,021.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Next Gen mathematics	10,500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Ready Math workbooks	5,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team Mtgs; <b>**NO IEPs**</b>	2,565.00

**\$280,044.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	84.9 %	83.5 %	2024-2025	85.6 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based upon the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey remained static at 84% from Spring 2024 to Fall 2024.

Student Group Data (Comparison Spring 2024 to Fall 2024)

- Asian 86.5 to 80 (-6.5%)
- SWD 81.7% to 81% (-.7%)
- AA 80% to 87% (+7%)
- SED 80.6% to 84% (+3.4%)
- Hispanic 79.3% to 82% (+2.7%)
- White 78.1% to 90% (+11.9%)
- EL 73.85 to 85% (+11.15%)

Foster Youth and Homeless Youth (no disaggregated data)

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- On-boarding staff on new roles and responsibilities took time.
- Climate-Culture Team meetings were not consistent to identify and implement goals.
- Need for clarity, communication, awareness of funding and a strong system/structure to increase school-wide student, staff, parent and community involvement.
- Need for student outreach to gain input on interests.
- Shortages in staff to be advisors and coaches for clubs and programs (i.e. Meaningful Jobs).

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Create a school-wide Staff Handbook with roles and responsibilities and archive programs, projects, and events in Heaton Teams site to support onboarding of new staff.
- Calendar all Climate-Culture meetings in advance to ensure meetings are not negatively impacted, and assign a Site Leader and a member of the Leadership Team to be available to conduct meetings.
- Work through Community Schools Coordinator on Parent, Staff, Community informational meetings, along with Parent Handbook and Calendar for sharing opportunities, dates and timelines for involvement, including fieldtrips and early recruitment of parent chaperones.
- Create a Student Interest Box for students to put their ideas (physical or virtual mailbox for feedback and ideas) and continue with Heaton Voices student council.
- Incentivize and recognize certificated and classified staff to be involved as club advisors.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase student involvement in extra-curricular activities

Partially Implemented

Action 1: Increase student involvement in extra-curricular activities was partially implemented in that the sports program moved under the umbrella of the After-School Program for recruiting coaches in order to increase communication with parents, better monitor expectations for students, and connectedness to coaches. A supplemental contract was provided to a classroom teacher to oversee all sports for the year.

The TSA was not tasked with coordinating and implementing all other school-wide activities and student engagement activities/events, as originally planned, and it was determined that the Climate-Culture Team members should be leveraged to support with recruiting staff and families to increase student engagement.

Student Voices student committee provided some feedback on student interests, as well as the Community Schools listening tours with parents/guardians, staff and students.

New student recognition occurred in classrooms for iReady and EL Redesignation; however, recognition assemblies did not occur in the Fall 2024.

Action 2: Increase student exposure to careers

Partially Implemented

Action 2: Increase student exposure to careers was partially implemented in that Heaton staff did not seek out a partnership with Fresno City College or coordinate a Career Day this year. The Library was under construction, so students did not have access to the 3D Printer and Coding lessons as in the past. Decreased staffing impacted the implementation of Meaningful Jobs, Clubs, and other career-related engagement opportunities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase student involvement in extra-curricular activities

Partially Effective

The actions were partially effective in that data was static at 84% from Spring 2024 to Fall 2024 on the Fall Climate Culture Survey data in student centered and real-world learning experiences.

Action 2: Increase student exposure to careers

Partially Effective

The actions were partially effective in that data was static at 84% from Spring 2024 to Fall 2024 on the Fall Climate Culture Survey data in student centered and real-world learning experiences.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Site-Fund a Teacher on Special Assignment specifically to identify, organize, and coordinate school-wide opportunities for student engagement on real-world learning experiences.
- Calendar all school-wide and grade-level specific field trips, events, and engagement activities at the beginning of the school year on the Master Calendar and post an over-sized hard copy in the Staff Lounge as a reminder to all staff.
- Have all staff members commit to supporting one activity or event as an individual or team/committee through beginning of the year sign-ups.
- Increase parent volunteer opportunities and train parent volunteers through Parent Univesity course.

**Section D: 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.

SSC:

More guest speakers and more outside people coming to the school site for motivational and social-emotional supports.  
PLi Project-based learning to continue.  
More Parent and Staff collaboration; can utilize Community Schools Coordinator to support with making connections.  
Career Day in collaboration with Design Science and/or Fresno City College.  
Increase partnerships with Fresno High and Patino High School with Interns.

ELAC:

Recruit Parent Volunteers to support school-wide events, as well as daily support to increase connectedness to the school (i.e. volunteering in the Library, classrooms, outdoor supervision, cafeteria).  
Increase communication with parents on activities and volunteer opportunities (i.e. published Master Calendar of Events; online Parent/Guardian Interest form).  
Parent/Guardian Volunteer Recruitment at all school-wide events (Back-to-School Night, Open House, After-School Program pick-up, Sports Events, Office).  
Utilize Marquee to advertise Events and Volunteer Opportunities.  
Staff phone calls to Parents/Guardians to personally invites them to volunteer, and support at and attend events.

Staff:

Career Day for students  
Arts Teacher across all grade levels connected to research, reading and writing.  
Music for Kinder and TK (currently only 1st-3rd)  
Goal 2 Field Trips TK-6th (increase by site-funding more field trips)  
Work through Community Schools and Community Partners to host Literacy Night at Parc Grove and a Math Night at Heaton.  
STEAM Night working through Fresno State students (Physical Outreach).  
Fresno High Interns—expand opportunities for work experience at Heaton and within classrooms (Rtl team could provide training).  
Dental Hygiene and Dentists visiting Heaton for care and also to speak about their professions.  
Nutrition Teacher present to whole school assembly (connect with Food Pantry and Cafeteria meals).  
Dates Calendared at the beginning of the school year.



## Action 1 :

### Student Engagement

#### Action Details:

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Heaton will increase student engagement from 84% to 86% on the Fall 2025 Climate-Culture Survey for percent favorable student responses for student-centered/real world experiences in school by implementing a comprehensive Goal 2 program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities and exposure to real-world experiences.

- Increase student involvement at school.
- Develop and communicate to students and parents the extra-curricular activities for student participation through Parent Square Weekly Updates, flyers, School Events, and via teachers.
- Engage students in activities of interest to them through the use of a student interest survey.
- Increase the diversity of Engagement opportunities based upon student input.
- 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.
- Input student engagement into the tool to track student data and determine trends for engagement and participation.
- Support students with social skills to enable them to seek out new opportunities and challenges.
- Expand Community Partnerships through our Community Schools Coordinator for career education and community learning opportunities.
- Attend Career Fairs (Design Science, Fort Miller) and partner with local high schools and Fresno City College to recruit mentors and interns.
- Continue with site-organized PLI project-based learning showcase.
- Coordinate Meaningful Jobs Fair and recruit staff as advisors.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- 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/Vice 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

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

---

#### 1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).*

#### 2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support (Specific student group) by...*

#### 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Targeted communication with English Language parents via HSL and other forms of communication.
- Provide parent nights to explain field trips and opportunities to be more involved.
- Recruit parents to volunteer as chaperones regardless of primary language.
- Plan Career Day to include English Learners and translation services.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Asian (AS):**

For this group, we plan to support by providing technology and supplementary materials and supplies.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Asian (AS):**

For this group, we plan to support by funding culturally response materials, supplies and programs to engage students.

As a site: What are the planned actions to support this student group?

**Asian (AS):**

For this group, we plan to have more diverse and culturally responsive engagement activities for parents and students and conduct more targeted outreach to this community.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement as more clubs and activities become available.
- Improved identification of students needing Tiers of Support Team resources or skills groups.
- Stronger school-to-family relationships as students become connected to more adults on site.
- Greater access to diverse experiences both on-site and on field trips.
- Increase in Meaningful Jobs and advisors to support them.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Improved student grades and academic achievement.
- Decrease in student misbehaviors.
- Decrease in Chronic Absenteeism.
- Increase in parent involvement.
- Expanded opportunities through Community Schools Partnerships on and off site.
- Increase student willingness to collaborate and for groupwork with peers in classrooms.

Tiers of Support Team and Climate Culture Team will monitor.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Substantial and sustained student academic achievement in all content areas.
- Positive increase in grades.
- Significant decrease in absenteeism and behaviors.
- Increased, consistent, and sustaining parent volunteers connected to the school.
- Less need to fund Tiered supports.

Site leaders will progress monitor from PowerBi data and share school-wide trends.

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		46.7 %	2023-2024	46.1 %
Chronic Absenteeism - (English Learner)	✓		35.4 %	2023-2024	34.8 %
Suspension Rate	✓	3 %	7.1 %	2023-2024	6.77 %
Suspension Rate - (White)	✓	8.3 %	16.7 %	2023-2024	16.37 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, **Chronic absenteeism and high suspension rates** are significant challenges affecting student success and school performance at Heaton. Identified student groups are English Learners with a 35.4% Chronic Absenteeism, which is significantly less than the school-wide rate of 46.7%, and Suspensions for White students, who have a disproportional rate of 16.7% compared to school-wide rate of 7.1%.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

Major causes leading to **chronic absenteeism and suspensions** at Heaton:

**Action 1 -** Chronic Absenteeism

- School avoidance due to anxiety, depression, and trauma.
- Low participation at attendance meetings
- High transiency of families and struggles with transportation/funds for gas and/or other necessary items to be prepared for school (i.e.: clean clothes)
- Responsible adult may experience barriers that inhibit getting students to school.

**Action 2 -** Suspensions

- High number of early learning students entering school without self-regulation, social, communication and problem-solving skills.

- High percentage of students exposed to trauma and/or behaviors that results in level III misbehaviors.
- Students not "yet" ready to learn or not having prerequisite grade-level skills and experience frustration.
- Need for additional classroom supports.
- Need for Trauma-informed staff training.
- Calm-down areas, Second Step Lessons and Morning/Class Meetings not implemented with fidelity in some classrooms.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs to address **chronic absenteeism and high suspension** rates:

**Action 1 - Chronic Absenteeism**

- Increasing social emotional support and connections for students
- Leveraging support and resources (food, mental health, parenting classes, etc...) through Community Schools Coordinator and HSL
- Monthly attendance incentives and increase in family engagements
- Attendance notifications and home visits

**Action 2 - PAWSitive Behavior Support**

- Increasing social emotional support and connections for students
- Continue and strengthen Tier 1 classroom supports such as Morning meetings, Second Step & CHAMPS
- Clarity and consistency of PAWS Guidelines for success
- Clarity and professional development on Discipline Guidelines and Office Discipline Referral process and procedures.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Attendance: School-wide incentive program

Partially Implemented

The actions were **Partially Implemented**. HSL and SSW were able to make home visits and connect with families. Parent transportation issues and lack of resources for parent follow up to support family needs continues to be a contributing factor. Increase in Attendance incentives and established SART (Student Attendance Review Team), but was difficult to sustain due to inconsistent staffing and/or participation.

Action 2: PAWS Guidelines for Success

Partially Implemented

The actions were **Partially Implemented** due to not having a consistent designated SEL space students to calm down, hold group mentoring sessions, and inconsistent staffing of mentors. Tier I classroom management is evident in majority of classrooms, however, there is inconsistent use of CHAMPS, STOIC, Morning Meetings, Second Step lessons, and positive incentive program within classrooms leading to higher misbehaviors from some classrooms. Classroom and outside expectations are not clearly taught and reinforced. Calm areas with agreed upon structures, resources, and expectations not consistent in all classrooms.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Attendance: School-wide incentive program

Partially Effective

The actions were **partially effective**, as the SART Team members struggled with taking ownership and implementing incentives and attendance challenges due to onboarding new members and already having incentives and programs targeted towards behaviors. Bi-monthly meetings with office assistant, HSL and Community Schools Coordinator proved difficult to coordinate and so expectations for follow-through on attendance concerns was minimal.

Action 2: PAWS Guidelines for Success

Partially Effective

The actions were **partially effective**, in that there is a need to provide clarity and follow-through with feedback on the implementation of all school-wide procedures through the Climate-Culture Team to spread out the responsibilities.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The Climate-Culture Team and Tiers of Support Team will strengthen staff knowledge of school-wide programs to increase the number of favorable responses in the Fall Climate-Culture Survey student survey regarding student-centered/real-world experiences.

- Create a written Staff Handbook and Student Handbook that includes Student Engagement opportunities listed for Staff and Students.
- Provide professional learning on Student Engagement and cultural proficiency and SEL.
- Hire 2-3 Mentors to support with school-wide SEL needs and student engagement.

**Section D: 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.

SSC:

Provide families with information on field trips.  
 Increase parent volunteer opportunities and inform parents of requirements to chaperone or volunteer.  
 Hold students accountable for following through on commitments to sports, clubs and meaningful jobs.  
 Get more parents involved in their child's education.

ELAC:

Start a Spanish Club or Multi-Lingual Club.  
 Recruit parents to be advisors for Clubs and Activities during After-School Program or during lunch.  
 Feed families at all meetings (morning, afternoon and evenings).  
 Approach parents who are walking their children to school and invite them into meetings and recruit them for volunteer opportunities.

Staff:

Staff Engagement Committee that includes Academics, builds the Climate-Culture and overall well-being of the school site.  
 Establish Teams of Staff Members to own the various Student and Staff Engagement Events/Activities.  
 Assign a Staff Member to Monitor or a Planning Team Committee to drive school-wide Events and Activities.  
 Shift the Culture related to everyone owning an engagement

Provide a designated space for parents/guardians to connect at school (i.e. designated room or psace with coffee to welcome families to connect and build community).

Increase and leverage social media with video communications in Spanish and English on Facebook and Instagram to families (HSL/Community Schools Coordinator, Site Leaders, TSA, announce all weekly events, sports, and activities, such as Picture Day and Holidays).

Recruit families to connect with us on Heaton Social Media Accounts.

event/activity.

Staff, students and Community Partners to bring their families to events and activities.

Team competitions and Grade Level Competitions and Incentives for Staff, Students and Families.

Donuts with Grown-ups (being more inclusive with events/activities).

Communication through Social Media platforms.

## Action 1 :

### Attendance

#### Action Details:

Heaton will implement a school-wide incentive program to increase student attendance and to reduce chronic absenteeism from a rate of 46.7% to 41.7% , as well as reduce student tardiness.

- Increase parent awareness on attendance, late and tardies policies through parent engagement events and attendance meetings.
- Clarify school-wide attendance incentive with staff, students and families.
- Provide services and supports to at-risk students/families with severe and chronic-severe absenteeism.
- Provide small group intervention for students with severe and chronic-severe absentism with mentors, Tier II Intervention Specialist, School Psychologist, and Restorative Practices Counselor to meet student needs to improve attendance rates.
- Teachers will have a variety of ways in which to recognize and reward their class and individual students throughout the school year.
- The Home-School Liaison and Office Assistant will monitor student attendance daily and provide home-school connection with parent contact as needed and home visits.
- Site leaders and Teacher on Special Assignment will recognize classrooms and individual students who meet attendance goals during Recognition Assemblies and Monthly PAWS Celebrations, as well as During Morning Announcements.
- Attendance goals and rates will be communicated to parents and staff via social media and online communication applications.
- Attendance meetings will be facilitated by the Home-School Liaison for SARB meetings; data collected and input into ATLAS for progress monitoring.
- Site Leaders, Teacher on Special Assignment, Tier II Intervention Specialist, and ASP Coordinator I will provide and promote school-wide monthly and quarterly challenges and class/grade-level competitions to incentive attendance.
- Site Leaders will celebrate attendance rates on morning announcements and online communication applications.
- Office Assistant will track tardy, late and absent students on a daily basis, clear absences via phone calls home, and provide logs to Site Leaders at the end of the week.
- Site Leaders will pull daily attendance data from ATLAS for daily classroom attendance rate, daily grade-level attendance rate, and progress towards annual attendance rate goal.
- Home-School Liaison, School Social Worker will make weekly home visits to clear absences and provide resources to families regarding attendance.
- Site Leaders and Teachers will share attendance, grades and behavior expectations at Back-to-School Night and throughout the school year via Parent Square.
- Classrooms and grade-levels will earn incentives and recognition for meeting attendance goals.
- Students with improved attendance will receive an attendance certificate at the end of each quarter.
- Students with 95% or higher attendance for each quarter will receive high attendance rate certificates and t-shirts.
- Site Leaders will identify high chronic absenteeism classrooms and grade levels to provide additional supports and incentives to improve attendance rates.
- Teachers will ensure they build positive relationships with students and their parents through frequent communication and updates.
- Teachers will ensure they have implemented effective Morning Meetings, Class Meetings, Second Step lessons, and other appropriate SEL supports for students.
- Staff will make referrals to Project Access for homeless families, when needed.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Hand-in-Hand Mentors provide daily check-in/check-out, small group support and one-on-one social emotional skills building.
- Materials and Supplies
- Supplemental Contract for Home-School Liaison, Office Assistant, and Office Manager to support initiatives to improve attendance
- Supplemental contract for babysitting/translating for attendance meetings and coffee chats
- On-site counseling contract with All4Youth (no site expenditure)
- Parent Involvement Purchase Order for parent engagement meetings
- A-Mark T-shirts for High Rate Student Attendance and Improved Student Attendance

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the second highest level of Chronic Absenteeism at 35.4%.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support by providing Tiers of Support Interventions with Mentors and other site-based SEL members, parent outreach to increase connectedness to families.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support English Learners through site-based Mentors, Tier II supports and Tier III supports when needed.*

**4. As a site: What are planned actions to support this student group?** Teachers and PLC Teams, Climate-Culture Team collaborate implement classroom-based and site-based culturally responsive practices and opportunities for meaningful connections.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**English Learner (EL):** although English Learner Chronic Absenteeism is lower than the school-wide rate, it is still high and disproportional to the percent of English Learners attending Heaton. Supports for this group include making home visits with Spanish-speaking Home School Liaison, and building strong community partnership through our Community Schools Coordinator to determine family and student needs.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**English Learner (EL):** For this group, increase access to site-funded mentors and Tier II Intervention Specialist to determine needed SEL supports and skills.

As a site: What are the planned actions to support this student group?

**English Learner (EL):** For this group, funding more culturally responsive events to increase engagement and ensuring translation services are being provided to families.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Decrease in Chronic Absenteeism
- Increase in overall ADA by 5%
- Increase in the percent of students meeting grade-level proficiency in ELA and Math based upon CFAs, Benchmarks, FIAB/IAB's.
- Increase in the number of students receiving school-wide recognition for Attendance.
- Site Climate-Culture Team, Teachers, PLC's will monitor for increased effectiveness.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Maintain a decrease in chronic absenteeism of 5% per year.
- Increase of students meeting/exceeding standards on SBAC in ELA and Math by 10%.
- Increase the number of redesignated English Learner students.
- Improve family relationships as measured by Family Climate-Culture Survey.
- Reduce the number of students needing Tier 2 and Tier 3 interventions by 5% annually.
- Climate-Culture Team, TSA, Site Leaders will progress monitor and share out trend data to celebrate growth.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Chronic Absenteeism reduced to no more than 10% of students.
- Students demonstrating proficiency in all academic areas and are engaged in school-wide events and activities.
- No longer have Long-term English Learners.
- Tier 2 and Tier 3 behaviors decreased to less than 100 a year.
- Outcomes monitored by Site Leaders, TSA, Climate-Culture Team, and teachers.

## Action 2 :

## PAWSitive Behavior Support

### Action Details:

**Implement School-wide P.A.W.S. Guidelines for Success and CHAMPS/MAC to reduce suspension rates and Level 1 and Level 2 behaviors, while increasing campus safety.**

- 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) and additional assemblies and rallies to reinforce expectations.
- Increase student on-task behaviors in the classroom with support from Hand-to-Hand Mentor.
- Analysis of PowerBI Data to reduce rate of suspensions occurring in and outside of the classroom; identify high suspension classrooms, high-suspension areas, high-suspension behaviors and support differentiated professional development and training on best practices to support classroom management and intervention strategies.
- All students will participate in P.A.W.S. Guidelines for Success and Quarterly/Monthly rallies will be used to reinforce school-wide behavior expectations.
- Teachers will utilize CHAMPS/MAC in daily lessons
- Teachers will implement Olweus Bullying Prevention lessons, weekly Second Step lessons, daily morning meetings, and class meetings to reinforce expectations and teacher students restorative ways to address challenges.
- Climate-Culture Specialist and Site Leaders will monitor Second Step lesson implementation by teachers via online Second Step Platform and through Quarterly walk-throughs.
- Students will be recognized during PAWS Assemblies and/or Quarterly Recognition assemblies.
- Students earn Blue PAWS Tickets for following the PAWS Expectations throughout school and on the bus.
- Students can spend their PAWS Tickets up to twice a month at the PAWS Pop-up Shop located on the cart in the Quad during morning recesses.

- Support Team will promote positive behaviors in the school, home, and community by fostering positive, proactive relationships.
- Site leaders will closely monitor suspension data and share with Instructional Leadership Team, Climate-Culture Team, Tiers of Support Team, and Attendance Team for problem-solving. Data will be shared with Teachers on a Quarterly basis during Data Chats.
- Tiers of Support Team (TST) will identify and provide needed interventions to students through the TST Referral process and during weekly TST meetings.
- Progress Monitoring using Power BI for number and percentage of students whose 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) to identify problem areas and come up with solutions.
- Digital Marquee, Parent Square, Class Dojo, Facebook, Instagram, and School Website to support student/parent updates to increase engagement.
- Teachers will enter 3 to 5 positive student behaviors into ATLAS during weekly PLC meetings (maximum of ten minutes time).
- Parents/guardians will be contacted by phone by the classroom teacher for Level 1 and Level 2 misbehaviors, and by site leaders for Level 3 misbehaviors, suspensions and expulsions.
- Site Leaders will monitor and share with School Climate and Culture Team and all Staff the quarterly suspension/expulsion data through Heaton Weekly updates and with teachers during Data Chats and one-on-one meetings.
- TST will meet, monitor and track student behaviors for TST identified students on a weekly basis.
- School Psychologist with Site Leaders and Teachers will develop behavior support plans and daily behavior plans for students with Tier 3 needs.
- Site Leaders will provide PowerBI and ATLAS behavior reports for SST meetings, as needed.
- Classroom walk-throughs and feedback on Morning Meeting effective implementation and IPG Tenet 1 feedback.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

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- District funded Tier II Intervention Specialist, district-funded Restorative Practices Counselor and Special Education Funded School Psychologist to provide intervention to students with Tier 2 and Tier 3 needs.
- Contract with Hand-to-Hand Mentoring for three Mentors to support student caseloads and small group interventions at Tier 2.
- Materials and Supplies to support Guidelines for Success, P.A.W.S. (student incentives, awards, t-shirts, school improvement).
- Site-based Annual Professional Learning at the beginning of the school year for staff and students for P.A.W.S. Guidelines for Success, CHAMPS/MAC, Morning Meetings, Second Step, 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 lessons.
- All 4 Youth counseling and therapy from designated Clinician and Therapist to support ten students with Tier 3 needs and possibly requiring further mental health evaluations.
- P. A.W.S. Guidelines for Success student recognitions once a month on Morning Announcements.
- Supplemental Contracts for Classified staff to support School Climate and Culture/PAWS Guidelines for Success program and incentives.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Tier II Intervention Specialist and School Social Worker meet with identified students with Tier II and Tier III needs and keep daily logs of progress over 6 to 8 week interventions.
- Three contracted Hand-in-Hand Mentors provide social-emotional support to identified students with Tier 2 needs.
- Climate-Culture Team meets monthly to goal-set, progress monitor, and collect data on actions related to school-wide non-academic needs.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**White (WH):** For this group, the need no longer exists, as the demographics have changed and last year was a unique experience with several White students in foster care or homeless demonstrating extreme behaviors. This is outlier data from 2023-2024.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**White (WH):** For this group, the need no longer exists, as the demographics have changed and last year was a unique experience with several White students in foster care or homeless demonstrating extreme behaviors. This is outlier data from 2023-2024.

As a site: What are the planned actions to support this student group?

**White (WH):** For this group, the need no longer exists, as the demographics have changed and last year was a unique experience with several White students in foster care or homeless demonstrating extreme behaviors. This is outlier data from 2023-2024.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Staff will increase their understanding of how trauma affects students and how all behavior is a form of communication to better respond to misbehaviors.
- Implement Morning Meetings, Class Meetings, Second Step, and Restorative Practices with fidelity.
- Provide additional and ongoing training for teachers and all staff on SEL, STOIC, and CHAMPS.
- Leverage TSA, Coach, and TST Members to provide in-class coaching support, consultation support and Skills groups for students.
- Climate-Culture, TSA, Coach, Site Leaders and TST Members will progress monitoring implementation and effectiveness in reducing misbehaviors and suspensions.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Significant reduction in suspensions and chronic Level 1 and Level 2 misbehaviors.
- Decrease Office Discipline Referrals due to increase implementation of SEL strategies and Skills Groups support for students.
- Increase student-to-student, staff-to-student, and staff-to-family relationships.
- Increased on-task behaviors and improved work completion and grades.
- Effective use of site supports for SST and 504Plan meetings.
- Progress monitoring will be provided by Climate-Culture Team, Staff, Site Leaders, TSA, Coach and TST Members.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Students demonstrate ownership over their emotions and behaviors.
- Reduction in Office Discipline Referrals.
- Increase in Average Daily Attendance due to fewer suspensions.
- Improved school-wide climate and culture as demonstrated by Student, Staff and Family Survey data in Fall 2025.
- Increase parent participation at school.
- These outcomes will be progress monitored by Climate-Culture Team, TSA, Coach, TST Members, and Site Leaders.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	17,176.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	10,824.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphic Department, will be utilized for various certificates and incentives, student/family resources to support academic/social emotional learning needs of students (Goals 1-5, Actions 1-3)	800.00

**\$28,800.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86.8 %	87.9 %	2024-2025	89 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

**Based on the metrics in this Current Goal, Heaton's problem(s) of practice are:**

1. Need for increase of teacher voice on school-wide decisions and Professional Development
2. Need for increase of staff participation in the Fall Climate and Culture Survey and other site-based surveys to collect input and trend data.
3. Need for increase of staff involvement in CCT, SSC, ILT, Sunshine Committee and other site-based committee's and leadership opportunities.
4. Targeted professional development and growth opportunities for staff to engage in especially in service of their professional development areas of growth or goals.
5. Increase school-wide staff, students and family connectedness.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

Below are the major causes leading the problem(s):

1. Professional learning time that was inequitable; did not meet the needs or relevancy of all attending; not differentiated based upon need or staff input.
2. Lack of clarity and lack of follow-up related to systems, structures, policies, student behaviors, and other areas that impact staff.
3. Need for high-quality, professional learning with coaching cycles and feedback to improve teachers and staff practices, productivity and proficiency.
4. Recruit staff for leadership opportunities with school-wide events and activities.
5. Communication is inconsistent or unclear leading and causes confusion, frustration and fractured relationships

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

To increase staff percent favorable in organizational culture domain of the Fall Climate and Culture Survey, Heaton will:

- continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms, and open discussion meetings.
- create a Staff Handbook to support new teachers and for refreshing policies and procedures.
- leverage TSA, Coach, Literacy Coach and Site Leaders to each have 1-2 focus grade levels to provide classroom observations, and coaching cycles with feedback.
- continue to leverage leadership decisions utilizing our school's Climate Culture Team, ILT, SSC, SBC, and Community School Advisory Council to identify areas where growth can occur
- continue to provide updates on a weekly basis to the entire staff to keep staff connected

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Retention

Partially Implemented

- The actions were partially implemented due to the onboarding and training of new staff members, and the late scheduling of K-2 Literacy Plan which impacted the PL Calendar.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Retention

Partially Effective

Staff retention has improved with certificated staff but decreased with classified staff and staff scored higher in the Staff Survey on percent favorable for organizational culture domain; however, the percent is 87.9% positive.

## Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For the 2025-2026 school year, the PL/PLC calendar will be scheduled in collaboration with the ILT Lead Teachers and Climate-Culture Team Members and dates put onto the Master Calendar by the end of the current school year to improve clarity.

Teachers will determine the focus of the PL based upon need and school-wide trend data and PL can be differentiated for grade-level needs.

Site Leaders, TSA and Coaches will provide frequent feedback based upon classroom walks and PLC meetings.

Update the modes of communication to ensure all staff are being updated.

Rotate leadership opportunities such as ILT, CCT, and SSC participation.

**Section D: 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.

**SSC:**

More opportunities for Staff Appreciation that include staff, students and families.

Morning arrival donuts with families and staff and students with parents/guardians.

Encourage staff to each in the Staff Lounge; more potlucks to bring staff into the Staff Lounge at least once a month.

Lunch bunch with staff across Teams and Staff (classified, SDC, GE, Paras) (i.e. Grinch activity from Sunshine Committee).

Planning times and Professional Learning that brings everyone together.

Planning in the same room to provide more opportunities for teaming and collaboration across grade levels.

Continue with Sunshine Committee doing monthly activities and on BuyBack Days have all staff lunches or potlucks.

More shout-outs and sharing of successes and providing the "Postcards" to all staff, students and families to provide appreciation to staff.

Social Media shout-outs, wins and appreciations--publicize it more, which increases the positivity.

Being supported by peers and site leaders; open-door policy and being available for drop-ins.

**ELAC:**

Communicate with families at least two weeks in advance of events to increase parent/guardian participation.

Increase video communication on Facebook and Instagram to increase parent/guardian awareness.

Promote Raptor for use of Driver's License, California ID Card and Visa or Passport Matricula (Mexico ID Card).

More Raffle items and free give-aways.

Teaming activities with Parents, Families and Staff (competitions, Staff vs Students that includes families).

Staff Appreciation breakfast provided by Parents/Families (site-funded, staff & parent organized).

**Staff:**

Dedicate one day when all staff are present at the beginning of the school year to have committee sign-ups and calendar them.

Create time for Committees to meet minimally monthly to plan (Tuesday early releases to build positive Climate-Culture).

**Action 1 :**

**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.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- Professional development with staff involvement/input and implementation cycles/feedback cycles (Math CoTeach Model, Literacy PL, Coaching Cycles, Second Step, Morning Meetings, Trauma-informed Practices) as determined by walk-through IPG data and assessment/behavioral data.
- Conferences and Trainings
- PLC Weekly Agendas and Quarterly Planning Days (4 per year) for embedded professional learning, observations of strong instructional models, and 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 provided by Tiers of Support Team (Tier II Intervention Specialist, Social Worker, RP Counselor, School Psychologist, Mentors), and SEL training for staff.
- Continue with goal-setting and huddles to progress monitor goals that focus on "process" data and short cycles of continuous improvement
- Sunshine Committee Staff celebrations, monthly birthday celebrations, potlucks and Buyback lunches
- Staff and student engagement activities, events and competitions provided monthly by the Designated Teacher, ASP Coordinator and PLC Teams.
- Staff Shout-outs on the Heaton Weekly Update and during Daily Morning Announcements
- Staff Recognition Trophies awarded during the quarterly Recognition Assemblies.
- Providing snacks and appreciation treats for staff throughout the school year.
- Teachers recruited to be Lead Teachers, Climate-Culture Team Members, School Site Council Members, Club Advisors, and Sports Coaches.
- Teachers and Staff one-on-one meetings to support with career development goals.
- Promoting within the school site and providing recommendations beyond the school site for promotions and career opportunities.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

- 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

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

n/a

Using 7090/7091 funds only: What are the planned expenses to support this student group?

n/a

As a site: What are the planned actions to support this student group?

n/a

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Higher staff retention rates reduce turnover and create a stable, experienced teaching staff.
- A school culture that prioritizes well-being, collaboration, and staff appreciation leads to long-term job satisfaction.
- A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally.
- Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.
- Increase student success and academic outcomes due to consistent, well-supported teachers and staff members.
- A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.
- Monitored annually by site leaders with hiring practices and based upon staff survey data.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Reduced teacher burnout and stress level due to ongoing SEL support, well-being, check-ins, and social emotional professional learning.
- Stronger staff relationships and collaboration resulting in a more cohesive and supportive school culture for students and families.
- Increased staff retention rates as teachers and staff feel valued, connected, and supported in their professional growth.
- More active staff participation in community-building events such as game nights, picnics, and outside gatherings.
- Increase engagement in school spirit initiatives, strengthening a sense of unity among staff and students.
- More effective mentorship and professional growth opportunities, improving instructional practices and student achievement.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Higher staff retention rates reduce turnover and create stable, experienced teaching staff to the benefit of students.
- A school culture that prioritizes well-being, collaboration, and staff appreciation leads to long-term job satisfaction.
- A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally.
- Enhanced school-community relationships, as staff, students, and families engage in shared events and activities.
- Increase student success and academic outcomes due to consistent, well-supported teachers and staff members.
- A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.
- Monitored annually by site leaders with hiring practices and based upon staff survey data.

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	93 %	2024-2025	94.1 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

The percentage of favorable responses in the family engagement domain increase by 2% from Fall 2023 to Fall 2024; and there remains the need to increase family engagement in their children's education.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Heaton focused on parent involvement in the following ways:
  - Family engagement nights had low participation.
  - School Site Council and ELAC parent involvement has traditionally been low.
  - Recruiting chaperones for events and fieldtrips has been challenging
  - Parent Volunteers for classrooms
  - Heaton Food Pantry has been the most successful parent involvement event with the exception of Fall Festivals and the Spring Carnival

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase and change the way we communicate with parents--make phone calls home and do not only rely upon social media.
- Recruit at the Back-to-School Nights and other Family events.
- Provide clarity on chaperones and fieldtrip expectations
- Provide volunteer training through Parent University
- Leverage the support of events like the Food Pantry to increase parent participation

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Heaton FamilyConnections

Partially Implemented

This action was partially implemented in that the events were held, but participation remained low, so the goal needed to be revised to connect with families in the ways they are best reached.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Heaton FamilyConnections

Partially Effective

This year as a Community School, it is obvious that parents want to be involved and with a Community Schools Coordinator dedicated to the role of family outreach and support, the participation is already noticeably improved.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Parents shared that texting and providing video updates work better than having to read long updates. Finding ways to support families needs' and collaboration with other community schools has proved very beneficial.

**Section D: 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.

SSC:

Success stories shared on social media.  
Spring Parent-Teacher Conferences over a month (find time to connect online or by phone).  
Compliment Sandwich conversation.  
Celebrations, Awards Assemblies, Birthdays (Marquee), Sports

ELAC:

Provide busing from the school site to Parc Grove Commons when events take place at Parc Grove.  
Parking continues to be an issue at Heaton for events--can the FFC Parking be utilized (for free?).  
Volunteer Readers for Read Across America (Read book in Spanish

Staff:

Phone calls homes and use of Class Dojo for texting.  
Providing school-wide events that increase staff to family connections.  
Providing parents with a handbook and calendar of events at the beginning of the year/semester or quarter.

Banquets, More Medals, Invite parents to Lunch with the Principal Celebration/Recognition.

Bring back Student of the Month with staff, student and parent (breakfast, lunch, or after-school event).

Staff sign-ups for attending school-wide events (i.e. once a quarter or semester).

Class Dojo connections.

to honor multi-lingual).

Offer classes at Heaton for Parents/Guardians (computer classes, crafting class) to increase opportunities to socialize (classes could be led by Heaton Staff, or outside resources).

Once a week social hour in designated room at Heaton and possibly provide childcare from Parent University.

Support with school fundraisers.

Shoutouts for parents on social media.

Support with recruiting parents for fieldtrips and other events.

## Action 1 :

### Heaton Family Connections

#### Action Details:

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

- Collect attendance sheets from school-wide events (Back-to-School Nights, Open House, Parc Grove Family Nights) to track parent involvement at each event.
- School Carnival ticket sales to determine number of attendees.
- ELAC and SSC parent recruitment and attendance rosters to determine consistent members for recruiting new members.
- Start a Parent Club and provide space on campus for parents to gather informally.
- Provide Coffee Hours on campus and at Parc Grove Commons on a monthly basis and recruit parent volunteers to assist with coordinating and organizing them.
- Increase on-campus events such as Pastries with Parents, Donuts with Dads, Muffins with Mom, and similar parent/guardian gatherings.
- Re-establish the Heaton Voices Council monthly meetings for parents of African American students.
- ATSI 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.
- Track ATLAS Portal Visits and progress monitor and share data to increase in classrooms and school-wide.
- Increase postings to Heaton Social Media accounts and Parent Square texts and emails.
- Utilize the Digital Marquee to support student/parent engagement by including celebrations, upcoming events, and staff, student and parent recognition.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Student Academics: Parent-teacher conferences and ATLAS Portal Training
- Student Centered and Real-World Learning: PLi Project-based Learning and Student Leadership
- Student Engagement: Busing for ASP, Athletics, Clubs
- Materials and supplies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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- 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
- DAC meetings
- Parent-Teacher Association

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Parent involvement funds and Community Schools Funds to support with parent engagement and family nights by polling parents and families on their needs and interests to provide supports. Community Schools Advisory Committee to support with parent outreach and opportunities to increase parent voice.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Parent involvement funds and Community School Funds to support with Food Pantry, Clothing Closet and related events to support families within these groups.

As a site: What are the planned actions to support this student group?

Increase family connections by providing a space for families to connect with staff on a regular basis and can also connect with other parents to build a sense of community. Provide clarity on events through a Heaton Master Calendar and ongoing communication through video updates and other preferred methods of communication.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Learn best how to connect with our families and parents in order to have mutual understanding and better communication.
- Learn the needs of our families to provide support and build community.
- Increase opportunities to be a support on campus and feel more welcomed by staff.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Increased parent participation and communication
- Increased family involvement in school-wide events and volunteer opportunities.
- Increased support with their child's education.
- Increase positive climate-culture where parents feel welcome.
- Space for families to connect regularly with other parents and staff members.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Strong parent support group to support the needs of the site and increase the active partnerships in their child's education.
- Increase in positive school climate and culture that is sustaining over the years.
- Reduction of student transiency.

## 2025-2026 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			Material/Supplies to support family engagement in school events and activities, such SSC, family workshops, etc. **NO FOOD or Incentives**	1,956.00

**\$1,956.00**

# 2025-2026 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-Regu	Teacher, Spec Assgn	0.2000		34,734.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Grade Level Planning for teachers K-6 in support of Goal 1, Actions 1-4 for all students **NO IEPs**	10,257.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to Support Instruction	794.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6500		112,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Instructional Leadership Team Planning; Goal 1, Actions 1-4	3,506.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Coverage support for IEP Meetings	2,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplementals for planning	8,625.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support instruction	31,900.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease for staff to use for instructional and SEL supports to address Goals 1-5, Actions 1-3	9,672.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology and/or other site need	700.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Administrative coverage to support site leaders with side by side learning with teachers, instructional walk supports, planning, etc...	13,179.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500		26,049.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplementals for ELPAC support/assessors (66 hours max)	4,656.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,021.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Next Gen mathematics	10,500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Ready Math workbooks	5,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for Student Success Team Mtgs; **NO IEPs**	2,565.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	17,176.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring to increase student engagement, build relationships, and improve attendance **additional hours to come**	10,824.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphic Department, will be utilized for various certificates and incentives, student/family resources to support academic/social emotional learning needs of students (Goals 1-5, Actions 1-3)	800.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material/Supplies to support family engagement in school events and activities, such SSC, family workshops, etc. **NO FOOD or Incentives**	1,956.00

\$310,800.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,482.00
Sup & Conc	7090	\$209,592.00
LCFF: EL	7091	\$33,726.00
<b>Grand Total</b>		<b>\$310,800.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$280,044.00
G3 - Increase student engagement in their school and community	\$28,800.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,956.00
<b>Grand Total</b>	<b>\$310,800.00</b>