

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 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

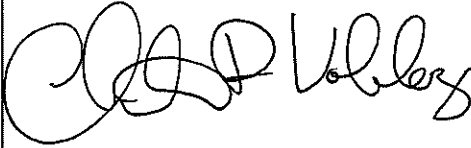
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Toua Chang	X				
2. Chairperson - Christina Robles				X	
3. Soua Moua		X			
4. Moua Lee		X			
5. Maria Estrada			X		
6. Alyssa Guerrero				X	
7. Jonathan Hinojsa				X	
8. Jesus Torralba				X	
9. Billi Stanley				X	
10. Kenia Valencia				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: Balderas Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Toua Chang		4/14/2026
SSC Chairperson	Christina Robles		4/14/2026

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

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

FY 2026/27

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$79,350 *
7090	LCFF Supplemental & Concentration	\$222,720
7091	LCFF for English Learners	\$68,080

TOTAL 2026/27 ON-SITE ALLOCATION

\$370,150

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,300
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Program Budget	\$77,050
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Total Title I Allocation	\$79,350
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Balderas Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4	15 %	14.4 %	2024-2025	15.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		45.3 %	2024-2025	46.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		48.8 %	2025-2026	49.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.6 %	2025-2026	52.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		45.9 %	2025-2026	47 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.8 %	2025-2026	65.9 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		38.4 %	2025-2026	39.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		58.5 %	2025-2026	59.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.1 %	2025-2026	48.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50.6 %	2025-2026	51.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.9 %	2025-2026	65 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		26 %	2025-2026	27.1 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-45.1 pts	-34.5 pts	2024-2025	-19.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		38.8 %	2024-2025	43.8 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-47.8 pts	-45.3 pts	2024-2025	-30.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		32.4 %	2024-2025	37.4 %	↑
Goal 2	Chronic Absenteeism - (English Learner)		24.9 %	2024-2025	24.3 %	↓

Goal 2	Chronic Absenteeism - (Hispanic)		36.4 %	2024-2025	35.8 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		28.7 %	2024-2025	28.1 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		40.6 %	2024-2025	40 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	28.5 %	19.5 %	2025-2026	18.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	83.4 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2.37 %	0 %	2025-2026	-0.33 %	↓

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

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

- Action 1:** Based on current metrics, students are not performing at grade level in Math, as measured by i-Ready and SBAC, with African American (AA) students and Students with Disabilities (SWD) identified as priority subgroups.
- Action 2:** Based on current metrics, students are not performing at grade level in ELA, as measured by i-Ready and SBAC, with African American (AA) students and Students with Disabilities (SWD) identified as priority subgroups.
- Action 3:** Based on current metrics, English Learners are not performing at grade level in ELA and Math, as measured 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 are not fully utilizing CFAs and data analysis, and there is a need to strengthen teacher clarity and problem-solving instruction in math.
- Action 2:** Students are not mastering foundational skills in the primary grades. PLCs are not fully utilizing CFAs and data analysis, and there is a need to strengthen foundational skill development across TK–6.
- Action 3:** Students are not mastering foundational skills in the primary grades. PLCs are not fully utilizing CFAs and data analysis, foundational skill development (TK–6) needs strengthening, and 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 6-Steps Phonics Instruction
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 6-Steps Phonics Instruction
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

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

High Quality Math Instruction

Partially Implemented

The actions were partially implemented. There were inconsistencies with implementing PLC+ foundations and Teacher Clarity, 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.

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.

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.

Opportunities to Develop Career Awareness

Partially Implemented

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, dance groups, and SEL Support groups were not available for students to participate in.

Structures to Support Positive Climate and Culture

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.

Staff Supports and Engagements

Partially Implemented

This action was partially implemented due to the CCT team's initial focus on learning established structures and building effective systems.

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

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

High Quality Math Instruction

Effective

The metrics show a small increase in iReady stretch growth from 44.6% on 24-25 iReady D2 to 47.1% on 25-26 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.

High Quality ELA Instruction

Effective

The metrics show an increase in iReady stretch growth from 44.3% on 24-25 iReady D2 to 43% on 25-26 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.

High Quality ELD Instruction

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.

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.

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 declined for Students with Disabilities subgroups

Staff Supports and Engagements

Effective

98% of staff responded favorably in Fall Climate & Culture survey.

Parent Learning and Engagement

Effective

Although we did not reach our goal of 100% parent engagement, we were 99% favorable 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.

- 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.
- 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.
- 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
- 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.
- 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: • 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.
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Action

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

High Quality Math Instruction

Action Details

Equitable Access

Balderas will provide high-quality instruction through a comprehensive TK–6 math program focused on conceptual understanding and the eight mathematical practices, emphasizing focus, coherence, and rigor. Professional Learning Communities (PLCs) will use the adopted core curriculum to implement a schoolwide multi-tiered system of support to ensure students master grade-level standards.

Goal:

By June 2027, Balderas Elementary will increase the Math DFS to -18 points and increase the percentage of students meeting or exceeding standards to 41% on the SBAC.

Direct Instructional Services

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

Tier 1 Instruction

- All TK–6 students receive 90 minutes of daily math instruction emphasizing conceptual understanding, application, and the Mathematical Practices.
- Teachers implement adopted curriculum, manipulatives, and district resources to support concept development.
- EL strategies are used to help English Learners explain and justify mathematical reasoning.
- PLCs plan and implement learning progressions, learning intentions, and success criteria (Teacher Clarity) aligned to CCSS and SBAC tasks.
- PLC+ will anchor all collaborative team meetings, ensuring CFAs aligned to CCSS and SBAC are administered and analyzed to inform instruction and improve student learning outcomes.
- Staff monitor ELs, students with disabilities, and African-American students to provide timely supports.
- Supplemental contracts, substitutes, materials, supplies, and technology are provided to support instruction and planning.
- Staff receive professional learning in literacy, Mathematical Practices, and SEL as needed.

Tier 2 Instruction

- Students needing additional support will receive just-in-time small-group instruction during the core math block.
- The Instructional Coach and administration provide math PD, coaching, and data monitoring for teachers, Teaching Fellows, and after-school staff.

- Student data conversations occur twice yearly (Fall 2025 and Spring 2026).

Tier 3 Instruction

- Students scoring two or more grade levels below on i-Ready D1 or SBAC receive small-group math interventions in class and after school.
- Coordinator 1 ensures at least 30 minutes of additional after-school math intervention for identified students and monitors progress with data shared to TST.
- Supplemental contracts support teachers and classified staff providing Tier 2 and 3 interventions beyond the duty day.

Social-Emotional Learning

- Teachers provide Tier 1 SEL instruction through Second Step digital lessons and daily Class Meetings.
- The RCA and Tier 2 Intervention Specialist deliver additional SEL supports using ATLAS data and district curricula.
- The psychologist provides Tier 3 SEL interventions for students identified through the TST process.
- Balderas partners with All For Youth to ensure students receive appropriate SEL supports and trains teachers in trauma-informed practices.

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 support academic language development through Mathematical Discourse and Mathematical Practices aligned to the ELD framework.
- Teachers will use manipulatives, visual supports, and structured small-group or partner interactions.
- Teachers and site administrators will monitor RFEP student progress quarterly.
- The Home School Liaison will support communication, parent education, and math-related resources.
- Supplemental contracts will be provided for instruction, planning, and assessment supports for ELL students.

Student Groups

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

African American (AA)

- Release time for teacher planning and additional student supports
- Professional learning on cultural proficiency and student engagement
- Literacy events with parents and community partners
- Additional support groups: Young Men of Character, Girl Power, after-school support, RCA

Students With Disabilities (SWD)

- Release time for teacher planning and additional student supports

- Professional learning on cultural proficiency and student engagement
- Math events with parents and community partners
- Additional support groups: Young Men of Character, Girl Power, after-school support, RCA

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, planning, SSTs, IEPs, ELPAC, and targeted student supports
- Teachers engage students in goal-setting and self-assessment
- Instructional subscriptions, math materials/supplies, graphs, and technology (including maintenance/repairs) to support instruction
- Student incentives for meeting growth goals
- Admin substitutes and teacher substitutes for professional learning, conferences, and planning
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts to extend instructional support
- Home School Liaison mileage for parent connections and home visits

SWD:

- Supplemental contracts for interventions during lunch or after the duty day
- Release time for equity audits, planning, targeted supports, SSTs, IEPs, ELPAC, and parent participation
- Teachers engage students in goal-setting and self-assessment
- Instructional supports: subscriptions, math materials/supplies, graphs, and student incentives
- Technology for instruction, including maintenance and repairs
- Substitutes (admin and teacher) for professional learning, conferences, and planning
- Professional learning and conferences to build staff capacity
- Classified and certificated supplemental contracts to extend instructional support
- HSL mileage for parent communication and home visits

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

AA:

- Increase small-group supports during core Tier 1 instruction
- Targeted RTI delivered through small-group lessons with the teacher
- Afterschool support for homework, tutoring, and intervention

SWD:

- Timely data chats between RSP/SDC teachers and GE teachers
- Increased small-group instruction
- Targeted RTI delivered through small-group lessons with the teacher
- Afterschool support for homework, tutoring, and intervention

Family Engagement

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

- Host family events that model key instructional strategies used in class (ex: Math Night)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Training on effective small-group instruction and targeted RTI
- PL on using data to guide instruction and monitor student progress
- Workshops on implementing core curriculum, interventions, and instructional technology
- Ongoing coaching and collaboration to strengthen instructional practices
- Ongoing PL on PLC+ and Teacher Clarity
- Math Problem Solving and Counting Collections with FCSS

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

-
- Classroom teachers (progress monitoring, student stretch growth goals, CFA and IAB/FIAB data)
 - Instructional Coach (classroom support, walk-through data, intervention progress monitoring)
 - Site Administrators (monitoring overall implementation and student outcomes)
 - TST/Student Support Teams (reviewing data for students needing additional support)

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.

-
- iReady Diagnostics and SBAC Interim Assessments
 - Outcomes measured from assessment to assessment and through iReady My Path 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 Mathematics from -62.8 to -47.8 as measured by SBAC.

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

High Quality ELA Instruction

Action Details

Early Literacy

Balderas Elementary will implement a three-tiered reading program to strengthen foundational literacy skills and comprehension of complex text. PLCs will analyze common formative assessments and monitor student progress to guide targeted intervention and enrichment. Teaching Fellows, the Wonders curriculum, and tiered supports will be used to provide differentiated reading instruction.

Goal: By June 2027, Balderas Elementary will increase the ELA DFS to -7 points and increase the percentage of students meeting or exceeding standards to 48.8% on the SBAC.

Direct Instructional Services

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

Tier 1 Instruction

- TK–6 students receive 120 minutes of daily ELA instruction
- Instruction aligned to grade-level standards, district curriculum, and CCSS
- Focus on Reading Foundational Skills and complex text comprehension
- Teachers collaborate in PLCs to plan learning progressions, learning intentions, and success criteria
- Common formative assessments aligned to CCSS and SBAC analyzed in PLCs
- DIBELS and Wonders Phonics Survey used in TK–2
- Targeted monitoring of EL, SWD, and African American students
- Implementation of ELD framework and EL strategies
- Quarterly student goal-setting conferences
- Additional planning time, materials, literacy resources, substitutes, and professional learning provided as needed

Tier 2 Instruction

- Small-group, just-in-time ELA instruction during the core block
- Instructional Coach and administrators provide professional learning and data support
- Support extended to Teaching Fellows and afterschool staff

- Student data conversations conducted twice annually

Tier 3 Instruction

- Intensive ELA interventions for students two or more grade levels below
- TK–2: Orton-Gillingham–based instruction and RTI small groups
- Grades 3–6: DIBELS-aligned interventions
- Daily 30-minute intervention/enrichment block
- Additional interventions for students not meeting benchmarks
- Paraprofessionals and Teaching Fellows trained in Tier 1–3 supports
- Coordinator supports ELA data management and TST participation
- Supplemental contracts for teachers providing extended interventions

Social-Emotional Learning

- Tier 1 SEL through Second Step and daily class meetings
- Tier 2 SEL supports provided using ATLAS data and district curriculum
- Tier 3 SEL interventions supported through TST and school psychologist
- Partnership with All For Youth to provide comprehensive SEL services
- Staff trained in trauma-informed practices

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 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 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 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

Family Engagement

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

- Host family events that model key instructional strategies used in class (ex: Literacy Night)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Training on effective small-group instruction and targeted RTI
- PL on using data to guide instruction and monitor student progress

- Workshops on implementing core curriculum, interventions, and instructional technology
- Ongoing coaching and collaboration to strengthen instructional practices
- Ongoing PL on PLC+ and Teacher Clarity

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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 My Path 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.

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

High Quality ELD Instruction

Action Details

Equitable Access

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 2025-2026 will be utilized to identify students that are not meeting reclassification criteria. Staff will be provided professional learning for ELD instruction and strategies

Direct Instructional Services

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

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 Ortin 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, Guidied 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

Family Engagement

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

- Host family events that model key instructional strategies used in class
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Training on effective small-group instruction and targeted RTI
- PL on using data to guide instruction and monitor student progress
- Workshops on implementing core curriculum, interventions, and instructional technology
- Ongoing coaching and collaboration to strengthen instructional practices
- Ongoing PL on PLC+ and Teacher Clarity

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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 My Path 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 -45 to -30 as measured by SBAC.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Bks & Ref			Digital Licenses and Subscriptions to Support Learning	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	83,634.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to Support Instruction	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences and Travel Fees to Build Staff Capacity	30,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD- Graphics	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs **Budget lines for personnel include salaries and related benefits	4,775.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies (G1A1, G1A2, G1A3)	28,370.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent participation (G1A1, G1A2, G1A3, G1A5)	2,000.00
G1A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL & Staff mileage for Attendance and Parent and Staff Engagements	700.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,341.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts **Budget lines for personnel include salaries and related benefits	36,810.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repair	3,000.00
G1A2	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Support-Supplemental Contracts **Budget lines for personnel include salaries and related benefits	6,501.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) **Budget lines for personnel include salaries and related benefits	5,969.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental: Interventions, Student/Parent/Staff engagements, ELPAC Assessors, etc... (G1A1-3, G2A1, G3A1, G4A1, G5A1) **Budget lines for personnel include salaries and related benefits	24,540.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental **Budget lines for personnel include salaries and related benefits	6,501.00

\$262,141.00

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

Real-World Learning and Multicultural Experiences (Prop 28)

Action Details

Life Skills

Balderas is committed to increasing student engagement through student-centered/real-world learning and multi-cultural experiences:

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

Direct Instructional Services

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

- Prop 28 funds will be used to support real-world and multicultural experiences
- Supplemental contracts will be provided for staff to provide engagement opportunities for students
- Staff and Expanded Learning Coordinator will provide students with multi-cultural experiences: Folklorico, Hmong Dance, Music 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 support music, dance, and other items to increase student engagement
- Costumes and shoes for dance and performing groups

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.

Family Engagement

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

- Host family events with informational sessions (ex: BINGO, Loteria, dance, etc.)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Cross-curricular teaching and planning
- Cultural Responsive Teaching
- Second Step Lesson
- CHAMPS and MAC
- Positive Schoolwide Behavior Interventions and Supports

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- 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.

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

Structures to Support Positive Climate and Culture

Action Details

Health & Wellness

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.

Direct Instructional Services

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

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.

Family Engagement

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

- Host family events with informational sessions (ex: BINGO, Loteria, dance, etc.)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Cultural Responsive Teaching
- Second Step Lesson
- CHAMPS and MAC
- Positive Schoolwide Behavior Interventions and Supports

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Continue with a decrease in suspensions and chronic absenteeism monthly from previous year

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.

- 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

- 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

- 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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		65,075.00
G2A2	Sup & Conc	Instruction	Student Incenti			Student Incentives	20,000.00
G2A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD: Events for Student and Parent Engagement	20,000.00

\$105,075.00

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

Staff Supports and Engagements

Action Details

Effective Staff

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.

Direct Instructional Services

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

- 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

Family Engagement

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

- Host family events with informational sessions (ex: BINGO, Loteria, dance, etc.)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Cross-curricular teaching and planning
- Cultural Responsive Teaching
- Second Step Lesson
- CHAMPS and MAC
- Positive Schoolwide Behavior Interventions and Supports

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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.

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

Parent Learning and Engagement

Action Details

Community Engagement

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

Direct Instructional Services

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

- 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 monthlySSTmeetings 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.

Family Engagement

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

- Host family events with informational sessions (ex: BINGO, Loteria, dance, etc.)
- Provide accessible parent workshops and resources to support learning at home
- Communicate consistently with families in their home languages through the HSL
- Share student goals and progress to strengthen home–school partnerships

Professional Learning

Describe Professional Learning related to this action.

- Cross-curricular teaching and planning
- Cultural Responsive Teaching
- Second Step Lesson
- CHAMPS and MAC
- Positive Schoolwide Behavior Interventions and Supports

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1: Materials and Supplies for Parent Engagement **No Food or Incentives**	2,934.00

\$2,934.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0035 Balderas Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0035	1110	1000	1120	Teacher-Subs					G1A2	Teacher Subs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,341.00
060	3010	0035	1110	2495	4300	Mat & Supp					G3A1	Title 1: Materials and Supplies for Parent Engagement **No Food or Incentives**	2,934.00
060	3010	0035	1110	3110	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Davis, Katherine	0.7500	G2A2		65,075.00
030	7090	0035	1110	1000	1160	Teacher-Supp					G1A2	Teacher Supplemental Contracts **Budget lines for personnel include salaries and related benefits	36,810.00
030	7090	0035	1110	1000	4200	Bks & Ref					G1A1	Digital Licenses and Subscriptions to Support Learning	10,000.00
030	7090	0035	1110	1000	4300	Mat & Supp					G1A1	Material and Supplies	83,634.00
030	7090	0035	1110	1000	4301	Student Incenti					G2A2	Student Incentives	20,000.00
030	7090	0035	1110	1000	4400	Nc-Equipment					G1A1	Technology to Support Instruction	5,000.00
030	7090	0035	1110	1000	5221	Travel					G1A1	Conferences and Travel Fees to Build Staff Capacity	30,000.00
030	7090	0035	1110	1000	5723	Direct-Maint					G1A2	Technology Maintenance and Repair	3,000.00
030	7090	0035	1110	1000	5899	Cons Svc/Oth					G2A3	TBD: Events for Student and Parent Engagement	20,000.00
030	7090	0035	1110	1000	5899	Cons Svc/Oth					G1A1	TBD- Graphics	3,000.00
030	7090	0035	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Subs **Budget lines for personnel include salaries and related benefits	4,775.00
030	7090	0035	1110	4000	2260	Cls Sup-Sup					G1A2	Classified Support-Supplemental Contracts **Budget lines for personnel include salaries and related benefits	6,501.00
030	7091	0035	4760	1000	1120	Teacher-Subs					G1A2	Teacher subs for planning, SST, Data Chats, Professional Learning, etc. (G1A2, G1A3, G3A1, G4A1) **Budget lines for personnel include salaries and related benefits	5,969.00
030	7091	0035	4760	1000	1160	Teacher-Supp					G1A3	Teacher Supplemental: Interventions, Student/Parent/Staff engagements, ELPAC Assessors, etc... (G1A1-3, G2A1, G3A1, G4A1, G5A1) **Budget lines for personnel include salaries and related benefits	24,540.00
030	7091	0035	4760	1000	2160	Ins Aide-Sup					G1A3	Classified Supplemental **Budget lines for personnel include salaries and related benefits	6,501.00
030	7091	0035	4760	1000	4300	Mat & Supp					G1A1	Materials & supplies (G1A1, G1A2, G1A3)	28,370.00
030	7091	0035	4760	2495	4300	Mat & Supp					G1A1	Parent participation (G1A1, G1A2, G1A3, G1A5)	2,000.00
030	7091	0035	4760	3130	5211	Local Mileag					G1A1	HSL & Staff milage for Attendance and Parent and Staff Engagements	700.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,350.00
Sup & Conc	7090	\$222,720.00
LCFF: EL	7091	\$68,080.00
Grand Total		\$370,150.00

\$370,150.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$262,141.00
G2 - The Whole Child (SEL and Engagement)	\$105,075.00
G3 - Operational Excellence	\$2,934.00
Grand Total	\$370,150.00