


Balderas Elementary

10621666109961

Principal's Name: Marilyn Lopez-Cuevas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

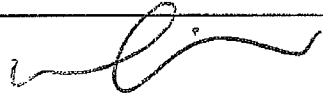
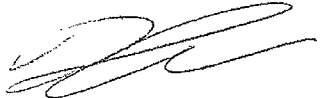
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 subgroups 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 (DAC and 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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marilyn Lopez-Cuevas	X				
2. Chairperson - Jennifer Flores			X		
3. Kris Fenton		X			
4. Susan Holland		X			
5. Samantha Vang		X			
6. Ana Luz Vargas				X	
7. Maria Galicia				X	
8. Jose Avelar				X	
9. Raechelle Valdez				X	
10. Alma Valladares				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Marilyn Lopez-Cuevas		4/6/17
SSC Chairperson	Jennifer Flores		4/6/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$56,464 *
7090	LCFF Supplemental & Concentration	\$199,609
7091	LCFF for English Learners	\$89,916
TOTAL 2017/18 ON-SITE ALLOCATION		\$345,989

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,060
Remaining Title I funds are at the discretion of the School Site Council	\$55,404
Total Title I Allocation	\$56,464

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	20/68	N/A ³	29.88%	32.88%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	15/68	N/A ³	21.58%	31.02%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	30/66	N/A ³	20.27%	25.69%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	51/68	0.00% ⁴	64.57%	59.02%	43.10%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	6/63	N/A ⁶	49.09%	56.44%	25.49%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	25/63	N/A ⁶	55.45%	60.40%	29.41%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	42/67	N/A ⁷	N/A ⁷	18.74%	31.65%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	20/67	N/A ⁸	N/A ⁸	26.23%	36.07%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	17/68	11.25%	14.97%	20.85%	16.94%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	58/68*	19.66%	17.41%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	45/68	31.88%	36.00%	45.09%	40.78%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	24/68	95.18%	95.36%	95.39%	95.65%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	21/69	13.57%	12.52%	13.19%	10.88%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	14/68	N/A ¹⁰	N/A ¹⁰	26.75%	29.77%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	55/69	6.71%	0.98%	0.27%	0.42%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	15/68	6.29%	1.83%	3.27%	4.99%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.14%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	59/67	27.29%	61.18%	19.65%	8.74%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	31/68	N/A ¹³	N/A ¹³	71.56%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	19/69	N/A ¹³	N/A ¹³	68.37%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	46/68	N/A ¹³	N/A ¹³	56.41%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	22/68	N/A ¹³	N/A ¹³	72.56%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Balderas Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	31.65	46.65	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	32.88	42.88	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Balderas Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model (Explorer Time), tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

The growth in SBAC ELA proficiency from 14-15 to 15-16 was 3.36%. Growth on the most recent district 16-17 CFA comparing 15-16 results showed an increase of 12.91% in student proficiency rates.

SMART Goals

By June 2018, administration of ELA SBAC will show an increase from 31.65% to 41.65% of students scoring standards met or standards exceeded. After the 17018 Interim 2 CFA administration, the percentage of students scoring standards met or exceeded on ELA Common Formative Assessment will increase by 15%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

DiBELs

BAS (K and 1st)

DRP

Illuminate

Common Assignments & Common Formative Assessments

Classroom Grades: Achievement/Effort

Student Achievement Chats

Intervention Data Chats

Administrative Walkthroughs/Feedback

SQII

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences
- Balderas families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the school year.
- Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the school year, Summer break and School Messenger reminders.
- Parent-Teacher conferences will be scheduled at the end of the first quarter.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.
- Parent University will work in conjunction with Balderas to offer on-going parent education provided by the district office.
- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Owner(s):

Site administration

Grade Level Lead Teachers-ILT

Teachers/TSA

Instructional Aides and other support staff

Students-Goal Setting Chats

Timeline:

CCI Process will be utilized to determine progress during the following timelines:

Ongoing AC meetings

Interim Assessment Windows

During Professional Learning

Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

Describe Related Professional Learning:

2017-18 Professional Learning Calendar will be developed based on school-wide needs assessment to include weekly professional learning opportunities:

- Differentiated topics
- Backwards Mapping based on Deconstruction of Standards
- Data Analysis
- Text Complexity Rubric
- Text Deconstruction/Reconstruction
- Book Studies: Assignments Matter, Notice & Note, Core 6, Making Thinking Visible (continued from 15/16)
- PL on IPG tenets
- Increased PL will be devoted to aligning new ELA adoption with FUSD Scope & Sequence
- AC time will be allocated for instructional planning using FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data. Teachers will develop backwards map of Unit plan, develop common interim and culminating assignments.
- AC teams will meet weekly to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments and deconstruct standards.
- Vertical AC Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards.
- Balderas Leadership Team will be reconfigured and meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis.
- Lead Teachers will:
 - Be guardians of the Balderas Mission and Vision
 - Develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
 - Analyze data, determine needs, and plan for action
 - Engage in planning in order to support the leading of the Accountable Community
- School-Wide CCI process will be implemented to:
 - Ensure vertical alignment of challenging content
 - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning

- Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
- Vertically collaborate on successful instructional strategies
- Identify “expert teachers” and utilize their classrooms as observation labs
- Ensure lesson progression and rigor across grade levels.
- Peer observation and co-teaching opportunities will be planned for, beginning with Leadership Team.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Goal setting chats will be held 2 times per year with all students to discuss Common Assignment goals, EL redesignation goals, attendance goals, etc. as applicable
-
- Increase the digital literacy of students with classes in computer lab or mobile labs that align with the FUSD Scope & Sequence for Technology.
- Materials and supplies such as: Scholastic Magazines/Storyworks, software subscriptions and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
- Purchase technology devices and tools for students and teachers to enhance learning. Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
- Implement a site Technology Committee to provide recommendations/PL around best practices and on-going support to all staff. Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Sub Release Time 4 times per year for teacher planning
- Data Chats 2 times per year
- Hmong HSL .4375 to support parent communication
- Spanish HSL .75 to support parent communication
- Awards/Incentives for promoting academic growth
- Supplemental materials and supplies to support instruction
- ILT Substitutes to support data walks
- All students will receive 45 minutes of reading intervention/extension 4x per week. The TSA, and Reading and Beyond tutors will provide small group intervention for students at the intensive level.
- Partner with RIM and ISG to provide professional development and resources regarding inclusive practices for students with special needs or learning disabilities.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Certificated Tutor, TSA, and Reading and Beyond tutors will conduct CELDT camp with EL students prior to CELDT administration.
- Teachers will develop EL action plans to identify specific interventions and strategies that will be implemented to address student needs. Action plans will be reviewed after DRP/BAS/CELDT/Illuminate to determine effectiveness of current interventions. Students continuing to not make progress will be referred to Tier II intervention/COST.
- Ongoing progress monitoring by teacher, TSA and CT.
- EL students will receive Designated ELD instruction during RtI.
- EL students will receive Integrated ELD instruction during classroom instruction.
- EL students at the Beginning and Emerging Levels in Kinder and First Grade will have the opportunity to participate in Imagine Learning ASP.

Balderas Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				SST Substitutes	\$ 3,254.00
								Data Chats/AC teams meet 1/2 day with Principal- 32 subs to utilize for roving to cover grade levels. 2 times during school year	\$ 5,229.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic/Storyworks Supplementary Subscriptions	\$ 5,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support academics	\$ 33,851.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation/Materials and Supplies	\$ 1,472.00
1	1	Sup & Conc	Instruction	Materials & Supplies				SPED Supplementary Materials	\$ 4,000.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$ 5,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Learning A-Z reading.com subscription for 30 classrooms/1 year computer based software	\$ 2,850.00
								Total	\$ 60,656.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	25.69	35.69	
3751 - Students scoring maximum on the Math and ELA	56.44	66.44	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Balderas will continue to have a focus on Early Literacy and Foundational Skills, supporting district goal of all K-3 students reading on grade level. School-wide intervention for students in grades K-6 and classroom data profiles will be used to monitor student progress in order to prevent stagnant progress on KAIG, BAS, DRP, Fluency and CELDT. COST (Coordination of Services Team) will continue to be used to identify Tier II students that are not making progress so that necessary interventions, professional learning and monitoring occurs. Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.

SMART Goals

By the 4th quarter KAIG during the 17-18 school year the percentage of Kindergarten students scoring the maximum on KAIG Math and ELA will increase from 56.44% to 66.44% as measured by SQII indicator 3751.

By the end of the 17-18 School year the percentage of 3rd grade students reading at grade level will increase from 25.69% to 35.69% as measured by SQII indicator 3169.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

KAIG
BPST (TK – 3rd)
DiBELs
BAS (K and 1st)
Illuminate
Common Assignments & Common Formative Assessments
Classroom Grades: Achievement/Effort
Student Achievement Chats/Intervention Data Chats
AC Protocols

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Scheduled coffee hours designed to focus on teaching early literacy skills to parents.
- SSC/ELAC meetings will address students achievement data related to early literacy.
- TK-1st grade teachers to hold parent institute to assist parents with “How to’s” in working with their children in the area of learning to read/reading to learn.
- Teachers will meet with parents to review each child’s data, at minimum during Fall Parent Conferences.
- Teachers will send home student goal setting forms following each teacher-student goal setting chat.
- Balderas will continue to partner with Parent University and offer early learning module to all parents.
- School Social Worker, CWAS and HSL will review student achievement data as part of scheduled meetings with parents, home visits, as well as facilitate partnerships between home and school in order to improve school attendance and achievement.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Goal setting chats will be held 2 times per year with all students to discuss goals including: Common Assignment goals, EL redesignation goals, attendance goals, etc. as applicable
- Increase the digital literacy of students with classes in computer lab or mobile labs that align with the FUSD Scope & Sequence for Technology.
- Materials and supplies such as: Scholastic Magazines/Storyworks, software subscriptions and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts
- Purchase technology devices and tools for students and teachers to enhance learning o Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
- Implement a site Technology Committee to provide recommendations/PL around best practices and on-going support to all staff.
- Sub Release Time 4 times per year for teacher planning
- Hmong HSL .4375 to support parent communication
- Spanish HSL .75 to support parent communication
- Supplemental Technology Learning A-Z/ Reading A-Z, Reading and Beyond, SPED Supplementary Books
- All students will receive 45 minutes of reading intervention/extension 4x per week. The TSA, Certificated Tutor and Reading and Beyond tutors will provide small group intervention for students at the intensive

Owner(s):

Site administration
Grade Level Lead Teachers-ILT
Teachers/TSA
Certificated Tutor and other support staff
Students-goal setting

Timeline:

CCI Process will be utilized to determine progress during the following timelines:
Ongoing AC meetings
Interim Assessment Windows
During Professional Learning
Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

Describe Related Professional Learning:

- PL time will be allocated for topics related to early literacy, foundational skills, comprehension and other building blocks of reading.
- District provided training will be implemented and supported through coaching cycles and administrative walk through feedback.
- PL time will be allocated for topics related: Student discourse in the early learning classroom, Questioning strategies, Academic Vocabulary, ELA/ELD framework, Learning to Read vs. Reading to Learn in order to build teacher capacity in the area of language acquisition and foundational skills.
- PL on IPG Tenets
- Provide teachers with PD for technology instruction to support students’ technical skills to prepare students for the CAASP assessments.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- RFEP monitoring
- Goal Setting Chats for CELDT, DRP, BAS
- Differentiated Instruction
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.
- Identified students will participate in Tier II and III academic and behavior interventions.
- English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.
- All English Learners will receive daily Designated and Integrated English Language Development.
- CWAS/HSL’s will support EL students and their families through outreach, home visits and other related services

level.

- Partner with RIM and ISGI to provide professional development and resources regarding inclusive practices for students with special needs or learning disabilities.

Balderas Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond Literacy Program	\$ 20,000.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellow to Implement RTI K-2	\$ 6,393.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond Literacy Intervention	\$ 21,938.00
								Total	\$ 48,331.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	31.02	41.02	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	36.07	51.07	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Balderas Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.

The **Learning by Doing** text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams.

Strategies and practices, such as **Visible Learning** by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

The growth in SBAC Math proficiency from 14-15 to 15-16 was 9.57%. Growth on the most recent district 16-17 CFA comparing 15-16 results showed an increase of 9.84% in student proficiency rates.

SMART Goals

By June 2018, the number of students meeting or exceeding Standards according to SBAC in math will increase from 31.02% to 41.02%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

BBF Administration and /or other Math Fluency measure

Classroom Assessments: Pre/Post for each Topic

A/C Template Data Analysis Protocols

Data Chats

Mathematics Grades

SQII Indicators

Interim Assessment Data

Owner(s):

Site administration

Grade Level Lead Teachers-ILT

Teachers/TSA

Certificated Tutor and other support staff

Students-Goal Setting

Timeline:

CCI Process will be utilized to determine progress during the following timelines:

Ongoing AC meetings

Interim Assessment Windows

During Professional Learning

Ongoing School Wide and Grade Level Smart Goals
August 2017-June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Information will be shared with parents at Back to School Night regarding the Math adoption and how it will support the state standards. Sessions on how to access the at home component of Go Math! will be offered for parents to participate in.
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences.
- Balderas families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
- Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first SSC/ELAC meeting of the 2016-2017 school year.
- Each teacher will specifically review student's math fluency results related to the CCSS GL fluency standard at the Fall parent conference.
- Monthly calendar informing parents of upcoming school events and activities.
- A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
- Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.
- Parent Coffee Hours will be designated to support parents with reading strategies at home.
- School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.
- Parent University will work in conjunction with Balderas to offer on-going parent education provided by the district office. The following will be provided to further support students and families:
 - Student Success Team (SST) Meetings
 - Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
 - The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All students in TK-6th will participate in classroom based instruction in alignment with grade level standards
- Small group instruction will be provided for identified and non-identified students within the classroom.
- Support staff will provide supplemental intervention for identified students on a pull-out or push-in basis.
- Sub Release Time 4 times per year for teacher planning
- Data Chats 2 times per year
- Hmong HSL .4375 to support parent communication

Describe Related Professional Learning:

- Provide on-going training for implementation of the district adopted material, Go Math! as a tool to supplement and support mathematical grade level standards.
- Provide professional learning opportunities in the area of Number Talks to increase mental math strategies and mathematical discourse.
- Provide continued development opportunities and support to connect the mathematical practices to the mathematical content.
- Provide training and opportunities to align site-wide grading policies.
- Provide learning opportunities and continued support in the development and refinement of increased rigor and challenging content.
- PL on IPG Tenets

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teachers will utilize embedded support from adopted materials, ELD frameworks, and Number Talks.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

- Spanish HSL .75 to support parent communication
- Awards and incentives to promote academic growth
- Supplemental materials and supplies to support instruction
- ILT Substitutes to support data walks

- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.
- Identified students will participate in Tier II and III academic and behavior interventions.
- English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.
- CWAS/HSL's will support EL students and their families through outreach, home visits and other related services

Balderas Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for Instructional Planning 4x25	\$ 17,433.00
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Hardware/Software/Technology	\$ 30,000.00
3	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance and repairs of tech	\$ 3,000.00
Total									\$ 50,433.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	17.41	18.41	
917 - EL's Re-designated	16.94	26.94	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Balderas Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with integrated and designated ELD classroom instruction. Balderas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

SMART Goals

As a result of a focus on supporting English Learner students redesignation rates of 1st-6th grade students identified as meeting criteria for redesignation at the end of the spring semester, redesignation rates will increase by 10% as evidenced by an increase in our SQII percentage rate from 16.94% to 26.94% by the end of the 17-18 school year. English Learners that have not advanced at least 1 proficiency level on the current CELDT from the previous year CELDT will increase by 10% from 17.41% to 18.41%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. CELDT
2. Disaggregated data BAS/DRP by EL subgroup
3. Intervention Student Achievement Chats
4. Grades
5. Common Assignments & Common Formative Assessments
6. EL Goal Setting Reports
7. Interim (Illuminate) Assessment results
8. Administrative Walkthroughs/Feedback

Explain the Targeted Actions for Parent Involvement (required by Title I):

Teachers will review EL Goal Setting Report, CELDT scores with parents and students and provide guidance/next steps on how to help students reach English Language Proficiency.

Spanish & Hmong HSL will seek out and provide parents of EL students training on how to help their children with school success, improved communication with school, and resources that are available in the community.

Balderas will partner with Parent University to provide English classes for parents.

SSC/ELAC committee will focus on current reality based on data and determine next steps through regular SSC/ELAC meetings.

Continue District partnership with EL services

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Conduct CELDT Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, CELDT and DRP scores with students, set goals, and monitor progress.
- Through deployment model. Students will receive designated ELD focused on supporting ELs with the vocabulary, comprehension and oral language necessary to enable students to engage in the complex text utilized in the classroom.
- Provide integrated ELD throughout the day in every lesson/content area.
- CELDT Camp CELDT assessors will be funded in order to administer the state mandated assessment
-

Owner(s):

1. CT, TSA, Teachers
2. CT, TSA, Teachers
3. CT, TSA, Teachers, Admin
4. Teachers
5. Teachers
6. CT, TSA, Teachers, Admin
7. Teachers, ILT
8. Principals. VP, ILT

Timeline:

1. Fall 2016
2. Quarterly
3. 6 week cycle
4. Quarterly
5. Quarterly
6. Quarterly
7. 2x year
8. Ongoing

Describe Related Professional Learning:

Professional Learning will include:

- CELDT assessment analysis and lesson support
- English development through integrated and designated ELD
- Deconstructing ELD standards and alignment with ELA standards
- Use of the EL Goal Setting Report to identify target students and their instructional needs
- Text deconstruction/reconstruction
- Differentiation

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- TSA, and Reading and Beyond tutors will conduct CELDT camp with EL students prior to CELDT administration.
- Teachers will develop EL action plans to identify specific interventions and strategies that will be implemented to address student needs. Action plans will be reviewed after DRP/BAS/CELDT/Illuminate to determine effectiveness of current interventions. Students continuing to not make progress will be referred to Tier II intervention/COST.
- Ongoing progress monitoring.
- EL students will receive Designated ELD instruction during RtI.
- EL students will receive Integrated ELD instruction during classroom instruction.
- EL students at the Beginning and Emerging Levels in Kinder and First Grade will have the opportunity to participate in Imagine Learning ASP.
- Balderas will partner with regional elementary schools and the English Learner Department to provide professional learning in the deconstruction of EL Standards and specific strategies to assist EL students in reading comprehension.

Balderas Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Classified Extra Support time/ELAC, SSC, Parent Conferences, SST Meetings	\$	3,374.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$	3,500.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$	7,393.00
								Total	\$	14,267.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	11.89	6.89	
2080 - Students engaged in a goal 2 activity	19.65	29.65	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Balderas Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance. CWAS and HSL will work closely with school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources. Balderas will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities.

Balderas Elementary will continue to implement a Coordination of Services Team to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs. Staff (SSW, HSL's, Teachers, CWAS, Admin.) will conduct conferences and implement action plans for all students meeting ELLS green zone criteria and have 1 or more D.F. As an "Arts Every Day" school, Balderas will provide arts integrated instruction within units of study as well as exposure to the arts through study trips, assemblies, artists in residence, and school-wide art & music instruction. Teachers will continue to embed the engagement strategies found in "Engaging Students with Poverty in Mind" to ensure the classroom and school environment creates opportunities for all students to achieve success.

SMART Goals

As a result of a focus on appropriate attendance interventions the number and percentage of TK-6th grade students who are chronically absent and have documented evidence of appropriate attendance interventions the actions implemented will result in a decrease of 5% in the chronic absenteeism rate as evidenced by a decrease in our SQII percentage rate from 11.89% to 6.89% by the end of the 17-18 school year.

Write a SMART Goal to address each data point: (2080) As a result of a focus on the number of students who are engaged in any Goal 2 Activities (Activities, Arts or Athletics) participation will increase by 10% as evidenced by an increase in our SQII percentage rate from 19.65% to 29.65% by the end of the 17-18 school year.

Current data indicates that there has been a decrease in chronic absences from 13.9% in 15-16 to 11.89% as indicated by Q3 16-17 data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. ATLAS progress reports, Report Cards and Grade Distribution reports
2. BAS/DRP Assessment Results
3. Admin/Teacher Data Conversations and spreadsheets
4. COST Referral reports
5. ATLAS documentation of students referred to COST as Tier II support (Health Office Referrals, Home visits)
6. Arts Every Day Implementation Plan
7. Classroom Observations/Feedback logs: Home visits
8. SQII – EIS
9. A2A Attendance Data/SART Meetings
10. Student Engagement (Goal 2 Activities)

Owner(s):

1. Principal/VP/ TSA/HSL/SSW
2. Teachers
3. Principal/ VP/Teachers
4. SSW/VP
5. CWAS/ HSL/SSW
6. Teachers
7. Admin
8. CWAS/ Attendance Clerk, Admin
9. CWAS/ Attendance Clerk/ HSL/ Admin
10. Teachers, VP/Principal

Timeline:

1. Bi-weekly
2. 2x year
3. Quarterly
4. Monthly
5. Ongoing
6. Quarterly
7. Ongoing
8. Ongoing
9. Ongoing
10. Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Support foster and homeless youth, including enrollment, placement and access to support services.
- Parents are invited to attend A2A conferences in an effort to improve attendance and support parents.
- The HSL & CWAS will contact and make home visits to families of students who are chronically absent to encourage improved attendance.
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.
- Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how attendance and student performance are directly correlated.
- Translation and babysitting services will be provided at all parent meetings in order to support parent involvement.
- Parent Newsletters
- SchoolMessenger and EDUTEXT

Describe Related Professional Learning:

- The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance and an attendance mentor program for students with chronic or severely chronic attendance.
- School Social Worker will provide monthly reports to staff in order to develop school-wide actions and structures around school attendance.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Balderas Principal, VP, TSA, RCAs and HSL will be assigned "Focus Students" who are identified as chronically/severe absent students, identified as having failing grades, or identified as unengaged in school.
- CWAS/HSL will hold regular parent conferences following 3rd attendance letter. This may include home visits and/or parent conferences.
- Classroom teachers will make parent contact following 2nd consecutive day of a student absence in order to develop positive and frequent parent-teacher connections.
- Positive incentives for attendance will be provided at semester student awards assemblies.
- Monthly School-Wide positive behavior/attendance activities will be developed in order to celebrate and reward positive behavior and school attendance. (BLAST)
- Adult Attendance Mentors make weekly contact with mentees
- SSW Attendance Contracts
- Awards and Incentives

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- CWAS/SSW/HSL's will support EL students and their families through outreach, home visits and other
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.
- Identified students will participate in Tier II and III academic and behavior interventions.
- English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.
- All English Learners will receive daily Designated and Integrated English Language Development.

- (2) Resource Counseling Assistant .75
- Spanish/Hmong HSL

Balderas Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Classified extra time	\$ 2,095.00	
5	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Art Docent Fees	\$ 5,328.00	
5	2	LCFF: EL	Instruction	Local Mileage				Mileage for HSL	\$ 500.00	
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics/Awards/Other Academic, SE supports	\$ 2,000.00	
5	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			*Other*	*Other-Arts Every Day Independent Contracts	\$ 5,000.00	
Total									\$ 14,923.00	

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	71.56	81.56	
7133 - Elementary students growth mindset survey results for questions 10-13	68.37	78.37	
7134 - Elementary students self-efficacy survey results for questions 14-17	56.41	66.41	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	72.56	82.56	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these 4 areas.

Balderas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

SMART Goals

Based on Student SEL Survey data, at the end of the 17-18 school year students will show a 10% increase on the 4 Core social emotional constructs; self management, growth mindset, self efficacy and social awareness.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Students SEL Survey

Class Meeting Implementation Verification Reports

ATLAS Behavior Reports

GOAL 2 Engagement Report

Professional Learning Agendas

Classroom walkthrough feedback and observations

SQII Data monitoring

AC Protocol documentation and feedback on AC work

Classroom//Office Referrals

Classroom observations evident of the implementation of CHAMPS, Eric Jensen's strategies, Habits of Mind, Character Counts! and class meeting/second step instruction.

Owner(s):

Site administration

Grade Level Lead Teachers-ILT

Teachers/TSA

School Social Worker

Certificated Tutor and other support staff

Timeline:

1. March 2018

2. Quarterly

3. Ongoing

4. Monthly

5. Monthly

6. Monthly

7. Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Administration/TSA/HSL's will present survey information/data for parents at Coffee Hour, ELAC and SSC.
- Balderas will continue to support parents by partnering with Parent University and Fresno Adult School to provide opportunities for parents to learn strategies to support their child as well as opportunities to learn English.
- School Messenger will be sent weekly to highlight activities, data points and events; EDUTEXT communications are sent out daily.
- In addition to Back to School Night and the Spring Arts Festival (Open House), Balderas will host quarterly family nights focused around math, literacy, science and partnering with community organizations.
- Parent notification recognizing monthly Exceptional Explorer ceremonies.
- Monthly notices regarding student's eligibility for participation in monthly behavior/attendance activity. (BLAST)

Describe Related Professional Learning:

- Continued PL on engagement strategies found in "Engaging Students with Poverty in Mind".
- Balderas School Climate Team will meet on a monthly basis and provide training to staff on strategies for redirecting behavior and building positive relationships.
- As part of the Arts Every Day iAccess Grant, teachers will receive professional learning from the FCOE VAPA Dept. on integration of arts in Common Core instruction.
- Professional Learning will be provided for teachers and support staff on strategies for deterring and redirecting student behavior, with a focus on disrespect/defiance. In addition focus will be given to developing positive student-adult relationships.
- All Balderas Teachers will participate in supporting a GOAL 2 activity based on student interest surveys.
- Professional Learning on the 4 Core Social Emotional Constructs
- Professional learning on Olweus-Class meetings structures
- Rules/Expectations for school-wide implementation.
 - Tiered Levels of response to behavior
 - Second Step
 - Class Meetings
 - Olweus
 - MAC
 - CHAMPS
 - ATLAS data entry for positive behaviors and misbehaviors
 - Positive Behavior Assemblies
- Social-Emotional Presentations by Safe & Civil Schools Team
- Safe and Civil School Training for team members and NTA's
- Training for teachers to enter data on ATLAS for positive behaviors and misbehaviors
- Training and implementation of Mind Up Program

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

- Student clubs, organizations and extra-curricular activities will be offered during lunch and/or after school (i.e. Book Club, Robotics, Lego Club, Destination Imaginations, Peach Blossom, Student Leadership, Student Arts Council, etc.)
- As an Arts Every Day school, students will be given additional opportunities for arts integration with the common core state standards. Extra pay contracts and materials to support art Docent Program
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school culture
- Funds for positive behavior assemblies and awards/incentives promoting academic and/or social emotional growth
- Funds will be utilized to allow for academic and character building. Teachers will integrate characteristics of an independent learner, such as grit, perseverance, resiliency, goal setting, etc. in to their CCSS and social/emotional developed lessons.
- Through on-site presentations, assemblies and study trips, students will have the opportunity to connect learning to real-world experiences.
- Extra Pay Contracts for Safe and Civil Team Planning

Tier 2 and Tier 3

- Students will receive services and/or referrals to COST to provide behavior interventions.
- Students will participate in Social/Emotional Learning for a minimum of 30 minutes a week. (Weekly classroom meetings, Second Step Lessons, OLWEUS Bullying Prevention, Monthly Positive Behavior Activity, Character Counts! Lessons, SSW and CWAS small groups).
- Resource Counseling Assistant .75 to support Tier 2 behaviors

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaisons will support EL students and their families through interpreting, outreach, home visits, and related services.
- EL students will be recruited to participate in Readers Theater and Peach Blossom.
- HSL and SSW contact and support
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- Students will be provided with Growth Mindset strategies and self-management tools to persevere in difficult situations.

Balderas Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.7500		Multi Tier Social Emotional Support	\$ 41,344.00
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrcr Cnslg	0.7500		Multi Tiered Student Support	\$ 41,344.00
6	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375			\$ 14,994.00
6	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500			\$ 41,434.00
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Safe and Civil Team Supplemental Contracts	\$ 13,263.00
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			*Other*	Arts Every Day Independent Contracts	\$ 5,000.00
Total									\$ 157,379.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0035 Balderas Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes	3,254.00
1	1	Title 1 Basic	Instruction	Teacher-Subs			Data Chats/AC teams meet 1/2 day with Principal- 32 subs to utilize for roving to cover grade levels. 2 times during school year	5,229.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Scholastic/Storyworks Supplementary Subscriptions	5,000.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Learning A-Z reading.com subscription for 30 classrooms/1 year computer based software	2,850.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	5,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/Materials and Supplies	1,472.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics	33,851.00
1	1	Sup & Conc	Instruction	Mat & Supp			: SPED Supplementary Materials	4,000.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellow to Implement RTI K-2	6,393.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Reading and Beyond : Reading and Beyond Literacy Intervention	21,938.00
2	1	LCFF: EL	Instruction	Cons Svc/Oth			Reading and Beyond : Reading and Beyond Literacy Program	20,000.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Instructional Planning 4x25	17,433.00
3	1	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	30,000.00
3	1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs of tech	3,000.00
4	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Extra Support time/ELAC, SSC, Parent Conferences, SST Meetings	3,374.00
4	1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	7,393.00
4	1	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT Assessors	3,500.00
5	2	Title 1 Basic	Instruction	Teacher-Supp			Art Docent Fees	5,328.00
5	2	Sup & Conc	Instruction	Direct-Graph			Graphics/Awards/Other Academic, SE supports	2,000.00
5	2	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : *Other-Arts Every Day Independent Contracts	5,000.00
5	2	LCFF: EL	Instruction	Local Mileag			Mileage for HSL	500.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified extra time	2,095.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Safe and Civil Team Supplemental Contracts	13,263.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Arts Every Day Independent Contracts	5,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Multi Tier Social Emotional Support	41,344.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Multi Tiered Student Support	41,344.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438		14,994.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750		41,434.00

\$345,989.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,464.00
Sup & Conc	7090	\$199,609.00
LCFF: EL	7091	\$89,916.00
Grand Total		\$345,989.00

Domain Totals	Budget Totals
Academic	\$173,687.00
SEL / Culture & Climate	\$172,302.00
Grand Total	\$345,989.00