

Heaton Elementary

10621666006274

Principal's Name: Cynthia Purves

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Cynthia Purves	X				
2. Chairperson - Andrea Alejandrez		X			
3. Sara Gonzalez		X			
4. Elvira Erenas		X			
5. Melissa Gunn				X	
6. Diana Vasquez				X	
7. Saldavor Garcia				X	
8. Bless Bernard				X	
9. Keila Resendez				X	
10.					
11.					
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**School Name: Heaton Elementary**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Cynthia Purves		3/12/26
SSC Chairperson	Andrea Alejandrez		3/12/26

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

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

FY 2026/27

Heaton - 0210

ON-SITE ALLOCATION

3010	Title I	\$71,898 *
7090	LCFF Supplemental & Concentration	\$201,600
7091	LCFF for English Learners	\$28,980

TOTAL 2026/27 ON-SITE ALLOCATION

\$302,478

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,084
Program Budget	\$69,814
Total Title I Allocation	\$71,898

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

January 30, 2026

Heaton Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		1.6 %	2024-2025	2.7 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		28 %	2024-2025	29.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		51.7 %	2025-2026	52.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		35.5 %	2025-2026	36.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		39.3 %	2025-2026	40.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		51 %	2025-2026	52.1 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		19.3 %	2025-2026	20.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		53.3 %	2025-2026	54.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		33.4 %	2025-2026	34.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		48.7 %	2025-2026	49.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		7.8 %	2025-2026	8.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-85.8 pts	-93.8 pts	2024-2025	-78.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (African American)	-96.6 pts	-116.4 pts	2024-2025	-101.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)	-94.1 pts	-111.9 pts	2024-2025	-96.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.5 %	2024-2025	23.5 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-92.5 pts	-100 pts	2024-2025	-85 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		11.4 %	2024-2025	16.4 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	46.1 %	33.6 %	2025-2026	33 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.1 %	93 %	2025-2026	94.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	89 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	83 %	↑
Goal 2	Suspension Rate - (African American)		19.1 %	2024-2025	18.77 %	↓
Goal 2	Suspension Rate - (English Learner)		7.5 %	2024-2025	7.17 %	↓
Goal 2	Suspension Rate - (Hispanic)		8.5 %	2024-2025	8.17 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		9.6 %	2024-2025	9.27 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		6.1 %	2024-2025	5.77 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	6.77 %	7.3 %	2025-2026	6.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, 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: 19.3% scoring Proficient in Reading on Diagnostic #2 (increase of 11% from D1 to D2)
- 3rd-6th SBAC: 10.7% of students scoring Proficient in Reading on SBAC 2025
- ELA - Average distance from standard 95 for all students in Reading
- African American students, Students with English Learners scored lower than all students in ELA.
 - African American students -116.4 and English Learners -111.9 average distance from standard as compared to all students at -100.8

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

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 5% from D1 to D2)

- 3rd-6th SBAC: 11.4% of students scoring Proficient in Math on SBAC 2025
- Math - Average distance from standard -103

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

- African American students -124.8, English Learners -96.2 Hispanic students, and -96 SED students as compared to all students at -100.

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

- 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 lack basic foundational skills in phonics to decode and encode words.

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

- 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:

- Implement 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

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Challenging Content in ELA

Partially Implemented

Actions were partially implemented because an new administration team was appointed and worked to implement changes to systems and structures first. 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," has been an underutilized planning tool. Backwards mapping to the Common Formative Assessment is a strength in several grade level teams, but not yet all. Classroom observations also unearthed a trend of little independent student work.

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 to align math instruction and use of models and strategies. The iReady Math Toolbox was discontinued. FIAB and IABs were not fully implemented until the Spring half of the school year in all 3rd-6th grade classrooms.

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

Partially Implemented

Actions were partially implemented as teachers had access to Wonders resources; however, embedding RTI into class time was inconsistent across grade levels and classrooms. A full time CT oversaw RTI requiring pull-out services and Teaching Fellows pushing into classes.

Student Engagement

Partially Implemented

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 2025.

Attendance

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.

PAWSitive Behavior Support

Partially Implemented

The actions were **Partially Implemented** due to not having a consistent designated SEL space for 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 programs 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 are not consistent in all classrooms.

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.
- 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.

Heaton Family Connections

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. 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, participation has already noticeably improved.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Challenging Content in ELA

Partially Effective

These measures were partially effective as test scores from D1 to D2 are similar to 2024-2025.

Challenging Content in Mathematics

Partially Effective

These measures were partially effective as test scores from D1 to D2 are similar to 2024-2025.

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

Partially Effective

Internal data tracking Pull Out RTI showed improvement in foundational literacy skills, however these improvements did not yet translate to iReady diagnostics. In class RTI is still inconsistent and varies by classroom.

Student Engagement

Partially Effective

Student engagement increased this year with a school dance, literacy and math nights, sports, drama club and academic awards. We still need to increase clubs and opportunities for primary grades to be involved in school.

Attendance

Partially Effective

This initiative was partially effective. More students were identified for CWAS intervention and SARB. We are currently on target to meet our goal.

PAWSitive Behavior Support

Partially Effective

This was partially effective as the new administration team was focused on increasing systems and structures more than rewarding positive behavior.

Staff Retention

Effective

This was effective as the climate survey show significant gains in workplace satisfaction.

Heaton Family Connections

Partially Effective

We have increased the number of events on campus for parent participation and support, but attendance continues to be low.

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.

For the 2026-2027 school year, we will implement the following changes:

- Teachers will focus on quality Tier 1 instruction, focusing on student ownership, clarity and rigor.
- We will increase student incentives for academics and behaviors.
- We will refine RTI structures in class to make them more effective in meeting the needs of students.
- We will have the opportunity for teachers to meet with admin for data chats and other meetings during the school year.
- We will increase the number of Mentors on campus to better support students' SEL needs.
- We will increase family events and recruitment for events.
- We will create groups to support EL students with redesignation goals.

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:

- Discontinue TSA
- Teaching Fellows in K-2

ELAC:

- Activities to motivate English Language Learners.
- Mentoring

Staff:

- Cultural Celebrations
- Student incentives

- Sending flash cards home with instructions
- iReady Toolbox
- Teacher meeting time during school day
- 2 full-time mentors
- Student incentives
- Sports and PE equipment
- Furniture and Tech for SPED
- More Family Events

- Extra-curricular activities
- Parents be able to support in class
- Additional support for EL students

- RTI, teaching fellows, in class supports
- More sports - wrestling
- Clubs
- Structured Recess
- Social Worker
- On -time policy
- More PE equipment



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Challenging Content in ELA

Action Details

Early Literacy

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 (iReady Diagnostics, 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, K-2nd grade PLCs will learn to backwards map using Performance Tasks in Wonders.
- PLC Teams will have sub release days each quarter for deep-level planning and professional learning focusing on a Common Challenge/SMART Goal, and the Academic Coach 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.

Direct Instructional Services

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
- 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 per class 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, flash cards, 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 ELA.

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 providing planning time for teachers to design integrated and designated ELD instruction, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, funding for ELPAC assessors the students are familiar with, student incentives (metals, certificates, etc.) for meeting goals in English Learner Progress, and materials and supplies to support instruction.

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 providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

4. As a site: What are planned actions to support English learner students?

- 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.
- Instructional Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- 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 AA students by providing supplemental materials and supplies as needed for differentiated support, including professional development for teachers, grade-level planning time for teachers, mentors to support academic and social emotional needs, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, release time to attend SST meetings, and materials and supplies to support parent engagement.

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 AA students by providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, providing families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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

African American (AA):

For AA students, support will include

- Professional learning for Teachers and Instructional Aides on cultural proficiency
- Academic goal-setting conference with Academic Coach, Literacy Coach, teachers
- Use of 2 mentors to support students
- Academic Awards
- Maximize the use of site Home-School Liaison and Community Schools Coordinator for family outreach and school-wide events

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two literacy nights planned collectively with ELOP, Community Schools Coordinator, and admin
- Provide families with flash cards for TK-2nd grade with sight words, letters and numbers (as appropriate), coupled with training for the families on strategies to use the flash cards.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 effectively implement Tier I instruction by backwards mapping from aligned assessments.
- Teachers will utilize GVC materials and resources within lessons to ensure grade-level content.
- PLC Teams will meet weekly to analyze student work samples and assessment data and reteach as needed.

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.

Outcomes will be measured through District benchmarks, such as iReady Diagnostics, Unit and Weekly Assessments, CFA's, IABs/FIABs, FSA and SBAC data.

- Increasing number of students reading at grade level and beyond.

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.

The goal is to have an increase in students reading at grade level proficiency and to reduce the distance from standard by a minimum of 15 points each year.

- Reduce the number of students in the lowest reading levels on iReady and SBAC.

- Teachers will continue to implement the Wonders PowerPoints to ensure foundational skills are being taught within the core instructional time.
- Leverage Academic Coach and Literacy Coach to provide needed professional learning, coaching cycles and feedback to assigned PLC Teams.
- Site Leaders will conduct weekly walk-throughs and provide timely feedback, while also adjusting professional learning to meet teacher and grade-level needs.

- Higher engagement and joy for learning in classrooms and decrease in student elopement and misbehaviors in classrooms.
- Increase in attendance.
- Effective PLC planning and cohesive implementation of lessons for Tier 2 needs.
- Increase support from Academic Coach and Literacy Coach on collecting and sharing data on a quarterly basis for school-wide trends and professional learning needs.

- Cultural shift and reduction in student behaviors and chronic absenteeism.
- High teacher retention and job satisfaction.
- Decreasing need for Tier 2 and Tier 3 Interventions and related expenditures.

Site Leaders, Instructional Leadership Team, Climate-Culture Team, PLC's will monitor these outcomes.

Challenging Content in Mathematics

Action Details

College & Career Readiness

Mathematics

In Mathematics, Heaton teachers will plan lessons for 90-minute Math Block, and deliver instruction using *GoMath*, *NextGen 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 NextGen Math 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 *NextGen Math*, *GoMath*, *iReady Math* and reteaching/acceleration lessons onto the Master Calendar within Teams, and Site Leaders 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.
- 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 Goals 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.
- Use of iReady Diagnostic Benchmarks and Growth Monitoring towards Typical and Stretch Growth throughout the school year (Three Diagnostic and Growth Monitoring between Diagnostics).

Direct Instructional Services

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 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
- 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 one per class 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
- 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
- Direct Maintenance for technology & installation
- GW School Supply
- Office Depot
- Copy Machine lease

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 ELA.

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 providing planning time for teachers, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, student incentives (metals, certificates, etc.) for meeting goals in English Learner Progress, and materials and supplies to support instruction.

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 providing planning time and supplemental contracts for teachers to focus instruction and student support, funding for ELPAC assessors the students are familiar with, licenses for supplemental programs to support instruction, provide families with flash cards with simple math problems, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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 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 Protcols 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.
- Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- 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.

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?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA): Title 1 funds will be used to support AA students by providing supplemental materials and supplies as needed for differentiated support, including professional development for teachers, grade-level planning time for teachers, mentors to support academic and social emotional needs, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, release time to attend SST meetings, and materials and supplies to support parent engagement. We will also provide supportive materials to increase student engagement and feedback in mathematics, such as implementing NextGen Math 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): 7090/7091 will be utilized to support AA students by providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP, and 504 meetings. We will also provide PL 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):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two math nights planned collectively with ELOP, Community Schools Coordinator, and admin.
- Provide families with flash cards for TK-2nd grade with basic math facts, coupled with training for the families on strategies to use the flash cards.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies

- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

Moderate 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, 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.

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

Action Details

Literacy Intervention

A 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 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).
- Decodable Readers and Wonders Leveled Readers in small groups with classroom teacher.
- Center/Station Rotations in K-3rd grade classrooms with Foundational Skills (i.e. site word practice).
- Data analysis of CFA's 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.

Direct Instructional Services

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.
- 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 ELA.

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 providing planning time for teachers to design integrated and designated ELD instruction, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, funding for ELPAC assessors the students are familiar with, student incentives (metals, certificates, etc.) for meeting goals in English Learner Progress, and materials and supplies to support instruction.

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 providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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.
- Instructional Coach and Site Leaders will progress monitor the PLC Grade-level data in Teams.
- 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?

English Learner (EL):

African American (AA): Title 1 funds will be used to support AA students by providing supplemental materials and supplies as needed for differentiated support, including professional development for teachers, grade-level planning time for teachers, mentors to support academic and social emotional needs, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, release time to attend SST meetings, and materials and supplies to support parent engagement.

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

English Learner (EL):

African American (AA): 7090/7091 will be utilized to support AA students by providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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

English Learner (EL):

African American (AA):

- Professional learning for Teachers and Instructional Aides on cultural proficiency.
- Academic goal-setting conference with Academic Coach, Literacy Coach, teachers.

- Use of 2 mentors to support students.
- Academic Awards.
- Maximize the use of site Home-School Liaison and Community Schools Coordinator for family outreach and school-wide events.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two literacy nights planned collectively with ELOP, Community Schools Coordinator, and admin.
- Provide families with flash cards for TK-2nd grade with sight words, letters and numbers (as appropriate), coupled with training for the families on strategies to use the flash cards.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence ☒ Strong 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

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 and Site Leaders 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.

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, 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.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No Incentives or Food**	4,506.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching fellows for foundational literacy supports in K-2.	24,600.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for Parent Involvement **No Incentives or Food**	2,084.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Supplemental contracts for after school tutoring and planning **Budget lines for personnel include salaries and related benefits	17,906.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Subs for SST, IEP days, data chats with admin **Budget lines for personnel include salaries and related benefits	17,914.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and other reference	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies - New sports uniforms and equipment, PE equipment, recess equipment, materials and supplies to support instruction, funding to improve facilities	68,368.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Direct - Graphics - for flashcards and other printed materials. Graphics Dept closing, moved from object 5725 to 4300	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to Support Instruction and new furniture for SDC classroom.	20,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	14,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: funds to fix district computers due to damage in class.	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs for data chats and planning days **Budget lines for personnel include salaries and related benefits	2,388.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplementals for ELPAC support/assessors (66 hours max) **Budget lines for personnel include salaries and related benefits	4,660.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies, student incentives (no food) for ELPAC progression, supplemental materials for ELD instruction	10,840.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching fellows to support foundational literacy in K-2	13,480.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: License agreement for NextGen Math and iReady Toolbox	12,700.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Coverage for quarterly planning days **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	13,728.00

\$249,174.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement

Action Details

Life Skills

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.
- Coordinate Meaningful Jobs Fair and recruit staff as advisors.

Direct Instructional Services

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

- 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
- 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

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 ELA.

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

With Title I funds we plan to provide an on-site mentor to support SEL skills, as well as Tier 2 interventions through the TST process.

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 Learner students by providing an on-site mentor to support SEL skills, as well as Tier 2 interventions through the TST process. We will also provide incentives for attendance and engagement.

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.

A second mentor to support SEL skills will be provided using Community Schools Funds.

Parent Engagement:

- ELAC meeting and Parent Nights to provide training on supporting students with SEL skills
- 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?

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two literacy nights planned collectively with ELOP, Community Schools Coordinator, and admin.
- Provide families with flash cards for TK-2nd grade with sight words, letters and numbers (as appropriate), coupled with training for the families on strategies to use the flash cards.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope 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 on-site.
- Increase in Meaningful Jobs and advisors to support them.

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

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

Literacy Intervention

- 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 tardy 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 absenteeism 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 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 will recognize classrooms and individual students who meet attendance goals during Recognition Assemblies, 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, 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 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.

Direct Instructional Services

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

- Hands On 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/translated for attendance meetings and coffee chats.
- On-site counseling contract with All4Youth (no site expenditure).
- Parent Involvement Purchase Order for parent engagement meetings.
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two literacy nights planned collectively with ELOP, Community Schools Coordinator, and admin.
- Provide families with flash cards for TK-2nd grade with sight words, letters and numbers (as appropriate), coupled with training for the families on strategies to use the flash cards.
- Attendance meetings for parents to understand the attendance system and the importance of daily attendance.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures
- Engaging lesson design

Progress Monitoring: Outcomes

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 CFA's, 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, 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, Climate-Culture Team, and teachers.

PAWSitive Behavior Support

Action Details

Life Skills

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 Mentors.
- 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 PAWS 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 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.

Direct Instructional Services

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

- 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, PAWS (student incentives, awards, t-shirts, school improvement).
- Site-based Annual Professional Learning at the beginning of the school year for staff and students for PAWS Guidelines for Success, CHAMPS/MAC, Morning Meetings, Second Step, and Olweus Bullying Prevention.
- Incentives for students reducing referral percentage and adhering to PAWS Guidelines for Success.
- All classrooms will implement weekly Class Meetings and Second Step lessons.
- All4Youth 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.

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 ELA.

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

With Title I funds we plan to support English Learners by providing planning time for teachers to design integrated and designated ELD instruction, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, funding for ELPAC assessors the students are familiar with, student incentives (metals, certificates, etc.) for meeting goals in English Learner Progress, and materials and supplies to support instruction.

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 providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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.
- Two full-time Hands On 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): Title 1 funds will be used to support White students by providing supplemental materials and supplies as needed for differentiated support, including professional development for teachers, grade-level planning time for teachers, mentors to support academic and social emotional needs, funding positions for Teaching Fellows to provide 1-on-1 and small group instruction in K-2nd grade, release time to attend SST meetings, and materials and supplies to support parent engagement.

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

White (WH): 7090/7091 will be utilized to support White students by providing planning time and supplemental contracts for teachers to focus on ELD instruction and student support, licenses for supplemental programs to support instruction, provide families with flash cards with sight words, letters, etc. through graphics department, teacher release time for SST, IEP and 504 meetings.

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

White (WH):

For White students, support will include

- Professional learning for Teachers and Instructional Aides on cultural proficiency.
- Academic goal-setting conference with Academic Coach, Literacy Coach, teachers.
- Use of 2 mentors to support students.
- Academic Awards.
- Maximize the use of site Home-School Liaison and Community Schools Coordinator for family outreach and school-wide events.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Two literacy nights planned collectively with ELOP, Community Schools Coordinator, and admin,
- Provide families with flash cards for TK-2nd grade with sight words, letters and numbers (as appropriate), coupled with training for the families on strategies to use the flash cards.
- Increased number of family events, including but not limited to dances, carnivals, parent nights, morning activities, etc.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 Coach, and TST Members to provide in-class coaching support, consultation support and Skills groups for students.
- Climate-Culture, 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 504 Plan meetings.
- Progress monitoring will be provided by Climate-Culture Team, Staff, Site Leaders, 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 2026.
- Increase parent participation at school.
- These outcomes will be progress monitored by Climate-Culture Team, Coach, TST Members, and Site Leaders.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Proposition 28

Action Details

Life Skills

Heaton will continue to augment music and Arts Education with band, orchestra, and push in Art as a catalyst for whole-child development, reinforcing academics through creativity and critical thinking.

Direct Instructional Services

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

Teachers will instruct students in art and music

- classroom materials and supplies will be purchased to support music and art
- curriculum materials that align with standards
- Sheet music for student performances

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.

N/A

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement will be supported by:

- Performances for music classes
- Open House
- Monthly engagement hours
- Art Showcase

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Students will participate in learning about art and art techniques. They will be engaged in the learning, which will connect with their general education curriculum. This will be measured by teacher observations, attendance, and surveys. This will be monitored by art and music teachers and admin.

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 demonstrate a greater ability to concentrate, follow multi-step directions, and create musical notes. This will be measured by teacher observations, attendance, and surveys. This will be monitored by art and music teachers and admin.

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.

The school fosters a positive inclusive environment where the Arts are values and students feel a sense of belonging and pride. This will be measured by climate and culture surveys, attendance and engagement data. This will be monitored by admin.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Local Mileag			: Mileage for HSL home visits	500.00
G2A3	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hands on Central California : Sub-Agreements for Services - Mentor	26,980.00
G2A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hands on Central California : Sub-Agreements for Services - Mentor	10,824.00

\$38,304.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Retention

Action Details

Effective Staff

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.

Direct Instructional Services

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 PL, 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will work with staff to increase connections with school families by increasing family events, including, but not limited to, dances, carnivals, trunk or treat, parent engagement and advisory committee meetings, and morning family engagement events.

Professional Learning

Describe Professional Learning related to this action.

Staff will engage in the following Professional Learning:

- PLC+ and backwards mapping from standards
- Research based teaching strategies
- Orton Gillingham training for K-2 teachers
- Training regarding ELPAC domains and ELD strategies
- Strategies to maximize RTI time and structures

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 consistency, well-supported teachers and staff members.

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.

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.

- 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.
- Monitored by site leaders through site survey data, observations, etc.

- 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Heaton Family Connections

Action Details

Community Engagement

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.
- 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.
- 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.

Direct Instructional Services

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

- 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.

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will increase family events, including, but not limited to, dances, carnivals, trunk or treat, parent engagement and advisory committee meetings, and morning family engagement events.

Professional Learning

Describe Professional Learning related to this action.

Staff will undergo training regarding working with parents of all cultures and backgrounds, working with parents to support students academically, and cultural proficiency.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 how to best 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 children's education.
- Increase in positive school climate and culture that is sustaining over the years.
- Reduction of student transiency.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0210 Heaton Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance - campus upgrades	10,000.00
G3A2	Sup & Conc	Instruction	Direct-Food			: Catering from Food Services for parent meetings and events	5,000.00

\$15,000.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0210 Heaton Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0210	1110	1000	1120	Teacher-Subs					G1A3	Coverage for quarterly planning days **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	13,728.00
060	3010	0210	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies **No Incentives or Food**	4,506.00
060	3010	0210	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching fellows for foundational literacy supports in K-2.	24,600.00
060	3010	0210	1110	2495	4300	Mat & Supp					G1A1	Materials and supplies for Parent Involvement **No Incentives or Food**	2,084.00
060	3010	0210	1110	3110	5899	Cons Svc/Oth					G2A3	Hands on Central California : Sub-Agreements for Services - Mentor	26,980.00
030	7090	0210	1110	1000	1120	Teacher-Subs					G1A1	Supplemental contracts for after school tutoring and planning **Budget lines for personnel include salaries and related benefits	17,906.00
030	7090	0210	1110	1000	1160	Teacher-Supp					G1A1	Teacher Subs for SST, IEP days, data chats with admin **Budget lines for personnel include salaries and related benefits	17,914.00
030	7090	0210	1110	1000	4200	Bks & Ref					G1A1	Books and other reference	15,000.00
030	7090	0210	1110	1000	4200	Bks & Ref					G1A2	: License agreement for NextGen Math and iReady Toolbox	12,700.00
030	7090	0210	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies - New sports uniforms and equipment, PE equipment, recess equipment, materials and supplies to support instruction, funding to improve facilities	68,368.00
030	7090	0210	1110	1000	4300	Mat & Supp					G1A1	: Direct - Graphics - for flashcards and other printed materials. Graphics Dept closing, moved from object 5725 to 4300	4,000.00
030	7090	0210	1110	1000	4400	Nc-Equipment					G1A1	: Technology to Support Instruction and new furniture for SDC classroom.	20,000.00
030	7090	0210	1110	1000	5211	Local Mileag					G2A2	: Mileage for HSL home visits	500.00
030	7090	0210	1110	1000	5631	Off Eq Lease					G1A1	Office Equipment Lease	14,000.00
030	7090	0210	1110	1000	5723	Direct-Maint					G3A1	Direct Maintenance - campus upgrades	10,000.00
030	7090	0210	1110	1000	5723	Direct-Maint					G1A1	: funds to fix district computers due to damage in class.	3,000.00
030	7090	0210	1110	1000	5767	Direct-Food					G3A2	: Catering from Food Services for parent meetings and events	5,000.00
030	7090	0210	1110	2100	1320	Crt Supr-Sub					G1A1	Admin subs for data chats and planning days **Budget lines for personnel include salaries and related benefits	2,388.00
030	7090	0210	1110	3110	5899	Cons Svc/Oth					G2A3	Hands on Central California : Sub-Agreements for Services - Mentor	10,824.00
030	7091	0210	4760	1000	1160	Teacher-Supp					G1A1	Supplementals for ELPAC support/assessors (66 hours max) **Budget lines for personnel include salaries and related benefits	4,660.00
030	7091	0210	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies, student incentives (no food) for ELPAC progression, supplemental materials for ELD instruction	10,840.00
030	7091	0210	4760	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching fellows to support foundational literacy in K-2	13,480.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,898.00
Sup & Conc	7090	\$201,600.00
LCFF: EL	7091	\$28,980.00
Grand Total		\$302,478.00

\$302,478.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$249,174.00
G2 - The Whole Child (SEL and Engagement)	\$38,304.00
G3 - Operational Excellence	\$15,000.00
Grand Total	\$302,478.00