

Balderas Elementary

10621666109961

Principal's Name: Toua Chang

Principal's Signature:

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke, positioned to the right of the 'Principal's Signature:' label.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 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.	
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

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 subgroups 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 (DAC and 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 re-written during the second semester of each school year for annual approval by the Board of Education.

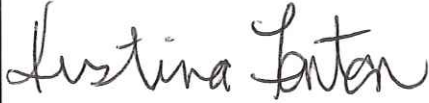
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Toua Chang	X				
2. Chairperson – Kris Fenton		X			
3. Vice Chairperson – Tra Her		X			
4. Sarahi Hernandez		X			
5. Michelle Sastini			X		
6. Meng Xiong				X	
7. Raymond Reyes				X	
8. Mildred Ingram				X	
9. Yer Thao				X	
10. Sarahi Lopez				X	
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:			
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		3/23/23
SSC Chairperson	Kris Fenton		3/23/23

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 2023/24

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$81,810 *
7090	LCFF Supplemental & Concentration	\$262,294
7091	LCFF for English Learners	\$85,536
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$25,666</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$455,306

* 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	\$2,424
Remaining Title I funds are at the discretion of the School Site Council	<u>\$79,386</u>
Total Title I Allocation	<u>\$81,810</u>

Balderas Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4			5.32 %	2021-2022	15 %
SBAC ELA - Average distance from standard	✓		-61 pts	2021-2022	-51 pts
SBAC ELA - percentage of students met/exceeded standard	✓		27.99 %	2021-2022	37.99 %
SBAC Math - Average distance from standard	✓		-67 pts	2021-2022	-57 pts
SBAC Math - percentage of students met/exceeded standard	✓		22.67 %	2021-2022	32.67 %

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: Mathematics instruction continues to be an area of focus. Intervention occurred in the classroom through differentiated instruction, iReady, and Reflex Math. There were few opportunities for math interventions outside of the classroom for Grades K-6. Implementation of IABs and FIABs was inconsistent. We will continue to refine math instruction and intervention using data collected from iReady in grades K-2 and SBAC interims in grades 3-6. More data collection/reflection needs to occur surrounding Math improvement and student groups (AA and SWD). Target for this goal was not met. Monitoring through State's Dashboard, DFS, will continue through interims.

Action 2: Literacy was an area of focus in grades K-6. Intervention support did not begin until October due to lack of paraprofessionals, but occurred regularly thereafter, which included: differentiated in-class instruction, iReady, Scholastic First, and Wonders Tiers 2 and 3. TSA and paraprofessionals supported interventions for students in grades 1-4 via pull out. Additional literacy support for long-term English learners were provided after school using Lexia Learning. IAB and FIAB implementation was inconsistent. More data collection/reflection needs to occur surrounding ELA improvement and student groups (AA, SWD, and ELs).

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

- **Student Groups:** AA, SWD, and English Learners
- More consistent school-wide implementation and goal setting with BAS, BPST, CFA, and SBAC interims. Admin to provide more consistent feedback focused on IPG Tenants 2 and 3.
- More consistent school-wide implementation and monitoring of ELA interventions and monitoring of student groups towards standards mastery and EL redesignation
- More consistent school-wide alignment of instruction with rigor aligned to Tier 1 grade-level standards
- Provide consistent school-wide math intervention and monitoring for focused student groups

iReady target for this goal was met, but monitoring through State's Dashboard, DFS, will continue through interims.

Action 3: ELD instruction and EL intervention will continue to be an area of focus. ELD instruction occurred in classrooms, but implementation was inconsistent. Interventions were also inconsistent due to lack of instructional aides. iReady, BAS, and BPST was used to provide targeted supports for EL students. Pull-out support was provided by TSA, Instructional Aides, and Teaching Fellows through RTI and afterschool EL program.

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).

Due to lack of paraprofessionals to fill the 3.5 Hrs positions, Balderas was only able to service a fraction of students needing Math, ELA, and ELL supports.

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 2023/24 SPSA.

Consistent data monitoring and planning will occur to ensure proper MTSS are provided to all students with focus on student groups (AA, SWD, ELL). Teaching fellows will be funded to provide more consistent MTSS supports to students. After school program math RTI will be provided to increase growth.

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

1 SSC: • Social emotional supports for students • Reading Foundations • ELL supports • Tutoring and homework help • Books and resources that reflect the cultural and linguistic diversity of all students	2 ELAC: • Reading interventions • Homework help	3 Staff: • RTI staff for consistent intervention • Social emotional supports: RCA, Tier Intervention Specialist, Psychologist
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Action 1

Title: High Quality Mathematics Instruction

[Action Details:](#)

Balderas Elementary will implement mathematics instruction aligned to the Common Core State Standards through the lens of focus, coherence, and rigor to ensure that students meet standards mastery. PLCs will utilize the GVC (Guaranteed Viable Curriculum) and research-based resources to provide comprehensive math instruction. PLCs and support staff will implement and refine Tier II and III math interventions. The focus of math instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) tenants 2 and 3.

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:
- Teachers will develop backwards maps aligned to: - Essential Standards - Claims and Targets - SBAC Task Specifications - IPG - Teachers will utilize assessment data to reflect and plan for targeted interventions: - iReady Standards Mastery - Common Formative Assessments (CFA) - SBAC Interims - SPED Benchmarks - Classroom and individual student goal setting will occur for iReady (K-6) and SBAC Interims (3-6) - Data conversations will occur with teachers and PLCs	- Teachers - Paraprofessionals - Admin - TSA - Coach	- Daily checking for understandings Backwards mapping will be ongoing - Math Intervention will occur on a 6-8 week cycle - Goal setting will occur after each iReady assessment in grades K-2; and after each iReady assessment and SBAC Interim in grades 3-6 - Data conversations will occur as needed - Classroom observations and supports will be ongoing - Data analysis/backwards map will be completed after each CFA/SBAC Interim

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

- Tier 1 – All students will receive rigorous, grade-level instruction with higher-level-cognitive demanding tasks.
- Tier 2 – Establish and coordinate interventions for students needing academic and social behavioral supports.
- Tier 3 – Analyze student data to identify, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity and frequency, determine if referral for special Education is needed and appropriate.
- Targeted interventions through RTI with specific focus on student groups (AA, SWD, and EL).
- TSA, 3.5 Hr para and Teaching Fellows (TF) will support Tier II and III interventions
- Instructional Coach will support PLCs and teachers through professional learning, co-teaching, modeling lessons, and coaching cycles.
- Substitute teachers for but not limited to support: SST, 504, IEP meetings as necessary, peer classroom observation, site-directed professional learning, PLC planning.
- RCA to provide SEL to students
- Tier 2 Intervention Specialist to provide SEL to students
- Psychologist to provide SEL support to students and PL to staff
- Digital resources that align with grade-level standards.
- Supplemental contracts for Hmong Dual Language Immersion PLC
- Ongoing professional learning and conferences for teachers
- Technology and technology repair to support instruction
- Materials and supplies to support math instruction with focus on AA, SWD, and EL
- Awards and incentives for students
- Assemblies and rallies for goal setting and celebrations

Specify enhanced services for EL students:

- Integrated ELD, small group instruction, and use of scaffolds during instruction that are temporary with gradual release.

Specify enhanced services for low-performing student groups:

- Small group intervention for Tiers 2 & 3 in class and after school.
- Digital resources (Reflex Math, SwunMath, Prodigy, Khan Academy, XtraMath, MobyMax)

- Using manipulatives and visual models as needed.
 - HSL to support and communicate with families regarding student academic progress, reclassification, and concerns.
- Student goal setting
 - Class meetings to teach Social Emotional Learning (SEL) competency, including self-efficacy and self-management.
 - HSL to support and communicate with families regarding student academic progress, reclassification, and concerns.

Action 2

Title: High Quality ELA Instruction

Action Details:

Balderas Elementary will implement ELA instruction aligned to the Common Core State Standards focused on high-quality text with opportunities for students to engage in reading, writing, speaking, and listening to ensure that all students meet standards mastery. PLCs will utilize the GVC (Guaranteed Viable Curriculum) and research-based resources to provide comprehensive ELA instruction. PLCs and support staff will implement and refine Tier II and III ELA interventions. The focus of ELA instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) tenants 2 and 3.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Teachers will develop backwards maps aligned to:
 - Essential Standards
 - Claims and Targets
 - SBAC Task Specifications
 - IPG
- Teachers will utilize assessment data to reflect and plan for targeted interventions:
 - BAS and BPST
 - iReady Standards Mastery
 - Common Formative Assessments (CFA)
 - SBAC Interims
 - SPED Benchmarks
- Classroom and individual student goal setting will occur for iReady (K-6) and SBAC Interims (3-6)
- Data conversations will occur with teachers and PLCs

Owner(s):

- Teachers
- Paraprofessionals
- Admin
- TSA
- Coach

Timeline:

- Daily checking for understandings Backwards mapping will be ongoing
- ELA Intervention will occur on a 6-8 week cycle
- Goal setting will occur after each iReady assessment in grades K-2; and after each iReady assessment and SBAC Interim in grades 3-6
- Data conversations will occur as needed
- Classroom observations and supports will be ongoing
- Data analysis/backwards map will be completed for each CFA/SBAC Interim

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

- Tier 1 – All students will receive rigorous, grade-level instruction with higher-level-cognitive demanding tasks.
- Tier 2 – Establish and coordinate interventions for students needing academic and social behavioral supports.
- Tier 3 – Analyze student data to identify, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity and frequency, determine if referral for special Education is needed and appropriate.
- TSA, 3.5 Hr para and Teaching Fellows (TF) will support Tier II and III interventions
- Targeted interventions through RTI with specific focus on student groups (AA, SWD, and EL).
- Instructional Coach will support PLCs and teachers through professional learning, co-teaching, modeling lessons, and coaching cycles.

- Substitute teachers for but not limited to support: SST, 504, IEP meetings as necessary, peer classroom observation, site-directed professional learning, PLC planning.
- RCA to provide SEL to students
- Tier 2 Intervention Specialist to provide SEL to students
- Psychologist to provide SEL support to students and PL to staff
- All students will have access to digital resources that align with grade-level standards.
- Digital resources that align with grade-level standards.
- Supplemental contracts for Hmong Dual Language Immersion PLC
- Ongoing professional learning and conferences for teachers
- Technology and technology repair to support instruction
- Materials and supplies to support ELA instruction with focus on SWD
- Awards and incentives for students
- Assemblies and rallies for goal setting and celebrations

Specify enhanced services for EL students:

- Integrated ELD, small group instruction, and use of scaffolds during instruction that are temporary with gradual release.
- Using graphic organizers and visual models as needed.
- HSL to support and communicate with families regarding student academic progress, reclassification, and concerns.

Specify enhanced services for low-performing student groups:

- Small group intervention for Tiers 2 & 3 in class
- Digital resources (iReady, Scholastic First, Reading A-Z, Mystery Science, etc.)
- Classroom and Student goal setting
- Class meetings to teach Social Emotional Learning (SEL) competency, including self-efficacy and self-management.
- HSL to support and communicate with families regarding student academic progress, reclassification, and concerns.

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 2022-2023 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

- All staff will engage EL students in goal setting and data chat. Classroom and student goal-setting will focus on EL students and criteria for reclassification.
- RFEP monitoring will occur through Ellevation
- Reclassification of ELs will be monitored through Ellevation
- K-2 BAS and BPST
- K-6 CFAs
- 3-6 CFAs SBAC Interims
- Current ELPAC data
- Parents will be notified quarterly

Owner(s):

All Staff
EL Services
Students
Parents

Timeline:

Ongoing

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

- TSA, 3.5 Hr para and Teaching Fellows (TF) will support Tier II and III interventions
- Instructional Coach will support PLCs and teachers through professional learning, co-teaching, modeling lessons, and coaching cycles.
- Afterschool EL interventions provided by EL Services to
- RCA to provide SEL so all students are available to learn
- Reading Foundational Skills supports for all K-2 students
- Supplemental contracts for Hmong Dual Language Immersion PLC
- Ongoing professional learning and conferences for teachers
- Materials and supplies to support ELD instruction
- Awards and incentives to celebrate growth and reclassification

Specify enhanced services for EL students:

- Minimum 20 minutes of ELD instruction daily (embedded or designated)
- PLC data analysis/backwards mapping with focus on EL student group
- Focused instruction and intervention for Tier II and III EL students
- Explicitly utilizing ELD strategies throughout the instructional day

Specify enhanced services for low-performing student groups:

- Minimum 20 minutes of ELD instruction daily (embedded or designated)
- PLC data analysis/backwards mapping with focus on EL student group
- Focused instruction and intervention for Tier II and III EL students
- Explicitly utilizing ELD strategies throughout the instructional day

2023-2024 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support with RTI (G1A2, G1A3)	79,386.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff Engagements, etc. (G1A2, G1A3, G2A1, G3A1, G4A1, G5A1)	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, Supplies, and Food (G1A2, G1A3, G2A1, G3A1, G4A1, G5A1)	66,349.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction (G1A2, G1A3, G5A1)	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repair (G1A2, G1A3)	3,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitutes: Planning, SST, IEP, Data Chats, Professional Development, etc. (G1A1, G1A2, G3A1, G4A1)	25,666.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and Other Instructional Supports (G1A1, G1A3)	16,574.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Digital Licenses and Subscriptions (G1A1, G1A3, G3A1)	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes: Planning, SST, IEP, Data Chats, Professional Learning, etc. (G1A1, G1A3, G3A1, G4A1)	10,346.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (G1A1, G1A2)	14,168.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies (G1A1, G1A2)	15,744.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support with RTI (G1A1, G1A2)	10,196.00

\$271,429.00

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 %	82.94 %	2022-2023	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 students participated in district provided field trips/experiences.
- Balderas students in grades 3-6 participated in district organized sports including: football, basketball, volleyball, cross country, and track and field.
- Lunch and after school engagement opportunities were offered to all students: Minecraft, videography, drone flying, painting, digital art, etc.

2

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

- There is a need to increase engagement opportunities between students and staff.
- No student groups were identified in Power BI.

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).

Due to relaxing COMD restrictions, more engagement opportunities were provided this year:

- clubs during lunch
- field trips
- organized sports
- Dance groups
- Cultural experiences/events

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 2023/24 SPSA.

Balderas will include every student in at least one extra-/co-curricular opportunity: clubs, sports, and dance groups.

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

1 SSC: - Field Trips - Sports - Clubs - Send home flyers - Send home monthly calendar of events - Books and resources that reflect the cultural and linguistic diversity of all students	2 ELAC: - Field Trips - Sports - Clubs	3 Staff: - Field Trips - Sports - Clubs - Monthly calendar of events - Guidelines for success incentives and celebrations - Continue golden tickets and Explorer Bucks
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Action 1

Title: Social Emotional Learning and Cultural Awareness

Action Details:

Balderas Elementary will create and provide opportunities for students to build character, self-competencies, and exposure to real-world experiences. Staff will ensure an inclusive school culture that promotes growth mindset and embed learning opportunities for students to learn social skills and achieve academically. Staff will promote social and academic growth through student engagement activities such as: assemblies, and rallies. Supplemental contracts will be available for certificated and classified staff to create engagement opportunities for all students. All students will have opportunities to participate in extra/co-curricular activities: athletics, field trips, arts, clubs, leadership, social events, cultural celebrations, and afterschool program.

All classrooms will conduct class meetings with a variety of topics to ensure students feel emotionally safe, treated fairly, and respected at school. Staff will engage with students with a positive ratio of interaction of 3:1 to increase student connection and create a sense of belonging. Staff will implement a MTSS to address students' social-emotional and academic needs. Alternative recess will be provided for students needing additional behavior supports. Staff will follow Discipline Guidelines to provide alternatives to suspension when appropriate.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ 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 - Staff feedback aligned IPG Tenant 1 - Staff feedback aligned to 3:1 ratio of adult positive interactions - Calendar of engagement opportunities - ATLAS Engagement Report - ATLAS Attendance Report - Power BI Behavior Data - Student Climate and Culture Surveys - ODR	Owner(s): All Staff	Timeline: Ongoing
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Certificated and classified supplemental contracts for Goal 2 activities
- Materials and Supplies for students and parents
- Technology Repairs
- Field Trips
- Transportation
- Guest Speakers
- RCA, Tier 2 Intervention Specialist, and school psychologist to provide SEL supports
- Incentives
- Spirit Wear
- Weekly, Monthly, Quarterly Awards
- Translators (HSL, Office Staff)

Specify enhanced services for EL students:

- Translators (HSL, Office Staff)
- Bilingual Resources for parents of ELL students
- HSL Communications
- Culturally diverse engagement opportunities

Specify enhanced services for low-performing student groups:

- Communication and support for SDC students to participate in extra-/co-curricular activities outside of the instructional day
- Clubs for primary students
- Psychologist to support with social-emotional needs

2023-2024 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	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : TBD: Events for Student and Parent Engagements	15,000.00

\$15,000.00

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	✓	20.74 %	31.31 %	2022-2023	20 %
Suspension Rate - Semester 1	✓	1.35 %	1.76 %	2022-2023	1 %

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.

- Tiered Support Chats
- Power BI Behavior
- ATLAS Attendance Report
- ATLAS Behavior Report
- ARLAS Engagement Report
- ODR
- HSL/CWAS/OA data collection and attendance conference
- Girl Power and Young Men of Character from chronically absent and/or behavior students
- Monthly and Quarterly Awards: Perfect Attendance, Citizenship, Most-Improved
- Goal 2 participation
- Spirit Wear to increase student and staff belonging
- School-wide goal setting and celebrations
- SST to address chronic absenteeism and behavior

2

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

- Emergency Card/ATLAS contact information not updated
- Low participation in attendance/behavior meetings
- Inconsistent attendance/behavior supports due to RCA and Tier 2 Invention Specialist vacancies

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 has been a significant decrease in student misbehaviors and suspensions due to improved school climate and culture. Attendance continues to be a concern as parents are still uncomfortable with bring students to school due to COMD and other illnesses.

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 2023/24 SPSA.

Hire for our Tier 2 Intervention Specialist and Resource Counseling Assistant positions so that students and families can receive more consistent attendance and behavioral supports.

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

1 SSC:	2 ELAC:	3 Staff:
- Continue social-emotional supports for students - More community engagements - Books and resources that reflect the cultural and linguistic diversity of all students	- Continue social-emotional supports for students - More community engagements	- Continue social-emotional supports for students - More community engagements

Action 1

Title: Chronic Absenteeism and Suspensions

Action Details:

Balderas will continue to implement and revise our MTSS with a focus on chronic absenteeism and suspensions. Staff will implement Safe and Civil components relating directly to suspension, attendance, and safety to all students. Tier 2 Intervention Specialist and HSL will increase efforts to communicate with families to address attendance and misbehaviors. TST Team will provide professional learning to all staff to address Tier I, II, and III misbehaviors. SSTs will be conducted for students displaying patterns of chronic absenteeism and/or misbehaviors. ICET and interventions will be utilized, as needed, to support focus students. Disciplinary Guidelines will be utilized to provide alternatives to suspension, 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

- TST Meetings
- Power BI Report
- ATLAS Attendance Report
- ATLAS Behavior Report
- ODR
- Tier II and III Intervention Data
- Panorama Data
- Girl Power and Young Men of Character Attendance/Behavior Monitoring
- Quarter awards for attendance, citizenship, and most improved
- Spirit wear to increase sense of belonging
- School-wide assemblies and celebrations

Owner(s):

- All Staff
- Students
- Parents
- DPI

Timeline:

Ongoing

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

- Certificated and classified supplemental contracts for engagement opportunities
- Certificated substitutes for SST meetings
- Certificated substitutes for planning social emotional learning and instruction
- RCA, Tier 2 Intervention Specialist, and school psychologist to provide SEL supports, focused on student groups (AA, SWD, EL)
- HSL to connect with families
- Office Assistant to monitoring chronic absenteeism
- TST Team to monitor attendance and behaviors
- Curriculum: Class Meetings, Second Step, OLWEUS, Panorama
- Weekly, Monthly, and Quarterly Incentives and celebrations
- Monthly and Quarterly Awards
- Translators
- Babysitting

Specify enhanced services for EL students:

- TST Team will meet bi-weekly to discuss attendance and behavior with focus on ELLs
- HSL and OA will monitor chronic absenteeism with focus on ELL
- ILT and CCT will meet monthly to review Power BI data

Specify enhanced services for low-performing student groups:

- TST Team will meet bi-weekly to discuss attendance and behavior with focus on AA, SWD, EL
- HSL and OA will monitor chronic absenteeism with focus on AA, SWD, and EL
- ILT and CCT will meet monthly to review Power BI data

2023-2024 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 and Spirit Wear (G1A1, G1A2, G1A3, G2A1, G4A1, G5A1)	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G1A3, G2A1, G4A1, G5A1)	1,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	MTSS: Social-Emotion Learning, Attendance, and Instruction	57,371.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental: Parent, Student, and Staff Engagement (G2A1, G4A1, G5A1)	25,000.00

\$98,371.00

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 %	88.26 %	2022-2023	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, Sunshine Committee
- Beginning of the school year staff engagement activities
- Staff Winter Gathering
- Monthly birthday potluck/celebrations
- Birthday gifts cards and coasters
- Cultural celebrations
- 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 beginning of school year connection activities, because it was outside of their duty day.

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 an increase in favorable responses through the staff survey. Admin will continue practice shared decision making and provide opportunities for whole staff engagement.

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 2023/24 SPSA.

There was an increase in favorable responses through the staff survey. Admin will continue practice shared decision making and provide opportunities for whole staff engagement.

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

1 SSC: - Survey data shared - More opportunities for whole staff gatherings	2 ELAC: Survey data shared	3 Staff: - More opportunities for whole staff gatherings - Opportunities to include classified staff
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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. Climate and Culture Team and Sunshine Committee will continue to work with all staff and provide staff 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 - Climate and Culture meeting minutes - Professional Learning Calendar - Second Step Lesson Completion - Anonymous Teacher/Admin Feedback Surveys - District Staff Survey - Student discipline/engagement data	Owner(s): All Staff	Timeline: Ongoing
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Describe Direct Services to Staff in support of 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, Instruction
- Supplemental contracts for certificated and classified staff to plan engagement clubs/events
- RCA, Tier II Intervention Specialist, and psychologist to provide MTSS social emotional professional learning for teachers to support all students
- TSA, 3.5 Hr Instructional Aide, 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
- Mentoring Opportunities
- Materials and supplies

Specify enhanced services for Staff in support of EL students: ELD professional learning for teachers	Specify enhanced services for Staff to support low-performing student groups: MTSS for instruction and social emotional learning
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- Data analysis and planning with focus on ELLs
- HSL to connect with parents of ELLs

- Mentoring opportunities with focus on AA, SWD, and ELLs

2023-2024 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			: Conference and travel fees to build staff capacity (G1A1, G1A3, G3A1)	30,000.00
G4A1	LCFF: EL	Instructional Supervision & Admii	Travel			: Conference and travel fees to build staff capacity (G1A1, G1A2, G1A3)	30,000.00

\$60,000.00

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	✓	90 %	91.93 %	2022-2023	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 parent engagement opportunities:

- SSC and ELAC
- Monthly Parent Engagement Hour
- Family Literacy Night
- Math Night
- Color Run
- Open House
- Back-to-School Night
- Volunteers 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, ELAC, and monthly Parent Engagement Hour were low. All staff will continue to expand their outreach to all families, focusing on AA, SWD, and ELL 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).

Balderas has had an increase in parent participation in engagement events. We will continue to focus on increasing parent participation on SSC, ELAC, and Parent Engagement Hour.

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 2023/24 SPSA.

Balderas will continue to provide family engagement events. HSL and Climate and Culture Team will create a structure and communicate parent involvement opportunities with focus on SSC, ELAC, and Parent Engagement Hour.

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

1 SSC: • More opportunities for parent involvement • Books and resources that reflect the cultural and linguistic diversity of all students	2 ELAC: More opportunities for parent involvement	3 Staff: More engagement opportunities such as Literacy and Math Night
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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
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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

- SSC, ELAC, and Climate and Culture feedback
- Parent Survey
- Student Survey
- Staff Survey
- Climate/Culture Survey

Owner(s):

- All Staff
- Students
- Parents

Timeline:

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

Describe Direct Services to Families in support of 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's Coffee Hour will occur at least once a quarter to increase parent and community input in shared decisions
- Monthly calendar of events will be sent home
- Quarterly student award assemblies

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

- HSL to support with communication to parents of focus groups (AA, SWD, ELL)

2023-2024 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 and Supplies for Parent Engagements **No Food or Incentives***	2,424.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Babysitting for Parent Engagements	3,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation (G1A1, G1A2, G3A1)	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Interpreters of Parent/Teacher Conferences (G1A1, G1A2, G1A3, G2A1, G3A1)	2,082.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage (G1A1,G1A2, G1A3)	1,000.00

\$10,506.00

2023-2024 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support with RTI (G1A2, G1A3)	79,386.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff Engagements, etc. (G1A2, G1A3, G2A1, G3A1, G4A1, G5A1)	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, Supplies, and Food (G1A2, G1A3, G2A1, G3A1, G4A1, G5A1)	66,349.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction (G1A2, G1A3, G5A1)	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repair (G1A2, G1A3)	3,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Subsiitutes: Planning, SST, IEP, Data Chats, Professional Development, etc. (G1A1, G1A2, G3A1, G4A1)	25,666.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and Other Instructional Supports (G1A1, G1A3)	16,574.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Digital Licenses and Subscriptions (G1A1, G1A3, G3A1)	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes: Planning, SST, IEP, Data Chats, Professional Learning, etc. (G1A1, G1A3, G3A1, G4A1)	10,346.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (G1A1, G1A2)	14,168.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies (G1A1, G1A2)	15,744.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support with RTI (G1A1, G1A2)	10,196.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : TBD: Events for Student and Parent Engagements	15,000.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives and Spirit Wear (G1A1, G1A2, G1A3, G2A1, G4A1, G5A1)	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G1A3, G2A1, G4A1, G5A1)	1,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	MTSS: Social-Emotion Learning, Attendance, and Instruction	57,371.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental: Parent, Student, and Staff Engagement (G2A1, G4A1, G5A1)	25,000.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Conference and travel fees to build staff capacity (G1A1, G1A3, G3A1)	30,000.00
G4A1	LCFF: EL	Instructional Supervision & Admi	Travel			: Conference and travel fees to build staff capacity (G1A1, G1A2, G1A3)	30,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Engagements **No Food or Incentives***	2,424.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Babysitting for Parent Engagements	3,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation (G1A1, G1A2, G3A1)	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Ext			Interpreters of Parent/Teacher Conferences (G1A1, G1A2, G1A3, G2A1, G3A1)	2,082.00

\$455,306.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,810.00
Sup & Conc	7090	\$262,294.00
LCFF: EL	7091	\$85,536.00
One-time School	7099	\$25,666.00
Grand Total		\$455,306.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$271,429.00
G2 - Expand student-centered and real-world learning experiences	\$15,000.00
G3 - Increase student engagement in their school and community	\$98,371.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$60,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,506.00
Grand Total	\$455,306.00