



Heritage Elementary School Site Council Minutes

August 21, 2025, Teams

Staff				Parent/Community Member			
Principal:	Name	X	Daniel Romo	Parent:	Name	X	Fabiola Lao (Chair)
Classroom Teacher:	Name		TBD	Parent:	Name		TBD (Vice Chair)
Classroom Teacher:	Name	X	Alicia Camberos	Parent:	Name	X	Jaimie Hernandez (Secretary)
Classroom Teacher:	Name	X	Dolores Wood	Parent:	Name	X	Leise Gunkel
Other Staff: Instructional Aide	Name	X	Denise Andolina	Parent:	Name		Deborah Aguila
Guest(s):							

Agenda Items	Meeting Notes
1) Call to Order	Meeting was called to order at 2:49 p.m.
2) Roll Call <ul style="list-style-type: none"> Welcome Quorum Check 	Quorum was established
3) Approval of the Agenda – <i>Action Item</i>	<ul style="list-style-type: none"> Motioned by: Camberos Seconded by: Gunkel <ul style="list-style-type: none"> In favor: 7 Opposed: 0 Abstain: 0
4) Approval of the Previous Minutes – <i>Action Item</i> <ul style="list-style-type: none"> May 15, 2025 meeting 	<ul style="list-style-type: none"> Motioned by: Romo Seconded by: Lao <ul style="list-style-type: none"> In favor: 7 Opposed: 0 Abstain: 0

5) Review School Plan for Student Achievement (SPSA) – *Information Item*

- Review school wide data from previous school year 2024-25
- Review Title I funding

- Review of schoolwide data from 2024-25
- ELA: data from 24-25 was corrupted so we are only looking at data from 23-24.
 - Only looking at 3rd - 6th grade
 - According to CA metric, we are 48.5 points above standard and have increased 11.4.
 - We are flagged on our ELL because we were 51 points below standard and declined 5.5 points.
 - ELLs: 39
 - SWDs: 39
 - RSPs: 43
 - EDS: 55 met or exceeded
 - Achieve 3000 (A3K) 23-24 we had 68% of students meeting or achieving; the following year we are at 70%.
 - mClass Dibels is a diagnostic tool for State of California (Assembly Bill 114, to give universal screening).
 - A3K is going away after this year.
- Math:
 - 60% at or above standard; each year before we have been at the same and maintaining the metric.
 - It is happening across the district too.
 - As a school, we are in the green and above the standard by 23.1 points. We tested 414 students and maintained .7 points
 - For English Learners:
 - 65.1 points below standard
 - Declined 36.9 points and tested 46 students
 - Students with disabilities is in orange:
 - 35.4 points below standard
 - Declined 8.1 points
 - Tested 46 students
 - iReady scores (local measure assessment)
 - 45% two years ago
 - 46% last year (maintaining)
 - DI: 51%/52% are at or above
 - ELL: 29%/26% at or above
 - SWD: 25%/28% at or above
 - EDS: 28%/33%
 - F. Lao wondering what cumulative impacts there might be with students that have overlapping designations
 - Dr. Romo to look into this
- ELPAC

- Listening and Speaking: Oral
- Reading and Writing: written performance
- Dark green diagonal shows students that stayed at that level and the numbers to the right show students that grew
- Oral: we did well
 - Of 87 students:
 - one stayed at level 1
 - 18 in level 2 grew
 - 16 stayed in level three and 36 grew
 - 20 stayed at level 4 (highest level)
- Written Performance:
 - Of 87 students:
 - 9 stayed at level 1, 11 grew
 - At level 2 we had 7 go down a level, 14 stayed the same, 20 grew
 - At level 3, we had 6 drop, 14 stayed the same, 5 grew
 - 1 at level 4 went down a level
- Data has not fully populated for last year
- MCLASS DIBELS:
 - CA Senate Bill 114: we have to adopt a screening to identify dyslexia
 - Alignment to science of reading:
 - Phonemic awareness
 - Phonics and word recognition
 - Fluency
 - Vocabulary
 - Comprehension
- WRITING:
 - We have multiple programs that were used, but we are now all moving forward with Step Up to Writing
 - Initial training happened July 2025
 - Focus on writing summaries in math October 2025
 - Focus on writing summaries in math Jan 2026
 - K-2, 3-5, 6 (this is a breakdown of how staff was trained)
- MATH:
 - iReady4 Math 2023-24, adopting New Math 25/26 to be implemented 26-27
 - Currently scores are flatline
 - 22-23: 59

	<ul style="list-style-type: none"> ○ 23-24: 59 ○ 24 25: 60 ● SPSA Budget <ul style="list-style-type: none"> ○ Goal 1 has 3 activities ● Review of Title I funding (screenshots starting on page 5)
6) Introduce Title I Parent Family Engagement Policy – <i>Information Item</i> <ul style="list-style-type: none"> ● Will discuss in depth at September meeting 	<ul style="list-style-type: none"> ● Quick introduction to our Parent and Family Engagement Policy; we will add updates and make changes next month. ● Mrs. Wood: proposed we use a calendar to be able to see where we can consolidate some meetings and help space out some of the work. <ul style="list-style-type: none"> ○ Book exchange, donuts with dad, read with your parents. ● We need a teacher and a parent to fill the open spots on SSC then put a ballot out and get those positions filled.
7) Public Comments	No comments
9) Future Agenda Items	Will talk in more detail about parent engagement. 9/18 meeting will be in person.
10) Adjournment	Meeting was adjourned at 3:49 p.m.

Future SSC Dates:

- 09/18/25 – In person in school conference room
- 10/16/25 – [Online MS Teams](#)
- 11/20/25 – [Online MS Teams](#)
- 01/15/26 – [Online MS Teams](#)
- 02/19/26 – [Online MS Teams](#)
- 04/16/26 – [Online MS Teams](#)
- 05/21/26 – [Online MS Teams](#)

Title I funding:

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			handouts, refreshments, teacher compensation for after-school collaboration, substitutes, etc.)
			<div>Add Row7 rows remaining.</div>
1.2	Parent education in the form of quarterly parent workshops on how they can support their child with early literacy skills. K-6 teachers in collaboration with Literacy Coordinator will provide these workshops.	K-6	<div>3000</div> <div>Title I</div> <div>4000-4999: Books And Supplies</div> <div>Workshops, conferences, childcare, light refreshments, staff compensation for planning and facilitating workshops, materials and supplies for parent workshops, meetings, and family events, etc.</div> <div>378</div> <div>Title I Part A: Parent Involvement</div> <div>2000-2999: Classified Personnel Salaries</div> <div>extra hours for classified staff for quarterly parent nights, including childcare support, etc.</div> <div>368</div> <div>Title I Part A: Parent Involvement</div> <div>4000-4999: Books And Supplies</div> <div>Workshops, conferences, childcare, light refreshments, staff compensation for planning and facilitating workshops, materials and supplies for parent workshops, meetings, and family events, etc.</div> <div>Add Row7 rows remaining.</div>
1.3	Consistent engagement in reading through a variety of media to include technology resources, technology accelerators, web-based resources and digital books.	K-6	<div>300</div> <div>LCFF</div> <div>Add Row7 rows remaining.</div>
1.3	Consistent engagement in reading through a variety of media to include technology resources, technology accelerators, web-based resources and digital books.	K-6	<div>300</div> <div>LCFF</div> <div>5000-5999: Services And Other Operating Expenses</div> <div>Publication of materials for instructional purposes</div> <div>Add Row9 rows remaining.</div>

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Annual Review

PSA Year Reviewed: 2024-25

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Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strong implementation of Math Standards in Alignment with Curricular Resources. Teachers will utilize the Common Core State Standards for Math to drive instruction, and all students will access rigorous Math instruction through a balanced math program that includes conceptual, procedural and problem-solving math.</p> <p>Resources include iReady Math curriculum, Engage NY, the Standards of Mathematical Practice, and a variety of supplemental math materials that will be utilized to deliver lessons, provide practice, and supply homework that support achievement in Math.</p> <p>Strategies include small group instruction, setting clear Learning Intentions and Success Criteria, student self-assessment/reflection, the Gradual Release of Responsibility, 3-Reads, Number Talks, math discourse, collaborative conversations, and checking for understanding during the math block.</p> <p>Upper grade teachers will be provided additional opportunities quarterly to collaborate and plan with other upper grade colleagues, as a way to address higher class sizes.</p> <p>In order to increase academic outcomes for all students in the area of mathematics, teachers will::</p> <ul style="list-style-type: none">*Use the District Adopted i-Ready curriculum supplemented with Eureka, Math Resource Guide (MRG's), MARS Tasks, and other instructional lessons to support California State Standards (CSS)to align core instructional lessons and develop learning intentions and success criteria.*Analyze i-Ready Prerequisites Reports to inform whole group and/or small group instruction.*Develop assessment capable learners by reviewing students' Personalized i-Ready Instruction Data during PLCs and track class progress to make sure each class stays within the recommended range of 45 minutes per week of instruction and 67%-100% of lessons passed for the year.*Use your knowledge of individual students to help interpret your Personalized instruction data to inform your instructional planning.*Develop strong Academic Discourse through Accountability talk resources provided: conversation norms and sentence frames.*Develop strong Response to Intervention through student monitoring and working with students in small groups.	All students	<div>12204</div> <div>LCFF</div> <div>1000-1999: Certificated Personnel Salaries</div> <div>Extra Collaboration Hours for Planning and Preparation</div> <div>300</div> <div>LCFF</div> <div>5000-5999: Services And Other Operating Expenses</div> <div>District Publication of Materials</div> <div>Add Row8 rows remaining.</div>

2.2	Teachers will use technology tools to support math needs which may include laptops, doc-cameras, iReady, and Khan Academy. Teachers will engage in data analysis during grade level collaboration as well as participate in student progress monitoring with the principal four times per year. Program reports will identify students needing Tier 2 or Tier 3 interventions and teachers will plan differentiated small group instruction and strategies to accelerate learning.	TK-6	7000 LCFF 4000-4999: Books And Supplies Materials, resources, supplies, printer, toner, paper for reporting and collaboration purposes. Add Row 9 rows remaining.
2.3	Teachers will participate in professional development and collaboration to deepen their understanding of small group instruction, how to use 3 Reads, the Math Framework, Number Talks, Learning Intentions and Success Criteria, and Professional Noticings to improve math instruction. Teachers will also learn how to apply close reading strategies and accountable student talk in order to support students in making sense of math word problems. Contracted consultant services and District Instructional Services Coordinators will focus on content that is data-driven. Dual Immersion teachers will be released quarterly to vertically align practices, collaborate, and plan with other Dual Immersion colleagues.	TK-6	3000 Title I 5000-5999: Services And Other Operating Expenses Professional Consulting, Field Trip/Study Expenses, Transportation Add Row 9 rows remaining.
2.4	Parent education to support increased student achievement. Parents will be provided opportunities to attend parent training sessions and workshops. Materials and resources will be purchased as necessary to assist parents in supporting their child's continued learning at home.	TK-6	3000 LCFF 4000-4999: Books And Supplies Workshops, conferences, childcare, light refreshments, staff compensation for planning and facilitating workshops, materials and supplies for parent workshops, meetings, and family events, etc. Add Row 9 rows remaining.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instructional block for English Language Learners. Supplemental Small Group Instruction: Teachers will provide small group support for newcomers, At-Risk for LTEL and LTEL students in literacy skills as determined by RFSA and ELPAC. Computer Support Tech will be supporting student monitoring of English Learners by helping teachers to identify and target at risk students, pull and analyze data reports, and create goals with individual teachers. Teachers needed supplies and materials to strengthen our Integrated and Designated ELD program	English Learners, Newcomers, AR-LTEs; LTELs	10000 Title I 1000-1999: Certificated Personnel Salaries Extra hours teacher compensation and/or substitute coverage 36571 LCFF - Carryover 2000-2999: Classified Personnel Salaries Computer Technician support for student monitoring using local and statewide data, training in media and technology skills for students, teachers, and principal. 2000 Title I 2000-2999: Classified Personnel Salaries Classified Staff extra hours and substitute coverage 378 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries extra hours for classified staff for quarterly parent nights, including childcare support, etc.

4000

			4000-4999: Books And Supplies Materials, resources, supplies, printer toner, paper for reporting and collaboration purposes. 3000 LCFF 4000-4999: Books And Supplies Materials, resources, supplies, printer toner, paper for reporting and collaboration purposes. Add Row 4 rows remaining.
3.2	Technology and subscriptions to increase language proficiency of our multilingual English Learners.	All Students who are Underperforming English Learners Students with Disabilities Low Income Newcomers	600 Title I 5000-5999: Services And Other Operating Expenses Subscription for online programs such as Imagine Learning, etc. 592 LCFF 4000-4999: Books And Supplies Technology needs for doc cam bulbs, tech accessories, headphones, chords, etc. Add Row 8 rows remaining.
3.3	English Learner Parent Workshops will be offered once per quarter to support parents in how to help their children with literacy and the language domains of Listening, Speaking, Reading, and Writing.	English Learners TK-6	1000 Title I 4000-4999: Books And Supplies Supplies, Materials, handouts and light refreshments

3.3	English Learner Parent Workshops will be offered once per quarter to support parents in how to help their children with literacy and the language domains of Listening, Speaking, Reading, and Writing.	English Learners TK-6	1000	Title I	4000-4999: Books And Supplies	Supplies, Materials, handouts, and light refreshments.
			2000	Title I	5000-5999: Services And Other Operating Exper	Professional development and professional consultation for parent workshops.
			368	Title I Part A: Parent Involvement	4000-4999: Books And Supplies	
			Add Row 7 rows remaining.			

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Attendance Intervention Plan (AIP) will be initiated for students with chronic absenteeism. The principal, AHS, and school counselor will meet with parents of students with critical attendance to discuss supports, create action plans, conduct home visits, provide counseling services, referrals, and other supports as needed by the family to ensure that their student attends school regularly. A focus on relationship building, parent education, and customized support will be implemented and documented in the AIP. Heritage is a member of the ICANetwork and can utilize the interventions and strategies learned.	All Students	1500 LCFF 2000-2999: Classified Personnel Salaries Additional compensation for AHS and other classified staff for parent meetings, team meetings, home visits and to provide child care for parent meetings.
4.2	Implementation of attendance activities and school wide incentive program. Daily messaging in the classroom, on during blacktop assemblies, on School Messenger, in parent newsletters and emails will be pushed out school wide. Monthly recognition for improved attendance and perfect attendance for individual students and classrooms will occur during morning blacktop assemblies.	All Students	2000 LCFF 4000-4999: Books And Supplies Attendance incentives, certificates, banners, trophies, medals, attendance folders, notebooks, and supplies, etc.
Add Row 23 rows remaining.			

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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	PBIS Rules will be highlighted, modeled and enforced by all adults throughout the day, during school assemblies, morning blacktop assemblies, and at recess. Implementation of behavior expectations with increased signage and banners as reminders will support overall school climate to support safety and wellness to reduce referrals and suspensions.	All Students	10000 Title I 1000-1999: Certificated Personnel Salaries Compensation for teachers extra hours, substitute coverage, etc. 400 LCFF 5000-5999: Services And Other Operating Exper Annual License for SWIS PBIS student referral system 2600 LCFF 5000-5999: Services And Other Operating Exper Annual License for Inner Explorer - Social Emotional Learning Support 600 LCFF 5000-5999: Services And Other Operating Exper publication of materials, signage, etc.
5.2	Safety in school supervision. Additional noon duty coverage will provide morning supervision during arrival and additional coverage for identified "hot spot" on campus during lunch period noon duties are trained in restorative practices and not only provide supervision, but can assist in conflict resolution as needed.	All Students	4500 LCFF 2000-2999: Classified Personnel Salaries Additional Noon-Duty supervision and Instructional Aide and/or Student Attendant services before, during, and after school hours.
Add Row 6 rows remaining.			
5313			

5.2	<p>Safety in school supervision. Additional noon duty coverage will provide morning supervision during arrival and additional coverage for identified "hot spot" on campus during lunch period noon duties are trained in restorative practices and not only provide supervision, but can assist in conflict resolution as needed.</p>	All Students	<div> <div>4500</div> <div>LCFF</div> <div>2000-2999: Classified Personnel Salaries</div> <div>Additional Noon-Duty supervision and Instructional Aide and/or Student Attendant services before, during, and after school hours.</div> </div> <div> <div>5313</div> <div>LCFF</div> <div>4000-4999: Books And Supplies</div> <div>Materials, equipment and supplies to ensure a safe school environment that supports SEL (cones, safety vests, radios, megaphones, batteries, signage, books, fidgets, flexible seating, etc.)</div> </div> <div> <div>3000</div> <div>LCFF</div> <div>4000-4999: Books And Supplies</div> <div>Supplies and materials for family handout, light refreshments, etc.</div> </div> <div> <div>Add Row</div> <div>7 rows remaining.</div> </div>
5.3	<p>Full time school counselor to support with social and emotional needs of our student population. Monitoring school behavior through PBIS teams. Utilize SWIS to monitor campus "hotspots," utilize data through universal screeners and during PBIS committee meetings to create actions and training content for staff and new duties.</p>	All Students	<div> <div>43066</div> <div>Title I</div> <div>1000-1999: Certificated Personnel Salaries</div> <div>Full Time Counselor</div> </div>