

Balderas Elementary

10621666006068

Principal's Name: Toua Chang

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Toua Chang', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Toua Chang	X				
2. Chairperson -Elma Quintanilla				X	
3. Vice-Chairperson – Christina Robles				X	
4. Kenia Valencia - Secretary				X	
5. Billi Stanley- Parent Representative				X	
6. Jusus Torralba- Parent Representative				X	
7. Yee Xiong- School Site Representative/Secretary		X			
8. Tamra Butler Rice – School Site Representative		X			
9. Maria Estrada – School Site Representative		X			
10. Crystal Raco - School Site Representative			X		
11. Paul Hayer- School Site Representative			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 4/10/2024.

Required Signatures

School Name: Balderas 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	Toua Chang		4/10/2024
SSC Chairperson	Elma Quintanilla		4/10/2024

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

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

FY 2024/25

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$82,890 *
7090	LCFF Supplemental & Concentration	\$258,942
7091	LCFF for English Learners	\$86,832

TOTAL 2024/25 ON-SITE ALLOCATION

\$428,664

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,456
Remaining Title I funds are at the discretion of the School Site Council	\$80,434
Total Title I Allocation	\$82,890

Balderas Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-51 pts	-58.4 pts	2023-2024	-48.4 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-83.3 pts	2023-2024	-73.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.99 %	29.4 %	2023-2024	39.4 %
SBAC Math - Average distance from standard	✓	-57 pts	-65.6 pts	2023-2024	-55.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	32.67 %	25.4 %	2023-2024	35.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: High Quality Mathematics Instruction

Tier 1 Math Instruction

- Teachers utilized FUSD math scope and sequence to support with backwards mapping. Backwards maps were created by grade-level PLCs; however, grade-level implementation was not consistent.
- Teachers implemented GoMath curriculum and assessments with supplemental resources (Eureka Math, iReady Toolbox, SWUN Math, iReady Diagnostics, SBAC Interims, etc.). However, implementation and progress monitoring can improve in consistency.
- Admin, TSA, and Instructional Coach provided professional learning and supports for teachers: small group instruction, PLC planning and alignment, Teacher Clarity, and student engagement.
- Initial PLC+/Teacher Clarity implementation included the creation of learning progressions, creating learning intentions and success criteria aligned to CCSS. Implementation is evident in grade-level calendars and through classroom observations.

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

- Teachers administered CFAs in grade K-6 for both ELA and Math. Teachers in Grades 3-6 plan quarterly Essential learning aligned to SBAC claims and targets, SBAC interims, and text-dependent questions. Implementation will continue with focus of EL students and students with disabilities.
- TK-6 grade-level vertice article supported students. Grade-level vertice articulation will continue with alignment to PLC+ and Teacher Clarity.
- Balderas' students have high social-emotion needs. Staff will attend professional learning on trauma informed practices. Tier 2 and 3 supports with RCA, Tier 2 Specialist, and school psychologist will provide social emotional supports and skills to students. TST will focus on SEL supports, attendance, and academic recovery for all students.

- PLCs aligned grade-level CFAs and SBAC Interim to instructional calendars. CFAs and SBAC Interims are analyzed to inform next steps in instruction.
- Feedback from admin, TSA, and Instructional coach can improve in frequency to impact fidelity.

Tier 2 Math Instruction

- Teachers provided small group instruction to support students based on iReady Diagnostic, 1-2 grade levels below. Small group occurred primarily during Academic Recovery Block; however, small group instruction was not consistent and did not occur in every classroom during this block of instruction.
- Grade level deployment of students based on iReady Diagnostic levels only occurred in grades 4 and 5 in semester 1. Implementation was consistent; however, data monitoring can improve to better identify supports for students.
- Implemented iReady Toolbox and Pathway lessons, Reflex Math, and SWUN Math to support math fluency skills so that students can access word problems and performance tasks.
- Teaching Fellows utilize Spectrum Math in the afterschool program provide additional mathematics fluency instruction for students in grades 1-3.

Tier 3 Math Instruction

- Targeted small group pull-out addressing numbers and operations and word problems for grades 4-6 were provided by TSA, 3.5 paraprofessional, and 6 Teaching Fellows. Students completed 6-8 week cycles.
- Teachers, TSA, 3.5 para, 6 TF implemented iReady Toolbox and Pathway lessons. Implementation and data monitoring can improve.
- Teaching Fellows utilize Spectrum Math in the afterschool program provide additional mathematics fluency instruction for students in grades 1-3.

Action 2: High Quality ELA Instruction

Tier 1 ELA Instruction

- Teachers utilized FUSD ELA scope and sequence to support with backwards mapping. Backwards maps were created by grade-level PLCs; however, grade-level implementation was not consistent.
- Teachers implemented Wonders curriculum and assessments with supplemental resources (iReady Toolbox, iReady Diagnostics, SBAC Interims, DIBELS, LETRS, BAS, BPST, FSA, Hmong Oral Fluency, Scholastic News, etc.). However, implementation and progress monitoring can improve in consistency.
- Admin, TSA, and Instructional Coach provided professional learning and supports for teachers: small group instruction, PLC planning and alignment, Teacher Clarity, and student engagement.
- Initial PLC+/Teacher Clarity implementation included the creation of learning progressions, creating learning intentions and success criteria aligned to CCSS. Implementation is evident in grade-level calendars and through classroom observations.
- PLCs aligned grade-level CFAs and SBAC Interim to instructional calendars. CFAs and SBAC Interims are analyzed to inform next steps in instruction.
- Feedback from admin, TSA, and Instructional coach can improve in frequency to impact fidelity.

Tier 2 ELA Instruction

- Teachers provided small group instruction to support students based on iReady Diagnostic, 2 or more grade levels below. Small group occurred primarily during Academic Recovery Blocks in the

classroom and pull-out sessions with TSA, 3.5 para, Teaching Fellows. However, small group instruction was not consistent in the classroom and did not occur in every classroom during this block of instruction.

- Grade level deployment of students based on iReady Diagnostic levels only occurred in grades 4 and 5 in semester 2. Implementation was consistent; however, data monitoring can improve to better identify supports for students.
- Teachers implemented iReady Toolbox and Pathway lessons, Orton Gillingham resources, and decodable text to support literacy skills. TSA and TFs implemented OG during pull-out.

Tier 3 ELA Instruction

- Targeted in-class, small group with OG for grades K-3 in semester 1.
- Targeted small group pull-out with OG for grades 1-6 in semester 2 were provided by TSA, 3.5 paraprofessional, and 6 Teaching Fellows.
- Teachers implemented iReady Toolbox and Pathway lessons and OG. Implementation and data monitoring can improve.
- Teaching Fellows provided additional OG interventions for students 2 or more grade levels below on iReady in the afterschool program.

Action 3: ELD instruction will continue to be an area of focus.

- Designated 30 minutes of small group, targeted ELD instruction was scheduled daily. ELD instruction was integration into core ELA block; however, consistent implementation and data monitoring can improve.
- TSA and Instructional Coach provided professional learning to teachers: small group instruction, ELPAC data analysis, and ELPAC assessment and strategies. Professional learning was given at the beginning of semester 2. Professional learning can be more timely to allow teachers time to plan instruction.
- Additional targeted small-group Lexia instruction was provided by Interact-Fellow in ASP.
- Data monitoring of ELs will need to be the focus for the rest of this year and next year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Planning for Tier 1 instruction was aligned to PLC+ and Teacher Clarity frameworks. Additional planning time was allocated for Instructional Lead Teachers (ILT) to build criteria for skills alignment and feedback across all grade levels.
- Teachers, TSA, 3.5 Hr para, and TFs utilized iReady data and provided resources (iReady Toolbox and MyPathway Lessons, Wonders Tier 2 Resources, Orton Gillingham, LETRS, and GoMath) to plan for small group instruction during the Academic Recovery Block (ARB). Funding was reallocated to fund supplemental contracts for teachers to attend OG training during non-duty days.
- iReady Toolbox was purchased through digital license for specific target support in Tier 2 and Tier 3 ELA and Math instruction.
 - iReady diagnostic growth in Math improved: 12% growth on students in Tier 1 on D2 and 14% decrease on students in Tier 3 on D2
 - iReady diagnostic growth in ELA improved: 16% growth on students in Tier 1 on D2 and 8% decrease on students in Tier 3 on D2
 - Teachers monitored students receiving small group instruction in the classroom during ARB, while TSA monitored students who were pulled out during ARB.
- iReady, CFA, BAS, BPST, SBAC Interim data were used to identify additional interventions for students in the afterschool program. Funds in materials and supplies were reallocated to provide ASP TFs with training in OG and Spectrum Math to support with this additional math interventions in ASP.
- Based on Kindergarten FSA2 data, students only mastered 23 of 41 high-frequency words. For Quarter 4, 3.5 hr para and 5 TFs were shifted to kindergarten to increase mastery of letter sounds and HFW.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Personnel

- 3.5 hr paraprofessional position will no longer be funded
- 6 Teaching Fellows will be funded; however, TFs support will only be in Grades K-2.
 - Kindergarten EO and DLI classrooms will receive two 5.5 hr TFs to support with Reading Foundational Skills so that additional targeted small-group supports are provided during instructional time.
 - Four 3 hr TFs will be provided for Grades 1 and 2. Each classroom will received 1.5 hr of additional targeted small-group supports

Academic

- Academic Recovery Block will be consistently monitored by teacher, Teaching Fellows, and TSA to ensure students received high quality Tier 1, 2, and 3 instruction.
- Professional Learning and resources for small group instruction and Guided Reading will be provided for all teachers in grades TK-6 to ensure students are reading on grade level.
- Increase consistency and alignment in providing ELD instruction for EL students.
- Identify site-based interventions that align to the needs of struggling RFEP students to ensure academic success. Utilize Wonders curriculum that aligns to ELD standards and framework.
- Teachers will continue to receive professional learning: PLC+, Teacher Clarity, SBAC Interims and Task Specifications, and SBAC claims and targets
- Instructional Coach will continue to provide teachers and PLCs support with identifying essential standards and conceptual understanding to ensure students are provided just-in-time, targeted math instruction.
- Additional planning days will be

Social-Emotional Learning

- Consistent Tier 1 SEL instruction will occur in the classroom through implementation of Second-Step digital lessons and daily class meetings
- RCA and Tier 2 Intervention Specialist will provided additional SEL supports for Tier 2 students using ATLAS data and district adopted curriculum
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through TST
- Balderas will work with All For Youth to ensure all students receive the appropriate SEL support they need. As part of this process, teachers will be trained in trauma-informed strategies.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- More innovative ways to increase parent involvement. More flexible times.
- Continue with Literacy Night and Math Night events
- Survey parents on home supports for Literacy and Math

2 ELAC:

- Increase academic interventions for EL students
- Additional supports for newcomers
- Resources for parents to support students at home

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Substitutes for additional planning day to allow for Grades 3-6 alignment of instruction to IAB/FIAB
- Supplemental instructional material to support student learning and engagement
- Incorporating SBAC interim-like questions in daily instruction
- Flexibility with PLC date to allow timely analysis of assessment data to drive instructional decisions
- Special education teachers rotate between grade levels for planning

Action 1

Title: High Quality Math Instruction

Action Details:

Balderas Elementary will implement a comprehensive mathematics program for K-6 aligned to the Common Core State Standards through the lens of PLC+, focused on identification of essential standards, student engagement, learning intentions, criteria for success, common formative assessments and daily use of mathematical practices.

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

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

- Grade TK: FSA
- Grade K:
 - iReady Diagnostic
 - CFA
- Grades 1-2:
 - iReady Diagnostic
 - CFA
- Grades 3-6:
 - iReady Diagnostic
 - CFA
 - SBAC Interims (IAB, FIAB, ICA)
- Classroom and PLC observations and feedback using district's Instructional Practice Guide (IPG), PLC+, and Teacher Clarity.
- Monthly SST and IEP meetings to monitor and support student learning towards goals and mastery of CCSS
- Focus will be on EL, SWD, and AA

Owner(s):

- Teachers
- TSA
- Instructional Coach
- Classified Paraprofessionals
- Teaching Fellows
- Coordinator 1
- Vice Principal
- Principal

Timeline:

- FSA: TK-K will be administered 3x annually
- iReady: K-6 will be administered 3x annually
- CFA: TK-6 will be administered per unit of study
- SBAC Interims: 3-6 will administer IABs, FIABs, and ICAs aligned to essential standards and units of studies

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

Tier 1 Instruction

- All K-6 students will receive a minimum of 90 minutes of mathematics instruction daily.
- Daily mathematics instruction will include concept building and application and integration of Mathematical Practices aligned to grade level standards and district adopted curriculum and resources.
- Teachers will utilize grade-level adopted curriculum and manipulatives to ensure students develop conceptual understanding of mathematical concepts and take it to applications.
- Teachers will actively engage in PLC conversations to plan learning progressions, learning intentions, and success criteria aligned to essential, CCSS, and SBAC interims and performance tasks.
- Assessments data from CFAs aligned to CCSS and SBAC claims and targets will be administered and analyzed by all teachers in PLCs to determine student needs and next steps.
- PLC agendas will reflect conversations aligned to the 5 guiding questions through PLC+ professional learning
- Teachers will utilize EL strategies to support EL students in explaining and justifying math problems and performance tasks.
- Teachers will involve students in one-on-one goal setting conversations quarterly.
- Teachers, TSA, and administrators will identify and monitor EL students, students with disabilities, and African-American subgroup to ensure students receive just-in time supports to maximize learning.
- In the case that additional mathematics planning time is required for Hmong DLI PLC planning and recruitment, supplemental contracts will be created for Teachers.
- Materials, supplies, and technology will be purchased as a direct instructional service to students.
- Substitutes will be provided to cover teachers for additional planning days, SSTs, and IEPs.

- Conferences to build staff capacity around literacy, mathematical practices, and SEL will be provided, as needed.

Tier 2/3 Instruction

- Mathematics intervention will be developed by PLCs with the support of TSA and Instructional Coach. Math interventions for students scoring 2 grade levels or lower on iReady D1 and SBAC Math (Grades 3-6) will be provided through small group instruction.
- Instructional Coach, TSA, and site administrators will provide mathematics professional learning and data monitoring support for teachers, Teaching Fellows, and afterschool program staff.
- Student data conversations will occur twice a year. Once in Fall 2024 and again in Spring 2025.
- Coordinator 1 will ensure there is a minimum of 30 mins of additional math intervention for identified students in the afterschool programs.
- Paraprofessionals and Teaching Fellows will be trained in instructing Tier 2 and 3 students.
- Coordinator 1 will monitor students receiving interventions in ASP. Data will be shared with TST to determine supports and next steps.
- Teacher supplemental contracts will be offered for teachers who are willing to provide Tier 2 and 3 supports for students outside of the duty day.

Social-Emotional Learning

- Consistent Tier 1 SEL instruction will occur in the classroom through implementation of Second-Step digital lessons and daily class meetings
- RCA and Tier 2 Intervention Specialist will provide additional SEL supports for Tier 2 students using ATLAS data and district adopted curriculum
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through TST
- Balderas will work with All For Youth to ensure all students receive the appropriate SEL support they need. As part of this process, teachers will be trained in trauma-informed strategies.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers will use best practices to support academic language acquisition development and practice using Mathematical Discourse and Mathematical Practices aligned to ELD framework and strategies.
- Teachers will use mathematical manipulatives, visual supports and opportunities for small group and partner interaction.
- Teachers, TSA, and site administrators will monitor RFEP students quarterly.
- Home School Liaison will support with communication between home and school, and provide parent education and resources to support mathematics.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Tier 2: small group intervention or reteach based on teacher observation and data
- Tier 3: small group intervention, one-on-one, or reteach based on teacher observation and data. A minimum of 30 minutes math intervention in afterschool program
- RFEP monitoring
- Student data conversations will occur once in Fall 2024 and again in Spring 2025. EL, SWD, and AA will be a focus of these data conversations.

Action 2

Title: High Quality ELA Instruction

Action Details:

Balderas Elementary will implement ELA instruction aligned to the Common Core State Standards through the lens of PLC+ to ensure student mastery of standards. PLCs will provide interventions through small group instruction. The focus in TK-2 will be on the Science of Reading, LETRS.

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

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

- Grade TK: FSA
- Grade K:
 - FSA
 - iReady Diagnostic (3x annually)
 - CFA (Quarterly)
 - DIBELS
 - Wonders Phonics Survey
 - Orin Gillingham Reading Instruction
 - Guided Reading Instruction
- Grades 1-2:
 - iReady Diagnostic (3x annually)
 - CFA
 - DIBELS
 - Wonders Phonics Survey
 - Orin Gillingham Reading Instruction
 - Guided Reading Instruction
- Grades 3-6:
 - iReady Diagnostic (3x annually)
 - CFA
 - SBAC Interims
 - DIBELS
 - Wonders Phonics Survey
- Classroom and PLC observations and feedback using district's Instructional Practice Guide (IPG), PLC+, and Teacher Clarity.
- Monthly SST and IEP meetings to monitor and support student learning towards goals and mastery of CCSS
- Focus will be on EL, SWD, and AA

Owner(s):

- Teachers
- TSA
- Instructional Coach
- Classified Paraprofessionals
- Teaching Fellows
- Coordinator 1
- Vice Principal
- Principal

Timeline:

- FSA: TK-K will be administered 3x annually
- iReady: K-6 will be administered 3x annually
- CFA: TK-6 will be administered per unit of study
- SBAC Interims: 3-6 will administer IABs, FIABs, and ICAs aligned to essential standards and units of studies
- DIBELS: K-6 will be administered 3x annually
- Wonders Phonics survey will be administered as needed for students not on grade level

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

Tier 1 Instruction

- All K-6 students will receive a minimum of 120 minutes of ELA instruction daily.
- All K-6 students will receive small group leveled reading instruction daily, including EL students and SWD.
- Daily ELA instruction will align to grade level standards and district adopted curriculum and resources. The focus in K-2 will be Reading Foundational Skills with a progression of phonics to applications.
- Teachers will actively engage in PLC conversations to plan learning progressions, learning intentions, and success criteria aligned to essential, CCSS, and SBAC interims and performance tasks.
- Assessments data from CFAs aligned to CCSS and SBAC claims and targets will be administered and analyzed by all teachers in PLCs to determine student needs and next steps.
- Additional assessments will be utilized to align literacy instruction in K-2: BAS, DIBELS, Wonders Phonics Survey. Focus student groups will be: EL, SWD, and AA.
- PLC agendas will reflect conversations aligned to the 5 guiding questions through PLC+ professional learning
- Teachers will utilize the ELD framework and EL strategies to support EL students.
- Teachers will involve students in one-on-one goal setting conversations quarterly. This will include goal-setting conferences with EL students in Fall 2024 and Spring 2025.
- Teachers, TSA, and administrators will identify and monitor EL students, students with disabilities, and African American sub-group to ensure students receive just-in time supports to maximize learning.
- In the case that additional ELA planning time is required for Hmong DLI PLC planning and recruitment, supplemental contracts will be created for teachers.
- Materials, supplies, and technology will be purchased as a direct instructional service to students.
- Guided Reading books and other literacy resources will be purchased through Scholastics and Heinemann to support ELA instruction
- Substitutes will be provided to cover teachers for additional planning days, SSTs, and IEPs.
- Conferences to build staff capacity around literacy, mathematical practices, and SEL will be provided, as needed.

Tier 2/3 Instruction

- ELA interventions will be developed by PLCs with the support of TSA and Instructional Coach. ELA interventions for students scoring 2 grade levels or lower on iReady D1 and SBAC Math (Grades 3-6) will be provided through small group instruction.
- Grades K-2 teacher will utilize Orin Gillingham to support all students towards mastery of Reading Foundations Skills. Targeted lessons will be utilized to support small group instruction during Response to Intervention (RTI).
- Instructional Coach, TSA, and site administrators will provide ELA professional learning and data monitoring support for teachers, paraprofessionals, and Teaching Fellows.
- Students will receive interventions or enrichments Monday-Thursday for 30 minutes during instructional time. Additional interventions may be provided for K-2 students who have not met trimester benchmarks (BAS and DIBELS).
- Student data conversations will occur twice a year. Once in Fall 2024 and again in Spring 2025.
- Paraprofessionals and Teaching Fellows will be trained in instructing Tier 2 and 3 students.
- Coordinator 1 will assist in managing ELA data and actively participate in TST to determine supports and next steps.
- Teacher supplemental contracts will be offered for teachers who are willing to provide Tier 2 and 3 supports for students outside of the duty day.
- iReady Toolkit and other digital licenses will be purchased to support teachers with aligned Tier 1, 2, and 3 instruction.

Social-Emotional Learning

- Consistent Tier 1 SEL instruction will occur in the classroom through implementation of Second-Step digital lessons and daily class meetings
- RCA and Tier 2 Intervention Specialist will provide additional SEL supports for Tier 2 students using ATLAS data and district adopted curriculum
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through TST
- Balderas will work with All For Youth to ensure all students receive the appropriate SEL support they need. As part of this process, teachers will be trained in trauma-informed strategies.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Instructional Coach will provide professional learning in CCSS, ELD framework, and EL strategies. Teachers will utilize the ELD framework and strategies to support EL students.
- Teachers will use daily checks for understanding (CFU) and student engagement strategies to monitor student learning.
- EL students will have access to rigorous instruction: complex text, talk and tasks, Guided Reading instruction, and interventions.
- Teachers, TSA, and site administrators will monitor RFEP students quarterly using CFAs, IAB, FIAB, iReady, BAS, DIBELS, and Wonders Phonics Survey
- Professional Learning, planning, and data analysis time will be allocated for teachers to identify and progress monitor all EL students in their classroom.
- Home School Liaison will support with communication between home and school, and provide parent education and resources to support literacy.
- Identified Tier 3 ELs and new commers will receive afterschool literacy intervention

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- RTI: A minimum of 30 minutes of designated intensive literacy instruction with focus on reading
- Tier 2: small group intervention or reteach based on teacher observation and data
- Tier 3: small group intervention, one-on-one, or reteach based on teacher observation and data
- RFEP monitoring
- Student data conversations will occur once in Fall 2024 and again in Spring 2025. EL, SWD, and AA will be a focus of these data conversations.

Action 3

Title: High Quality ELD Instruction

Action Details:

Balderas will continue to provide daily English Language Development (ELD) instruction using the California English Language Development Framework, Common Core State Standards, and district adopted curriculum. Additional supports and interventions will be provided through RTI to ensure ELLs grow at least one proficiency level toward reclassification.

- Instructional Coach, TSA, and Teachers will identify students' domain needs and provide targeted instruction and interventions to support with language development.
- Teachers will provide a minimum of 20 minutes of targeted ELD instruction to EL students daily.
- Teachers will provide integrated supports for EL students daily with Wonders and high quality instructional resources.
- Teacher and PLC data analysis will focus on EL student group.

- TSA and Admin will monitor EL student progress towards reclassification.

EL data from ELPAC 2023-2024 will be utilized to identify students that are not meeting reclassification criteria. Staff will be provided professional learning for ELD instruction and strategies

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Grade TK: FSA
- Grade K:
 - iReady Diagnostic (3x annually)
 - CFA (Quarterly)
 - DIBELS
 - Wonders Phonics Survey
 - Ortin Gillingham Reading Instruction
 - Guided Reading Instruction
- Grades 1-2:
 - iReady Diagnostic (3x annually)
 - CFA
 - DIBELS
 - Wonders Phonics Survey
 - Ortin Gillingham Reading Instruction
 - Guided Reading Instruction
- Grades 3-6:
 - iReady Diagnostic (3x annually)
 - CFA
 - SBAC Interims
 - DIBELS
 - Wonders Phonics Survey

Owner(s):

- Teachers
- TSA
- Instructional Coach
- Classified Paraprofessionals
- Teaching Fellows
- Coordinator 1
- Vice Principal
- Principal

Timeline:

Ongoing

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

Tier 1 Instruction

- All K-6 students will receive a minimum of 120 minutes of ELA instruction daily.
- All K-6 students will receive small group leveled reading instruction daily. ELLs will be a focus subgroup.
- SBAC, iReady, and ELPAC data will be analyzed by all teachers in PLCs to determine student needs and next steps.
- Additional assessments will be utilized to monitor EL students: BAS, DIBELS, Wonders Phonics Survey.
- PLC agendas will reflect conversations aligned to the 5 guiding questions through PLC+ professional learning
- Teachers will utilize the ELD framework and EL strategies to support EL students.
- Teachers will involve students in one-on-one goal setting conversations quarterly. This will include goal-setting conferences with EL students in Fall 2024 and Spring 2025.
- Teachers, TSA, and administrators will identify and monitor EL students to ensure students receive just-in time supports to maximize learning.
- Materials, supplies, and technology will be purchased as a direct instructional service to EL students.
- Awards and incentives will be purchased to celebrate students who have redesignated.
- Guided Reading books and other literacy resources will be purchased through Scholastics and Heinemann to support ELA instruction
- Substitutes will be provided to cover teachers for additional planning days, SSTs, and IEPs.

- Conferences to build staff capacity around literacy, mathematical practices, and SEL will be provided, as needed.

Tier 2/3 Instruction

- ELA interventions will be developed by PLCs with the support of TSA and Instructional Coach. ELA interventions for students scoring 2 grade levels or lower on iReady D1 and SBAC Math (Grades 3-6) will be provided through small group instruction.
- Grades K-2 teachers will utilize Orin Gillingham to support all students towards mastery of Reading Foundations Skills. Targeted lessons will be utilized to support small group instruction during Response to Intervention (RTI).
- Instructional Coach, TSA, and site administrators will provide ELA professional learning and data monitoring support for teachers, paraprofessionals, and Teaching Fellows.
- Students will receive interventions or enrichments Monday-Thursday for 30 minutes during instructional time. Additional interventions may be provided for K-2 students who have not met trimester benchmarks (BAS and DIBELS).
- Paraprofessionals and Teaching Fellows will be trained EL strategies.
- Coordinator 1 will assist in managing EL data and actively participate in TST to determine supports and next steps for students in ASP.
- Teacher supplemental contracts will be offered for teachers who are willing to provide Tier 2 and 3 supports for EL students outside of the duty day.
- iReady Toolkit and other digital licenses will be purchased to support teachers with aligned Tier 1, 2, and 3 instruction. ELLs will be a focus subgroup.

Social-Emotional Learning

- Consistent Tier 1 SEL instruction will occur in the classroom through implementation of Second-Step digital lessons and daily class meetings.
- RCA and Tier 2 Intervention Specialist will provide additional SEL supports for Tier 2 students using ATLAS data and district adopted curriculum.
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through TST.
- Balderas will work with All For Youth to ensure all students receive the appropriate SEL support they need. As part of this process, teachers will be trained in trauma-informed strategies.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Instructional Coach will provide professional learning in CCSS, ELD framework, and EL strategies. Teachers will utilize the ELD framework and strategies to support EL students.
- Teachers will use daily checks for understanding (CFU) and student engagement strategies to monitor student learning.
- EL students will have access to rigorous instruction: complex text, talk and tasks, Guided Reading instruction, and interventions.
- Teachers, TSA, and site administrators will monitor RFEP students quarterly using CFAs, IAB, FIAB, iReady, BAS, DIBELS, and Wonders Phonics Survey.
- Professional Learning, planning, and data analysis time will be allocated for teachers to identify and progress monitor all EL students in their classroom.
- Home School Liaison will support with communication between home and school, and provide parent education and resources to support literacy.
- Identified Tier 3 ELs and new comers will receive afterschool literacy intervention.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- RTI: 30 minutes of designated intensive literacy instruction with focus on reading
- Tier 2: small group intervention or reteach based on teacher observation and data
- Tier 3: small group intervention, one-on-one, or reteach based on teacher observation and data
- RFEP monitoring
- Student data conversations will occur once in Fall 2024 and again in Spring 2025. EL, SWD, and AA will be a focus of these data conversations.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) No IEPs	17,918.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	1,474.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff Engagements, etc (G1A2, G1A3, G2A1), G3A1, G4A1, G5A1)	22,068.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Digital Licenses and Subscriptions	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Digital Licenses and Subscriptions to Support Learning	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, and Food. (G1A2, G2A1, G3A1, G4A1, G5A1)	141,185.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance and Repair (G1A2)	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin Subs for IEPs, conferences and trainings	4,777.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for planning, SST, IEP, Data Chats, Professional Learning, etc (G1A1, G1A3, G3A1, G4A1)	29,862.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies (G1A1, G1A2)	19,832.00
G1A1	LCFF: EL	Instructional Supervision & Admii	Travel			Conferences and Travel Fees for Staff Learning to Support Instruction	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	22,068.00

\$297,684.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	100 %	78.4 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Balderas will continue to provide student-centered/real-world experiences and curriculum for all students.
- Balderas will continue to focus on teacher/student relationships and staff credibility with students and their families to improve instruction and student-centered/real-world experiences.

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

- Students may not have fully understood questions on the survey.
- Supplemental contracts and funds were allocated for materials and supplies; however, there were limited opportunities for teachers to receive professional learning and provide opportunities for students outside of the teacher duty day.
- RCA was funded; however, services and supports were not consistent, limiting opportunities.
- Tier 2 Specialist support was inconsistent, limiting opportunities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Student results remain around 80% favorable. This will continue to be an area of focus for Balderas staff.
- Some clubs and SEL support groups were not available for students this year due to inconsistent support from RCA and Tier 2 Specialist.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Teachers will read, explain, and clarify each question on the Student Climate and Culture survey to gather more accurate results.
- Additional extended learning and experiences will be provided for students at recess, lunch recess, and in the afterschool program.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Parents appreciate field trips and sports; however, would like to see dances, such as Folklorico and Hmong dance.

2 ELAC:

- Addition of Folklorico dancing group

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Investment science materials and supplies to provide more real-world experiences.
- Refresher in SEL supports for students, such as Second Step, CHAMPS, etc.

Action 1

Title: Opportunities to Develop Career Awareness

Action Details:

Balderas is committed to increasing student engagement through student-centered/real-world experiences:

- co-/extracurricular activities
- clubs
- athletics
- visual and performing arts and activities
- field-trips
- schoolwide and classroom curriculum and materials and supplies

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS attendance and engagement reports
- Power BI
- Student Climate and Culture Survey
- Second Step Lesson Completion

Owner(s):

- Teachers
- TSA
- Instructional Coach
- Classified Paraprofessionals
- Teaching Fellows
- Coordinator 1
- Vice Principal
- Principal
- TST

Timeline:

- ATLAS 1XWeek
- Power BI 1XWeek
- Climate and Culture Survey 2X annually
- Second Step Lessons 1XWeek

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

- Supplemental contracts will be provided for staff to provide engagement opportunities for students
- Extended Learning Coordinator and HSL will connect with middle schools and high schools to provide Folklorico and Hmong Dance opportunities for students.
- Extended Learning Coordinator and HSL will connect with community partners to provide career-based engagement opportunities for students
- Extended Learning Coordinator and HSL will communicate monthly events and engagement opportunities to students and families.
- Students will engage in classroom SEL lessons weekly
- Students will engage in daily morning meetings
- Student of the Month awards and incentives for students who exhibit exceptional pillar of character traits.
- Teachers will plan learning intentions and criteria for success for students, utilizing PLC+ and Teacher Clarity as a guide.
- Substitutes for planning student engagement opportunities and professional learning.
- Materials and Supplies to increase student engagement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Students will be exposed to different engagement and career options in their primary language.
- Students will engage in activities that offer opportunity to practice academic discourse.
- Student and parent communication will be translated in the primary language

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- All students will be encouraged to participate in Goal 2 activities and experiences to increase school engagement

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Open Position	61,042.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Events for Student and Parent Engagements	10,000.00

\$71,042.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		25.8 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	1 %	1.3 %	2023-2024	0.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Balderas will continue to refine and focus on Tier 1 school-wide and classroom structures and expectations.
- Balderas received an RCA and Tier 2 Specialist to support with SEL and attendance; however, supports were inconsistent. Both positions became vacant in Semester 2.
- Levels of misbehaviors were refined at the beginning of the school year. Reviewing levels of misbehaviors, aligned to Power BI results, needs to be more frequent.

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

- Chronic Absenteeism and suspension rate continues to improve for all subgroups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Continued refinement of strong Tier 1 schoolwide and classroom structures and expectations to improve school climate and culture.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Provide professional learning and planning for all staff: SEL, CHAMPs, Positive Behavior Interventions and Supports, positive ratios of interaction, etc.
- Teachers continue to refine Tier 1, schoolwide and classroom structures and expectations
- Continue to refine the role of RCA and Tier 2 Specialist for student support
- School psychologist to support creating behavior support plans and behavior intervention plans for Tier 3 students

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
<ul style="list-style-type: none"> Incentives for students meeting attendance and behavioral expectations Monthly communication of events 	<ul style="list-style-type: none"> Incentives for students meeting attendance and behavior expectations 	<ul style="list-style-type: none"> Psychologist to support with misbehaviors of both SWD and GE students TST to provide clear and timely communication to all staff supporting students Professional Learning to support with SEL and challenging students Incentives for students meeting attendance and behavioral expectations

Action 1

Title: Structures to Support Positive Climate and Culture

Action Details:

Balderas will continue to implement and revise our Multi-Tiered System of Supports with a focus on chronic absenteeism and suspensions. Staff will implement strong Tier 1 schoolwide and classroom structures and expectations to improve safety, attendance, and instructional minutes. Staff and Targeted Support Team (TST) will meet regularly to identify specific supports for students. Teacher-Parent Conferences, TST, Student Student Team (SST), and ICET will be utilized to ensure that students receive just-in-time SEL supports. Discipline Guidelines will be utilized to provide alternatives to suspensions, as appropriate.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- ATLAS Attendance Report
- ATLAS Portfolio Entries
- Power BI
- Tier 2 and 3 Behavior Data

- Teachers
- TSA
- Instructional Coach
- Classified Paraprofessionals
- Teaching Fellows
- Coordinator 1
- Vice Principal
- Principal
- TST
- DPI

- TST Meetings 2X Month

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

Attendance

- Administrators will work closely with Department of Prevention and Interventions, teachers, classified and support staff, and Tier 2 Specialist to inform and educate students and parents on the importance attending school daily.
- TST and CCT will continue to meet and refine schoolwide and classroom structures to improve attendance.
- Planning days for CCT and TST Teams
- Substitutes for SST and BIP planning and meetings
- TST will work with Office Assistant and HSL to communicate attendance data and expectations to families
- Revise grade-level and class incentive/recognition system to promote daily attendance
- Promote Attendance Awareness in September
- Administrators, Extended Learning Coordinator, and HSL will use digital communication to promote attendance
- HSL will conduct home visits to improve attendance
- Materials and supplies to improve daily attendance

Social-Emotional Learning

- Administrators, teachers, and support staff will continue to strengthen schoolwide and classroom Tier 1 structures and expectations.
- Curriculum, materials, and supplies will be funded to support schoolwide and classroom supports.
- Increase engagement activities available in game room
- Continue to provide Explore Bucks and focus on providing age-appropriate incentives for students to purchase.
- All staff will focus on increasing positive ratio of interactions with students.
- RCA and Tier 2 Specialist will support with misbehaviors and attendance.
- School Psychologist will support Tier 3 students: SST, BIP, data monitoring, etc.
- Materials and supplies to improve positive behavior supports and interventions
- Planning day for CCT to review data and revise schoolwide structures.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Attendance data will be segregated to monitor EL students.
- HSL and Tier 2 Specialist will conduct home regular home visits as necessary.
- HSL will provide interpreting and translations.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- OA and HSL will review attendance data to monitor low-performing students for all subgroups.
- Tier 2 Specialist will support students at a Tier 2 level of need.
- Student academic, attendance and discipline data will be utilized to ensure that low-performing students are provided access to SEL resources

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives (G1A1, G1A2, G2A1, G4A1, G5A1)	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G2A1, G4A1, G5A1)	1,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental: Parent, Student, and Staff Engagements (G2A1, G4A1, G5A1)	13,130.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL & Staff Mileage for Attendance and Parent and Staff Engagements	1,000.00

\$30,130.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓	100 %	82.3 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Shared decision making through ILT, CCT, SSC, and Sunshine committee
- Beginning of school year staff engagement activities
- Materials and supplies allocated for monthly staff celebrations
- Cultural celebrations
- Staff celebrations
- Staff Spirit Wear

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

- Classified staff were not included in the beginning of school year connection activities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There was a decrease of 9% in favorably responses from Fall 2023 to Spring 2024 climate and culture survey.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Administrators will continue to focus on shared-decision making and increase opportunities for whole staff engagement.
- ILT, CCT, and School Building Committee (SBC) will work together to build staff support and sense of belonging.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Increase opportunities for teachers to engage with each other, students, parents, and community.

2 ELAC:

- Increase opportunities for teachers to engage with each other, students, parents, and community.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Increase opportunities for teachers to engage with each other, students, parents, and community.
- Professional learning and resources for SEL to support Tier 2 and 3 students
- CCT to create structure for staff recognition
- More opportunities for staff to be involved in planning and decision making.
- Administrators to provide more specific feedback for staff to improve and grow
- Improve communication to staff and families

Action 1

Title: Staff Supports and Engagements

Action Details:

Balderas will provide opportunities for whole staff engagements and student-staff engagements to create a sense of belonging through positive interactions. Instructional Leadership Team (ILT), Climate and Culture Team (CCT), Sunshine Committee, and School Building Committee (SBC) will continue to work with all staff and provide staff professional learning and engagement events. Professional learning will be provided to all staff around Cultural Proficiency and social emotional learning to strengthen student outcomes.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- ILT, CCT, SBC meeting minutes
- Professional Learning Calendar
- Anonymous Teacher Feedback Surveys
- District Climate and Culture Survey
- Student discipline/engagement data

All Staff

Ongoing

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

- Climate and Culture Team will review feedback and survey data quarterly
- Professional Learning Agendas: Cultural Proficiency, Social-Emotional Learning, and Instruction
- Supplemental contracts for certificated and classified staff to plan engagement clubs/events

- RCA, Tier 2 Specialist, and psychologist to provide MTSS social emotional professional learning for teachers to support all students
- Teaching Fellows, and Tier I Climate and Culture Specialist to provide MTSS instructional supports for all students
- Professional learning opportunities for all classified staff with focus on NTAs and Office staff to improve customer service
- Supplemental contracts for mentoring opportunities
- Materials and supplies to increase staff engagements

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- ELD professional learning for teachers
- Data analysis and planning with focus on ELLs
- HSL to connect with parents of ELLs

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- MTSS for instruction and social-emotional learning
- Mentoring opportunities for Tier 2 and 3 students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences and travel fees to build staff capacity (G1A1, G1A3, G3A1)	20,000.00

\$20,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	100 %	88.8 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Balderas will continue to provide family engagement opportunities:

- School Site Council and ELAC
- Parent Engagement Hour and other engagement opportunities
- Family Literacy and Math Nights
- Improve volunteer and chaperones

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

- Parent engagement in SSC and ELAC continues to be low. All staff will continue to expand their outreach to all families. Administrators and support staff will continue to find more innovative ways to communicate and provide resources to families.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- There is 2% in parent engagement based on the spring 2024 Climate and Culture survey.
- Majority of engagements were chaperoning and volunteering for classrooms.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Balderas will continue to provide more innovative ways for families to engage with the school and community.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Monthly parent calendar
- Continue with events such as Literacy Night
- Multiple opportunities for parents to participate in learning. Meeting times often conflict with parent work schedule.

2 ELAC:

- Multiple opportunities for parents to participate in learning. Meeting times often conflict with parent work schedule.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue to provide time for teachers to connect with families (designated time was allocated for 23-24)
- Supplemental contracts for staff to plan and facilitate engagement events for families

Action 1

Title: Parent Learning and Engagement

Action Details:

Balderas will continue to provide culturally relevant opportunities to engage families in events that will support their students' social emotional and academic growth.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- SSC, ELAC, and Climate and Culture feedback
- Parent Climate and Culture Survey

All Staff
Students
Parents

- Monthly Feedback from CCT
- Quarterly Feedback through SSC and Surveys

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

- Materials and supplies to increase parent engagement
- Certificated and classified supplemental contracts to plan opportunities for parent engagements and leaning
- HSL will communicate engagement and learning through ParentSquare, School Website, PeachJar, Facebook, and student Flyers.
- Principal and HSL will provided multiple options for parents to engage in meetings
- Monthly calendar of events will be sent home
- Quarterly student award assemblies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Learning opportunities focused on ELLs (ELPAC, RFEP, DLI, reclassification)
- ELAC meetings
- HSL to support with parents of ELLs

- Parent class with focus on AA, SWD, and ELL parents
- SSC Meetings
- Translating for conferences

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Engagements *No Food or Incentives*	2,456.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Baby sitting for Parent Engagements	3,282.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation (G1A1, G1A2)	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Interpreters for Parent/Teacher Conferences and Meetings	2,070.00

\$9,808.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0035 Balderas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) No IEPs	17,918.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	1,474.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff Engagements, etc (G1A2, G1A3, G2A1), G3A1, G4A1, G5A1)	22,068.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Digital Licenses and Subscriptions	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Digital Licenses and Subscriptions to Support Learning	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, and Food. (G1A2, G2A1, G3A1, G4A1, G5A1)	141,185.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance and Repair (G1A2)	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin Subs for IEPs, conferences and trainings	4,777.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for planning, SST, IEP, Data Chats, Professional Learning, etc (G1A1, G1A3, G3A1, G4A1)	29,862.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies (G1A1, G1A2)	19,832.00
G1A1	LCFF: EL	Instructional Supervision & Admii	Travel			Conferences and Travel Fees for Staff Learning to Support Instruction	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	22,068.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Open Position	61,042.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Events for Student and Parent Engagements	10,000.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives (G1A1, G1A2, G2A1, G4A1, G5A1)	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G2A1, G4A1, G5A1)	1,000.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental: Parent, Student, and Staff Engagements (G2A1, G4A1, G5A1)	13,130.00
G3A1	LCFF: EL	Attendance & Social Work Servi	Local Mileag			HSL & Staff Mileage for Attendance and Parent and Staff Engagements	1,000.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences and travel fees to build staff capacity (G1A1, G1A3, G3A1)	20,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Engagements *No Food or Incentives*	2,456.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Baby sitting for Parent Engagements	3,282.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation (G1A1, G1A2)	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Servi	Cls Sup-Ext			Interpreters for Parent/Teacher Conferences and Meetings	2,070.00

\$428,664.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$82,890.00
Sup & Conc	7090	\$258,942.00
LCFF: EL	7091	\$86,832.00
Grand Total		\$428,664.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$297,684.00
G2 - Expand student-centered and real-world learning experiences	\$71,042.00
G3 - Increase student engagement in their school and community	\$30,130.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,808.00
Grand Total	\$428,664.00