

Balderas Elementary

10621666109961

Principal's Name: Toua Chang

Principal's Signature:

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

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

Consolidated Program Assurances

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

School Site Council

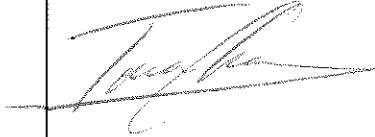

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Toua Chang	X				
2. Chairperson - Christina Robles				X	
3. Jesus Torralba				X	
4. Soua Moua		X			
5. Tamra Butler-Rice		X			
6. Jonathan Hinojosa				X	
7. Maria Estrada		X			
8. Alyssa Guerrero			X		
9. Manpal Hayer			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date 3-26-25.

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		3/27/24
SSC Chairperson	Christina Robles		3/27/24

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

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

FY 2025/26

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$76,314 *
7090	LCFF Supplemental & Concentration	\$240,690
7091	LCFF for English Learners	\$78,078

TOTAL 2025/26 ON-SITE ALLOCATION **\$395,082**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,212
Program Budget	\$74,102
Total Title I Allocation	\$76,314

ESSA Assistance Status: Not Identified for Assistance

Balderas Elementary 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			7.6 %	2023-2024	15 %
SBAC ELA - Average distance from standard	✓	-48.4 pts	-60.1 pts	2023-2024	-45.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	39.4 %	27.2 %	2023-2024	32.2 %
SBAC Math - Average distance from standard	✓	-55.6 pts	-62.8 pts	2023-2024	-47.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.4 %	26.2 %	2023-2024	31.2 %

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

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

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

Action 1: Based on the metrics in this Current Goal, students are not performing on grade level in math as identified by i-Ready and SBAC. Identified subgroups are African American (AA) and Students with Disabilities (SWD).

Action 2: Based on the metrics for this Current Goal, students are not reading on grade level in ELA as identified by i-Ready and SBAC, Identified subgroups are AA and SWD.

Action 3: Based on the metrics for this Current Goal, English Learners are not performing on grade level in ELA and Math as identified by i-Ready and SBAC.

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

Action 1:

- Students are not mastering conceptual math skills.
- PLCs have not used CFAs and data analysis to the fullest extent.
- The need for developing effective problem solving strategies and Teacher Clarity for math instruction.

Action 2:

- Students are not mastering foundations skills in the primary grades.
- PLCs have not used CFAs and data analysis to the fullest extent.
- The need for developing foundational skill building for grades TK-6.

Action 3:

- Students are not mastering foundations skills in the primary grades.
- PLCs have not used CFAs and data analysis to the fullest extent.
- The need for developing foundational skill building for grades TK-6.
- Daily ELD instruction is not implemented consistently.

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

Action 1:

1. Professional learning opportunities for staff to deepen understanding of math standards and effective problem solving strategies for math instruction.
2. Implementation of PLC+ Foundations to analyze CFAs, IABs, and FIABs.
3. Implementation of Teacher Clarity in daily instruction, focused on learning intention and success criteria.
4. Small group instruction during core instruction to provide just-in-time supports, including Teaching Fellows.
5. Intervention for identified students not on grade level.
6. Family Math Night and other events to provide math resources to families.
7. Consistent checks for understanding and student goal setting, including regular communication with parents.
8. Increased monitoring through daily classroom observations with specific feedback.
9. Improved analysis of data to target distinct skills for students.

Action 2:

1. Professional learning opportunities for staff, including conferences, to deepen understanding of ELA standards. Focus will be on reading foundational skills and writing for grades TK-6.
2. Implementation of PLC+ Foundations to analyze CFAs, IABs, FIABs, DIBELS, FSA, and HFW and sight words.
3. Implementation of Teacher Clarity in daily instruction, focused on learning intention and success criteria.
4. Implementation of LETRS/AIMS
5. Small group instruction during core instruction to provide just-in-time supports, including Teaching Fellows.
6. Intervention for identified students not on grade level.
7. Family Literacy Night and other events to provide literacy resources and books to families.
8. Consistent checks for understanding and student goal setting, including regular communication with parents.
9. Increased monitoring through daily classroom observations with specific feedback.
10. Improved analysis of data to target distinct skills for students.

Action 3:

1. Professional learning opportunities for staff, including conferences, to deepen understanding of ELD standards.

2. Implementation of PLC+ Foundations to analyze CFAs, IABs, FIABs, DIBELs, FSA, and HFW and sight words.
3. Implementation of Teacher Clarity in daily instruction, focused on learning intention and success criteria.
4. Implementation of LETRS/AMS
5. Small group instruction during core instruction to provide just-in-time supports, including Teaching Fellows.
6. Intervention for identified students not on grade level.
7. Family Literacy Night and other events to provide literacy resources and books to families.
8. Consistent checks for understanding and student goal setting, including regular communication with parents.
9. Increased monitoring through daily classroom observations with specific feedback.
10. Improved analysis of data to target distinct skills for students.

Section B: Investigation

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

Action 1: High Quality Math Instruction

Partially Implemented

The actions were partially implemented. There were inconsistencies with implementing PLC+ foundations, specifically around: learning intentions, success criteria, and CFA cycles. This impacted data analysis and intentional use of CFAs in all PLCs. Inconsistencies in PLC+ foundations implementation also impacted core Tier 1 instruction, just-in-time Tier 2 supports, and intensive Tier 3 supports for students to master the standards. FCSS Math Problem Solving implementation was not consistent.

Action 2: High Quality ELA Instruction

Partially Implemented

The actions were partially implemented. There were inconsistencies with implementing PLC+ foundations, specifically around: learning intentions, success criteria, and CFA cycles. This impacted data analysis and intentional use of CFAs in all PLCs. Inconsistencies in PLC+ foundations implementation also impacted core Tier 1 instruction, just-in-time Tier 2 supports, and intensive Tier 3 supports for students to master the standards.

Action 3: High Quality ELD Instruction

Partially Implemented

The actions were partially implemented. There were inconsistencies with implementing PLC+ foundations, specifically around: learning intentions, success criteria, and CFA cycles. This impacted data analysis and intentional use of CFAs in all PLCs. Inconsistencies in PLC+ foundations implementation also impacted core Tier 1 instruction, just-in-time Tier 2 supports, and intensive Tier 3 supports for students to master ELD standards.

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

Action 1: High Quality Math Instruction

Partially Effective

The metrics show a decline in iReady stretch growth from 46.4% on 23-24 iReady D2 to 44.6% on 24-25 iReady D2. Small group instruction during math did not occur consistently. Math problem solving skills were

implemented, but strategies were not consistently reinforced. Learning intentions and success criteria also need to be refined and aligned to daily learning.

Action 2: High Quality ELA Instruction

Partially Effective

The metrics show an increase in iReady stretch growth from 43.4% on 23-24 iReady D2 to 44.3% on 24-25 iReady D2. Targeted small group instruction and interventions need to be more prescriptive to individual student needs with a focus on AA and SWD student groups. AA student group had a decrease in percentage proficiency and distance from standards (DFS) in SBAC. SWD showed no growth in DFS. Teaching Fellows are trained to provide OG support to students.

Action 3: High Quality ELD Instruction

Partially Effective

Designated and integrated ELD time and structures are planned, but not implemented consistently. Teachers receive training on how to administer ELPAC and ELPAC domains (reading, writing, speaking, listening) and strategies. Teachers have data chats with individual students, but designated instruction based on students' ELD levels are not consistent.

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

Action 1:

We will provide more target small group instruction during core math instruction to provide just-in-time supports for all students. There will also be increase in consistent implementation of math problem solving strategies. Additional interventions will be provided by Teaching Fellows in the afterschool program.

Action 2:

We will continue to strengthen our current actions to support our literacy program, including professional learning opportunities. TK-6 teacher swill receive professional learning in Reading Foundational Skills to support all students. We will also implement a school-wide writing, possibly the Teaching and Learning Cycle.

Action 3:

We will continue to strengthen our current actions to support ELD instruction. To improve consistency, ELD instruction will be built into grade level calendars.

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

SSC:

- Ensure that EL students receive additional supports outside of the class. Continued afterschool program support for new comers.
- Improve communication to families regarding academic

ELAC:

- Ensure that EL students receive additional supports outside of the class. Continued afterschool program support for new comers.

Staff:

- ELPAC professional learning occurs earlier within the year.
- Improve communication with parents.
- Provide more opportunities for planning and teacher observations.

performance and grades.

- Continue Literacy and Math Nights to provide parents resources and strategies to support their student at home.

- More specific training in grade-level standards, PLC+ Foundations, Teacher Clarity, Reading Foundational Skills, and Math Problem Solving.

Action 1 :

High Quality Math Instruction

Action Details:

Balderas Elementary will ensure that all students receive high quality instruction through the implementation of a TK-6 grade comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities (PLC) will utilize the adopted core curriculum to implement schoolwide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Goal:

By June 2026, Balderas Elementary will decrease the distance from meeting standards (DFS) in Mathematics from -62.8 to -47.8 as measured by SBAC.

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

Tier 1 Instruction

- All TK-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.
- Assessment 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 PLC+ foundations.
- 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 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, 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 Instruction

- Students needing additional math support will receive just-in-time small group instruction during core math block.
- Instructional Coach 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 2025 and again in Spring 2026.

Tier 3 Instruction

- 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 in the classroom and ASP.
- Coordinator 1 will ensure there is a minimum of 30 mins of additional math intervention for identified students in the afterschool programs.
- Coordinator 1 will monitor students receiving interventions in ASP. Data will be shared with TST to determine supports and next steps.
- Teacher and classified supplemental contracts will be provided for staff who will provide additional 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 curricula.
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through the TST process.
- 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.

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

- 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 and site administrators will monitor RFEF students quarterly.
- Home School Liaison will support with communication between home and school, and provide parent education and resources to support mathematics.
- Supplemental contracts will be provided for supporting ELL students: instruction, planning, and assessments.

Student Groups

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

- AA:
 - Release time for teacher planning and additional supports for students
 - Professional learning for staff around cultural proficiency and student engagement
 - Literacy events to include parents and community partners
 - Additional Support Groups: Young Men of Character, Girl Power, afterschool support, RCA to support with targeted student group needs

SWD:

- Release time for teacher planning and additional supports for students
- Professional learning for staff around cultural proficiency and student engagement
- Math events to include parents and community partners
- Additional Support Groups: Young Men of Character, Girl Power, afterschool support, RCA to support with targeted student group needs

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

AA:

- Supplemental contracts for intervention supports during lunch or after the duty day
- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction,
- Materials and supplies to support with Math instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning

- Admin substitutes for professional learning and conferences
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for planning, SSTs, IEPs, Professional Learning, ELPAC assessors, parent participation
- HSL milage for parent connections and home visits.

SWD:

- Supplemental contracts for intervention supports during lunch or after the duty day
- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction,
- Materials and supplies to support with Math instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning
- Admin substitutes for professional learning and conferences
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for planning, SSTs, IEPs, Professional Learning, ELPAC assessors, parent participation
- HSL milage for parent connections and home visits.

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

AA:

- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring, and intervention block

SWD:

- Timely data chats between RSP teacher, SDC
- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring and intervention block

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> Classroom walkthroughs aligned to regional foci, Teacher Clarity, and math problem strategies. Outcomes measured by walkthrough data focused on school tights and professional learning. 100% of classrooms will show implementation of mathematical practices. Teachers will monitor student progress using CFU and CFA. Principal and VP will monitor and provided feedback to teachers. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> iReady Diagnostics and SBAC Interim Assessments Outcomes measured from assessment to assessment and through iReady MyPath progress. Teachers, PLCs, and admin will goal set and monitor progress. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> SBAC results Outcomes measured by decrease the distance from standards in Mathematics from -62.8 to -47.8 as measured by SBAC.

Action 2 :

High Quality ELA Instruction

Action Details:

Balderas Elementary School will implement a comprehensive reading program with a three-tiered approach to improve Reading Foundational Skills and comprehension of complex text. Professional Learning Communities (PLCs) will analyze common formative assessments and will consistently monitor students' progress to measure mastery of standards and determine appropriate intervention and enrichment. The school will utilize Teaching Fellows, along with the Wonders curriculum and Tiered supports, to provide differentiated reading intervention in Reading Foundational Skills and comprehension strategies.

Goal:

By June 2026, Balderas Elementary will decrease the distance from standards (DFS) in ELA from -60.1 to -45.1 as measured by SBAC.

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

Tier 1 Instruction

- All TK-6 students will receive a minimum of 120 minutes of ELA instruction daily.
- Daily ELA instruction will align to grade level standards and district adopted curriculum and resources. The focus in TK-6 will be Reading Foundational Skills and comprehension of complex text.
- Teachers will actively engage in PLC conversations to plan learning progressions, learning intentions, and success criteria aligned to essential standards, 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 TK-2: DIBELS and Wonders Phonics Survey. Focus student groups will be: AA and SWD.
- 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.
- Teachers 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, 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 and SEL will be provided, as needed.

Tier 2 Instruction

- Students needing additional ELA support will receive just-in-time small group instruction during core ELA block.
- Instructional Coach 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 2025 and again in Spring 2026.

Tier 3 Instruction

- ELA interventions for students scoring 2 grade levels or lower on iReadyD1 and SBAC ELA (Grades 3-6) will be provided through small group instruction.
- Grades TK-2 teacher will utilize Ortin 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).
- Teachers in grades 3-6 will utilize DIBELS Interventions to provide additional supports for students needing additional supports.
- Instructional Coach 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-Friday for 30 minutes during instructional time. Additional interventions may be provided for TK-2 students who have not met trimester benchmarks in 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 1 and 2 students in small group.
- 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.

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 curricula.
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through the TST process.
- 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.

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

- 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 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.
- Supplemental contracts will be provided for supporting ELL students: instruction, planning, and assessments

Student Groups

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

AA:

- Release time for teacher planning and additional supports for students
- Professional learning for staff around cultural proficiency and student engagement
- Literacy events to include parents and community partners
- Additional Support Groups: Young Men of Character, Girl Power, afterschool support, RCA to support with targeted student group needs

SWD:

- Release time for teacher planning and additional supports for students

- Professional learning for staff around cultural proficiency and student engagement
- Literacy events to include parents and community partners
- Additional Support Groups: Young Men of Character, Girl Power, afterschool support, RCA to support with targeted student group needs

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

AA:

- Supplemental contracts for intervention supports during lunch or after the duty day
- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction,
- Materials and supplies to support with ELA instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning
- Admin substitutes for professional learning and conferences
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for planning, SSTs, IEPs, Professional Learning, ELPAC assessors, parent participation
- HSL mileage for parent connections and home visits.

SWD:

- Supplemental contracts for intervention supports during lunch or after the duty day
- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction,
- Materials and supplies to support with ELA instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning
- Admin substitutes for professional learning and conferences
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for planning, IEPs, Professional Learning, ELPAC assessors, parent participation
- HSL mileage for parent connections and home visits.

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

AA:

- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring, and intervention block

SWD:

- Timely data chats between RSP teacher, SDC
- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring and intervention block

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

- Classroom walkthroughs aligned to regional foci, Teacher Clarity, and math problem strategies.
- Outcomes measured by walkthrough data focused on school tights and professional learning. 100% of classrooms will show implementation of Reading Foundational Skills and Teacher Clarity strategies.
- Teachers will monitor student progress using CFU and CFA.
- Principal and VP will monitor and provided feedback to teachers.

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

Shape these behaviors...

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

- DIBELS, FSA, iReady Diagnostics, and SBAC Interim Assessments
- Outcomes measured from assessment to assessment and through iReady MyPath progress.
- Teachers, PLCs, and admin will goal set and monitor progress.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- SBAC results
- Outcomes measured by decrease the distance from standards in ELA from -60.1 to -45.1 as measured by SBAC.

Action 3 :

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 curricula. Additional supports and interventions will be provided through RTI to ensure ELLs grow at least one proficiency level toward reclassification.

- Instructional Coach 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.

- Admin will monitor EL student progress towards reclassification.

EL data from ELPAC 2024-2025 will be utilized to identify students that are not meeting reclassification criteria. Staff will be provided professional learning for ELD instruction and strategies

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

Tier 1 Instruction

- All TK-6 students will receive a minimum of 120 minutes of ELA instruction daily.
- All TK-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: DIBELS and Phonics Survey.
- PLC agendas will reflect conversations aligned to PLC+ foundations.
- Teachers will utilize the ELD framework and EL strategies to support EL students.
- Teachers will involve students in one-on-one goal setting conversations. This will include goal-setting conferences with EL students in Fall 2025 and Spring 2026.
- Teachers 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 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.
- Paraprofessionals and Teaching Fellows will be trained EL strategies.

Tier 2 Instruction

- ELA interventions will be developed by PLCs with the support of Instructional Coach.
- Instructional Coach and site administrators will provide ELA professional learning and data monitoring support for teachers, paraprofessionals, and Teaching Fellows.

Tier 3 Intervention

- 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 TK-2 teachers will utilize Orin Gillingham to support all students towards mastery of Reading Foundations Skills. Teachers will provide targeted lessons to students during Response to Intervention (RTI).
- Students will receive interventions Monday-Friday for 30 minutes during instructional time. Additional interventions may be provided for TK-6 students who have not met their DIBELS trimester benchmarks.
- 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.
- Licenses will be purchased to support teachers with aligned MTSS. Focused support are for AA and SWD student groups.

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 curricula.
- Psychologist will support teachers with providing SEL interventions for students identified as Tier 3 through the TST process.
- 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.

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

- 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, 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

Student Groups

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

AA:

- Release time for teacher planning and additional supports for students
- Professional learning for staff around cultural proficiency and student engagement
- Literacy events to include parents and community partners

SWD:

- Release time for teacher planning and additional supports for students
- Professional learning for staff around cultural proficiency and student engagement
- Literacy events to include parents and community partners

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

AA:

- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction
- Materials and supplies to support with ELD instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning
- Admin substitutes for professional learning and conferences
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for professional learning and planning
- HSL milage for parent connections and home visits.

SWD:

- Release time for teachers to conduct equity audits and provide targeted interventions and supports
- Teachers engage students in goal setting and self-assessment
- Subscriptions to support with instruction
- Materials and supplies to support with ELD instruction
- Student incentives for students meeting growth goals
- Technology to support instruction
- Technology and technology maintenance and repairs
- Graphs to support student learning
- Admin substitutes for professional learning and conferences

- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts
- Substitute teachers for release time for planning, IEPs, Professional Learning, ELPAC assessors, parent participation
- HSL milage for parent connections and home visits.

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

AA:

- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring, and intervention block

SWD:

- Timely data chats between RSP teacher, SDC
- Increase small group instruction
- Targeted RTI focused on small group instruction with teacher
- After school support with homework, tutoring and intervention block

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

2025-2026 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	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance and repair (G1A1, G1A2)	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin subs for IEPs, conferences and planning (G1A2, G1A3, G3A1, G4A1)	4,771.00
G1A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental	6,546.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff engagements, ELPAC Assessors, etc... (G1A1-3, G2A1, G3A1, G4A1, G5A1)	24,520.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) No IEPs	11,332.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1)	36,780.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Digital licenses and subscriptions	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies and food (G1A1, G1A2, G1A3, GG2A1, G3A1, G4A1)	101,593.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G2A1, G4A1, G5A1)	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1)	5,964.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies (G1A1, G1A2, G1A3)	39,718.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent participation (G1A1, G1A2, G1A3, G1A5)	2,000.00

\$254,224.00

Current Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)****School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	100 %	83.5 %	2024-2025	90 %

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

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

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

Based on the the metrics in this Current Goal, the percent favorable in student-centered/real world experiences domain of the 2024 Fall Climate and & Culture student survey increased 4% from Spring 2024. However, this increase is 6% short of our goal of 100% of our students being engaged and participating in student centered and real world experiences.

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

- Students may not have fully understood the 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 increased professional learning in the RCA role was required in order to provide students with more Goal 2 opportunities.

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

- 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.

Section B: Investigation

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

Action 1: Opportunities to Develop Career Awareness

Partially Implemented

- The actions were partially implemented. Even though participation rates did not meet our goal, our student engagement participation rates have continued to increase.
- Booking transportation and aligning it to the dates available for field trips venues was a challenge.

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

Action 1: Opportunities to Develop Career Awareness

Partially Effective

Student responses remain in the high 84% favorable. This will continue to be an area of focus for Balderas staff.
Due to staffing, some Clubs and SEL Support groups were not available for students to participate in.

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

- 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.

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

SSC:

- Parents appreciate field trips and sports, however they would like to see more dances such as Folklorico, Hmong Dance, Hip-Hop dance and Line dancing.

ELAC:

- Additional of Folklorico dancing group

Staff:

- Investment in science materials and supplies to provide more real-world experiences.
- Staff PL in SEL supports for students (Second Step, CHAMPS, MAC, etc).

Action 1 :

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

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

- Supplemental contracts will be provided for staff to provide engagement opportunities for students
- Expanded Learning Coordinator and HSL will connect with middle schools and high schools to provide Folklorico and Hmong Dance opportunities for students.
- Expanded Learning Coordinator and HSL will connect with community partners to provide career-based engagement opportunities for students
- Expanded 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

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

- 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

Student Groups

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

- **English Learner (EL):**

Materials and supplies will be allocated to improve service and communication with the parents of our EL students.

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

- **English Learner (EL):**
We will utilize some of the 7091 funds for the HSL to improve services and communications with families of of our student groups.
- Translation services will be utilized to communicate with parents regarding these experiences.

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

- **English Learner (EL):**
Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities.
- All students will be encouraged to engage in real-world learning activities and experiences.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

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

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

- Engagement participation will be analyzed quarterly for increases compared to previous year.
- Outcomes will be measured through ATLAS reports.
- Outcomes will be monitored by Principal, VP, and Climate & Culture team.

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

Shape these behaviors...

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

- Engagement participation will be analyzed quarterly for increases compared to previous year.
- Outcomes will be measured through ATLAS reports.
- Outcomes will be monitored by Principal, VP, and Climate & Culture team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- Engagement participation will be analyzed quarterly for increases compared to previous year.
- Outcomes will be measured through ATLAS reports.
- Outcomes will be monitored by Principal, VP, and Climate & Culture team.

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		29.1 %	2023-2024	28.5 %
Chronic Absenteeism - (African American)	✓		43.8 %	2023-2024	43.2 %
Suspension Rate	✓	0.5 %	2.7 %	2023-2024	2.37 %
Suspension Rate - (African American)	✓		9.4 %	2023-2024	9.07 %

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

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

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

Based on the metrics in the current goal, Chronic Absenteeism and suspension rate continues to improve for all subgroups.

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

- High transiency of families
- High percentage of students exposed to trauma
- Low participation at attendance meetings
- Lack of follow up through the SARB process
- Tier 2 Specialist position remained vacant

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

- Bi-weekly and monthly incentives for attendance

- Teacher phones calls home after second consecutive student absence
- Referrals to HSL to make home visits at third consecutive student absence when parent contact has not been successful

Section B: Investigation

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

Action 1: Structures to Support Positive Climate and Culture

Partially Implemented

- Balderas will continue to refine and focus on on Tier 1 school-wide and classroom structures and expectations.
- Balderas received an RCA to support with SEL and attendance

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

Action 1: Structures to Support Positive Climate and Culture

Partially Effective

- This action was partially effective- HSL made home visits however teachers did not consistently call families at the second consecutive absence nor were students referred to the HSL for a home visit after the third consecutive absence with no parent contact.
- Chronic absenteeism decreased over all from 16.4% to 15%.
- Chronic absenteeism declined for American American and Students with Disabilities subgroups

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

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

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

SSC:

- Incentives for students meeting attendance and behavioral expectations
- Monthly communication of events to all stakeholders.

ELAC:

- Incentives for students meeting attendance and behavioral expectations
- Monthly communication of events to all stakeholders.

Staff:

- Incentives for students meeting attendance and behavioral expectations
- Monthly communication of events to all stakeholders
- Psychologist to support with misbehaviors of both SWD and GE students.

Action 1 :

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.

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

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, Expanded 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 (when hired) will support with misbehaviors and attendance.
- School Psychologist will support Tier 3 students: SST, BIP, data monitoring, etc.
- Materials and supplies to improve positives behavior supports and interventions
- Planning day for CCT to review data and revise schoolwide structures.

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

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

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

Funds will be utilized to support individual and group sessions focused on building social emotional competencies and coping strategies to be conducted by RCA, Tier 1 Specialist (when hired) , HSL and support staff.

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

Students with Disabilities (SWD):

African American (AA):

- Funds will be used for materials and supplies to promote parent engagement and student incentives
- HSL will continue to provide services and communication with the families of our student groups. ?

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

- HSL will conduct home visits as necessary and provide interpreting services for families
- OA & HSL will review attendance data to monitor low-performing students for all subgroups
- RCA will support students SEL needs
- Student academic, attendance and discipline data will be utilized to ensure that low-performing students are provided access to SEL resources.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

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

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

- Continue with a decrease in suspensions and chronic absenteeism monthly from previous year
- Outcomes will be measured by monthly meetings to review/analyze suspension and attendance data by school, grade level, teacher, and supports.
- Outcomes will be monitored by Admin, TST, and Climate & Culture team

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

Shape these behaviors...

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

- Continue with a decrease in suspensions and chronic absenteeism by semester from previous year
- Outcomes will be measured by monthly meetings to review/analyze suspension and attendance data by school, grade level, teacher, and supports.
- Outcomes will be monitored by Admin, TST, and Climate & Culture team

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- Continue with a decrease in suspensions and chronic absenteeism monthly from previous year
- Outcomes will be measured by monthly meetings to review/analyze suspension and attendance data by school, grade level, teacher, and supports.
- Outcomes will be monitored by Admin, TST, and Climate & Culture team

2025-2026 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	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA position to support student SEL needs.	62,699.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives (G1A1, G1A2, G2A1, G4A1, G5A1)	20,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD: Events for student, staff and parent engagements	20,000.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL & Staff milage for Attendance and Parent and Staff Engagements	700.00

\$103,399.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)****School Quality Review**

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	82.3 %	2024-2025	83.4 %

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

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

- Staff participation decreased by nearly half in the Fall Climate & Culture survey.
- Need for increase teacher and staff voice during PL's.
- Lack of teacher involvement in the Culture & Climate which lead to inconsistencies in execution of culture building activities for staff and students.

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

- Lack of teacher involvement in the Culture & Climate which lead to inconsistencies in execution of culture building activities for staff and students.
- Classified staff was not included in beginning of school year year connection activities due to different start dates
- Limited buy-in from staff during staff culture and climate building activities.

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

Balderas Elementary will continue to:

- Provide opportunities for all stakeholders to voice input through committees, surveys feedback forms and open discussion in meetings.
- Leverage leadership decisions utilizing our School Climate & Culture Team, ILT, SBC, and SSC to identify areas where growth can occur.
- Culture & Climate team survey staff for potential connectivity ideas.
- Provide weekly updates (WAG) sent by Admin to all staff for connectivity.

Section B: Investigation

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

Action 1: Staff Supports and Engagements

Partially Implemented

This action was partially implemented due to decreased participation of certificated staff in the Culture & Climate team which made it difficult to follow through with connectiveness plans and activities for all staff.

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

Action 1: Staff Supports and Engagements

Ineffective

The action was ineffective because there currently is a 9% decrease in favorable responses from the Fall 2023 to the Spring 2024 Climate & Culture survey.

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

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

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

SSC:

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

ELAC:

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

Staff:

- Increase opportunities for staff to engage with each other, students, parents and the community.
- Professional learning and resources for SEL to support Tier 2 and 3 students.
- CCT to create structures for staff recognition
- More opportunities for staff to be involved in planning decision making.
- Improve communications to staff and families.

Action 1 :

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.

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

- 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

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

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

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

Professional learning opportunities Personalized Learning Instruction, Blended learning and how to maximize GVC resources for teachers to build their capacity to differentiate instruction.

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

Students with disabilities (SWD) & English Learners (EL):

- Teaching Fellows and support staff to support with ELPAC practice and tutoring

- Professional development for Culturally proficient instruction

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

Students with disabilities (SWD) & English Learners (EL):

- ELD professional learning for teachers
- Data analysis and planning with focus on SWD and EL students
- PL opportunities for staff and Teaching Fellows to support students based on iReady diagnostic results

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

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

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

We will measure the effectiveness of professional development around Foundational Skills and the Coaching Cycle during the first semester.

Outcomes measured with iReady1 and iReady2 Diagnostic administrations.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by staff participation.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by staff participation.

Outcomes monitored by Principal, VP, and CCT.

2025-2026 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)	30,000.00

\$30,000.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	100 %	94.9 %	2024-2025	96 %

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

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

We have hosted a Literacy Night a long with two Bingo Nights, however getting parents to attend events on campus or come to parent meetings (ELAC, SSC...) to support their students achievements has been a challenge.

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

- Not all parents have phone/technology to communicate with the school.
- Language barriers prevent parents from coming on campus.

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

- Increase positive communication methods with parents.
- Provide incentives for parents to attend school events.

Section B: Investigation

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

Action 1: Parent Learning and Engagement

Partially Implemented

Balderas will continue to provide family engagement opportunities:

- School Site Council
- Parent Engagement Hour (Coffee Hour) and other engagements opportunities
- Family Literacy and Math Nights
- School Carnival
- Back to School Night
- Open House
- Promote and increase volunteer and chaperone participation

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

Action 1: Parent Learning and Engagement

Effective

Although we did not reach our goal of 100% parent engagement, we grew 4% points on the Climate & Culture Family Survey, Family Engagement domain. We will continue to implement our plans of engaging families more with the school.

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

Administration and support staff will continue to find more innovative ways to communicate and provide resources to families.

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

SSC:

- Parent Meetings
- Increase positive phone calls home
- Continue to build capacity of the front office staff on customer service
- Connect with students with excess absences

ELAC:

- Parent Meetings
- Increase positive phone calls home
- Continue to build capacity of the front office staff on customer service
- Connect with students with excess absences

Staff:

- Parent Meetings
- Increase positive phone calls home
- Continue to build capacity of the front office staff on customer service
- Connect with students with excess absences

Action 1 :

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.

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

- Materials and supplies to increase parent engagement
- Certificated and classified supplemental contracts to plan opportunities for parent engagements and learning
- HSL will communicate engagement and learning through ParentSquare, School Website, PeachJar, Facebook, and student Flyers.
- Principal and HSL will provide multiple options for parents to engage in meetings
- Monthly calendar of events will be sent home
- Quarterly student award assemblies
- Literacy and Math nights to engage parents with the learning occurring in their child's classroom.

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

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

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

?Home School Liaison will continue to work with Admin and teachers to improve service and communication with parents.

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

Students with Disabilities (SWD):

English Learner (EL):

?We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts and parent/family engagements.

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

Students with Disabilities (SWD):

English Learner (EL):

- Ensure monthly SST meetings to address the needs of our lowperforming groups.
- Ensuring consistent communication with all parents.
- Increasing opportunities for parent engagement during and after school hours.
- Site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the School Social Worker will recruit students to participate in the Peer-to-Peer
- Mentoring program which supports increasing student belonging and connectedness to school.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

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

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

Balderas Elementary will have an increase in attendance at the Back to School/Title I Parent meeting and during conferences.

Outcomes will be measured by attendance rosters, and our goal is a 10% increase in parent attendance from prior year.

Outcomes will be monitored by Admin, Teachers, and Support staff including the office staff.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Balderas Elementary will have a 5% favorable increase as measured on the family engagement domain of the Fall Climate & Culture surveys.

Outcomes will be monitored by Admin, Teachers, and Support staff including the office staff.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Balderas Elementary will have a 10% favorable increase as measured on the family engagement domain of the Fall Climate & Culture surveys.

Outcomes will be monitored by Admin, Teachers, and Support staff including the office staff.

2025-2026 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			Title I Materials & Supplies for Parent Engagements *No Food or Incentives*	2,283.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental	5,176.00

\$7,459.00

2025-2026 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	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance and repair (G1A1, G1A2)	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin subs for IEPs, conferences and planning (G1A2, G1A3, G3A1, G4A1)	4,771.00
G1A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Supplemental	6,546.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff engagements, ELPAC Assessors, etc... (G1A1-3, G2A1, G3A1, G4A1, G5A1)	24,520.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) No IEPs	11,332.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplementals for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1)	36,780.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Digital licenses and subscriptions	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies and food (G1A1, G1A2, G1A3, GG2A1, G3A1, G4A1)	101,593.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics (G1A1, G1A2, G2A1, G4A1, G5A1)	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1)	5,964.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies (G1A1, G1A2, G1A3)	39,718.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Parent participation (G1A1, G1A2, G1A3, G1A5)	2,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA position to support student SEL needs.	62,699.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives (G1A1, G1A2, G2A1, G4A1, G5A1)	20,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD: Events for student, staff and parent engagements	20,000.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL & Staff milage for Attendance and Parent and Staff Engagements	700.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences and travel fees to build staff capacity (G1A1, G1A3, G3A1)	30,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title I Materials & Supplies for Parent Engagements *No Food or Incentives*	2,283.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Classified Supplemental	5,176.00

\$395,082.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,314.00
Sup & Conc	7090	\$240,690.00
LCFF: EL	7091	\$78,078.00
Grand Total		\$395,082.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$254,224.00
G3 - Increase student engagement in their school and community	\$103,399.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$30,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,459.00
Grand Total	\$395,082.00