

## Balderas Elementary

106216661099611

Principal's Name: Marilyn Cuevas-Lopez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<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 Mijangos-Flores			X		
3. Secretary- Alyssa Wiebe		X			
4. Teacher- Corrie Butler		X			
5. Teacher- Ryan Tacchino		X			
6. Parent- Ana Luz Vargas				X	
7. Parent- Maria Galicia				X	
8. Parent- Jose Avelar				X	
9. Parent- Alma Valladares				X	
10. Parent- Vanessa Floods				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" 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
<b>Principal</b>	Marilyn Lopez-Cuevas		3/21/18
<b>SSC Chairperson</b>	Jennifer Mijangos-Flores		3/21/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Balderas - 0035

**ON-SITE ALLOCATION**

3010	Title I	\$60,690 *
7090	LCFF Supplemental & Concentration	\$238,493
7091	LCFF for English Learners	\$91,059
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$390,242</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,428
Remaining Title I funds are at the discretion of the School Site Council	\$59,262
Total Title I Allocation	\$60,690

## Balderas Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	17.143	24.143
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	39.058	46.058
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.956	38.956

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Focus on reading as part of RTI level of support, use of Wonders Curriculum, Certificated tutor focused on reading intervention with tier 3 students, use of NewsELA, Reading A-Z and Read Theory in 6th grade, MbyMax used as well as an additional resource to help meet gaps and

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

GoMath Curriculum, use of MbyMax as additional resource to help meet gaps as well as backwards maps to target standards through instruction. PLC meetings with focus on instructional strategies to meet student needs. PLC focus on Cycle of Continuous improvement to meet student misconceptions. 3 tier level of support through Response to Intervention. PL focused on math rigor and GoMath thinking smarter and going deeper problems. Focus on use of coherence map, use of Common Core companion and illuminate to create lessons and common formative assessments aligned to rigor of standards.

#### EL Reclassification Rate (All grade levels)

Teacher on Special Assignment works with students that are two or more grade levels behind in reading using Corrective Reading, PL on ELPAC, Student Data Chats relating to CELDT data, Goal setting with students prior to ELPAC, Classes with students around ELPAC assessments and rubrics used, Parent trainings and meetings discussing ways to assist students at home in promoting literacy growth as well as help support parents in understanding ELPAC assessment and redesignation criteria.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

##### Math- School Wide 31.75%

African American 7/25 – 26.92%

African American Male 5/13- 38.46%

African American Female 2/12- 15.38%

English Learners 8/75- 10.67%

Hispanic 65/ 226- 28.63%

##### ELA- School Wide 38.66%

African American 7/25 – 26.92%

African American Male 6/13- 46.15%

African American Female 1/12- 8%

English Learners 6/75- 8%

Hispanic 82/ 226- 36.28%

Staff training is needed to help meet the rigor of standards through first instruction, PL focused on standards rigor and common formative assessments in alignment to SBAC. Focus on RTI so it is standard's base

instruction rather than reading intervention. Reading intervention will be focused through tier 3 support and afterschool support to reach all students and promote growth.

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Staff training is needed to help meet the rigor of standards through first instruction, PL focused on standards rigor and common formative assessments in alignment to SBAC. Focus on RTI so it is standard's base instruction to meet students needs. Collaboration with coaches to understand how to reach highest rigor of standards through Math first instruction.

**EL Reclassification Rate (All grade levels)**

Implementation of EL standards through CORE curriculum as well as designated time. Focus of PL on meeting needs of students as identified by ELPAC assessment.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continues to want focus in mathematics and ELA growth in our current SPSA. Would like to bring back monthly student celebrations to provide incentives for self-efficacy and self-management in the areas of core instruction. they also would like a program that students can access from home and provide extra support and practice. One of the programs they have requested is Jiji Math. SSC as also agreed that bringing supports provided in 16-17 school year would be wise, some of those supports were reading specialist (or similar), School Social workers to help with at risk students. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary.

**2** ELAC:

ELAC was please on student reclassification rate increase. They are aware that new assessment will be provided therefore this can cause a drop in reclassification due to students not having experience with new format of assessment. They suggested use of one staff member that can focus on helping EL student population as well as parent involvement. Also, suggested afterschool support for students not reading at grade level. Lastly they would like some kind of counseling support for students that may need it.

**3** Staff:

Staff would like Certificated tutor support for Response to Intervention as well as students 2 or more years below in reading levels. It was agreed that a new TSA will help support the work of a Certificated Tutor as well as help drive school connectedness and parent involvement as well as restorative practices for discipline issues. Staff agreed on having Teaching Fellows help support during afterschool hours to help meet needs of students two years or below in reading as well as students in RTI level 2 and 3 support groups to close achievement gap. Jiji Math was agreed upon as staff to provide an extra support to all students at home in order to provide extra standards base support outside of the classroom for families that may struggle with supporting students with homework as well as helping students meet standards. Additional school psychologist support was mentioned and we discussed possibility of getting an additional .5 day through SPED department and would look into ensuring we have school psychologist at site to help support our students for the additional day.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Data chats were utilized to help focus on percentage of students meeting or exceeding standards and how to meet needs of students not meeting. Instructional resources were purchased to use as additional resources to meet assessed students' gaps. Materials and supplies were utilized to help drive daily instruction as well as RTI instruction. Parent participation budget and materials and supplies were used to help boost parent involvement and provide learning opportunities to close achievement gaps. investment in technology was created to help drive instruction through computer literacy skills and help with communication with parents and access to online curriculum.



We would continue using these resources since they show improvement in meeting the assessed needs of students as well as closing achievement gap for all subgroups. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach all students at school and outside of school. Planning time for teachers will be incorporated into the plan to help create lessons and unit plans that meet rigor of standards in first teaching.

## Action 1

**Title:** Math SBAC Growth

### Action Details:

Balderas Elementary School will continue to refine and develop our academic Response to Intervention program as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis PLC work, classroom supports, and enrichment opportunities for students. Focus will be on increasing the percentage of students meeting and exceeding Math standards in District Interim Assessments and SBAC; thereby, increasing the amount of students who are college and career ready.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

Backwards Maps created by all grade levels, which identify focus and essential standards as well as outline the sequence of lessons. 4 quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at their rigor level. Focus will be to also ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged are targeted through instruction and RTI supports meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in SBAC data.

#### Owner(s):

Lead Teachers (ILT)

All Teachers

#### Timeline:

Ongoing

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

Rigorous and aligned first teaching will take place in every classroom by utilizing IPG, SBAC data to guide rigor discussion and alignment. Teachers will collaborate with PLC's to ensure CFAs and lessons align to the rigor demand of Common Core State Standards through their PLC's. CFAs will help drive instruction for the 3 week cycles. Goal of first teaching is to reach 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences.

#### Owner(s):

All teachers

Lead Teachers (ILT)

Administrator support

#### Timeline:

Ongoing

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

Data will be collected and brought to 3rd week DPLC- Data driven PLC to discuss and reflect. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of students misconceptions. PLC may choose to reteach a standards or target instruction through level 2 Response to Intervention (RTI). Goal is that 70% of students are meeting or exceeding standards. Students will be identified in each achievement band, not meeting, nearly meeting, meeting, exceeding. Instructional strategies will focus on moving 100% of students a minimum of one achievement band and a minimum of 70% or higher meeting or exceeding standards. Students will create goals around pre RTI instruction data.

**Owner(s):**

TSA  
Lead Teachers- All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska

**Timeline:**

Every 3 weeks

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

Re-teaching of standards will take place based on data and data analysis results with intentionality based on students misconceptions. Post assessment data should reflect moving 100% of students a minimum of one achievement band and reaching goal of 70% or higher students meeting or exceeding standards. Students will progress monitor with goals.

**Owner(s):**

Lead teachers (ILT)  
All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska Valtierra

**Timeline:**

Ongoing

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

75% of 80 hours Professional learning opportunities will promote job embedded opportunities to drive data discussion, data driven cycle, alignment of CFA rigor to standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting, reflection of data to drive instruction or exceeding standards and creation of lessons which align in a backwards fashion to CFAs and meet rigor of common core standards.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska Valtierra

**Timeline:**

PL as aligned in 80 hour calendar

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

Reflection conversations based on data, feedback provided back to PLC teams, PLC reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional moves will be re-examined by 100% of staff and admin team.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-principal- Natanska Valtierra  
Lead Teachers  
All teachers

**Timeline:**

Ongoing

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

Out of school time supports as well as in school support will be provided to help reach RTI level 3 supports such as teaching fellows and TSA for each grade level to target students in the not meeting and nearly meeting bands. Gigi Math log-ins will also be provided to all students to help target math standards not mastered based on teacher CFA data. Focus will be to move up 100% of students in these two groups a minimum of one band.

**Owner(s):**

Vice-Principal- Natanska Valtierra  
Lead-Teacher- Communicates with Teaching Fellow  
Teaching Fellows

**Timeline:**

Weekly

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

Supplies for students to engage in instruction, RTI blocks assisted by TSA and teachers, substitutes to cover

**Specify enhanced services for EL students:**

Teaching fellows to help with RTI supports for ELs, afterschool tutoring for ELs that need additional support, daily materials needs to help with daily instruction such as pencils, notebooks, binders, composition books, color

teachers for two days per semester to engage in reflection of data and enhancement of lessons, laptops for teachers and students to help drive instruction and reflection, Elmo's to assist in GoMath modeling of lessons and use of manipulatives, manipulatives for mathematics and centers instruction, Math additional resources to help drive RTI instruction for mathematics, projectors to help deliver GoMath instruction, color pencils, rulers, composition books, agendas, Gigi Math, Teaching fellows, and MobyMax to help during RTI and Tier 3 levels of support for students, incentives and BLAST to promote self-efficacy and self-management in mathematics. IEPs/SST meeting materials and technology along with substitutes for teacher release for SST and IEP meetings. Lastly, Scholastic/Storywork books/Supplemental Subscriptions to facilitate and differentiate instruction. Focus will be ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged are targeted through instruction and RTI supports meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in SBAC data.

**Explain the actions for Parent Involvement (required by Title I):**

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, and 5 de Mayo Celebration.
- End of School Year Festival

pencils, rulers. Technology to help with Tier 3 levels of support such as Gigi math and GoMath curriculum, TSA to help with Tier 3 levels of support in school and out of school. Technology for both staff and students to help with teaching and accessing online curriculum as well as ELPAC assessments.

**Describe Professional Learning related to this action:**

- 75% of 80 PL hours in focus of RTI cycle of instruction to meet student needs.
- Standards Institute to help understand and align instruction to common core state standards and meet the rigor needs.
- 2 days per semester for backwards maps, CFA rigor alignment to standards demands.
- Supplemental contracts provided for teachers, Data/Coaching Chats. On and off site conferences and Professional development. Including, but not limited to, travel fees and expenses.
- Sub release for data chats and other planning

## Action 2

**Title:** ELA SBAC Growth

**Action Details:**

Balderas Elementary School will continue to refine and develop our academic Response to Intervention program as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis PLC work, classroom supports, and enrichment opportunities for students. Focus will be on increasing the percentage of students meeting and exceeding ELA standards in District Interim Assessments and SBAC; thereby, increasing the amount of students who are college and career ready.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Backwards Maps created by all grade levels, which identify focus and essential standards as well as outline the sequence of lessons. 4 quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at their rigor level. Focus will be to also ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged are targeted through instruction and RTI supports meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in SBAC data.

**Owner(s):**

All Teachers  
Lead Teachers (ILT)

**Timeline:**

One per quarter, lessons ongoing

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

Rigorous and aligned first teaching will take place in every classroom by using IPG reports and SBAC data to guide alignment and reflection. Teachers will collaborate with PLC's to ensure CFAs and lessons align to the rigor demand of Common Core State Standards through their PLC's. CFAs will help drive instruction for the 3-week cycles. Goal of first teaching is to reach 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences

**Owner(s):**

All teachers  
Lead Teachers (ILT)  
Administrator support

**Timeline:**

Ongoing

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

Data is collected and discussed at 3rd week DPLC, Data Driven PLC, for discussion and reflection. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of students misconceptions. PLC may choose to reteach a standards or target instruction through level 2 Response to Intervention. Goal is that 70% of students are meeting or exceeding standards. Students will be identified in each achievement band, not meeting, nearly meeting, meeting, exceeding. Instructional strategies will focus on moving 100% of students a minimum of one achievement band and a minimum of 70% or higher meeting or exceeding standards. Students will create goals based on pre-RTI instruction data.

**Owner(s):**

Lead Teachers  
All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska

**Timeline:**

every 3 week cycle

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

Re-teaching of standards will take place based on data and data analysis results with intentionality based on students' misconceptions. Post assessment data should reflect moving 100% of students a minimum of one achievement band and reaching goal of 70% or higher students meeting or exceeding standards. Students will engage in progress monitoring with goals created.

**Owner(s):**

Lead teachers  
All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska Valtierra

**Timeline:**

every 3 week cycles

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

75% of 80 hours Professional learning opportunities will promote job embedded opportunities to drive data discussion, data driven cycle, alignment of CFA rigor to standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting, reflection of data to drive instruction or exceeding standards and creation of lessons which align in a backwards fashion to CFAs and meet rigor of common core standards.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- Natanska Valtierra

**Timeline:**

As describe in 80hr. PL calendar

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

Reflection conversations based on data, feedback provided back to PLC teams, PLC reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional moves will be re-examined by 100% of staff and admin team.

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

Out of school time supports as well as in school support will be provided to help reach RTI level 3 supports such as teaching fellows and TSA for each grade level to target students in the not meeting and nearly meeting bands. ELA online program log-ins will also be provided to all students to help target ELA standards not mastered based on teacher CFA data. Focus will be to move up 100% of students in these two groups a minimum of one band.

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

Supplies to make lessons and content accessible to all students, RTI blocks assisted by TSA and teachers, substitutes to cover teachers for two days per semester to engage in reflection of data and enhancement of lessons. Laptops for teachers and students to help drive instruction and reflection. Elmo's to assist modeling of lessons and use of realia, realia, RTI instruction and centers instruction. ELA additional resources to help drive RTI instruction for English instructions as identified by PLC. Projectors to help deliver instruction, color pencils, crayons, rulers, composition books, agendas. NewsELA, Teaching fellows, chapter books as identified by grade levels and ReadTheory to help during RTI and Tier 3 levels of support for students. Incentives to promote self-efficacy and self-management in core curriculum. IEPs/SST meeting materials and technology along with substitutes for teacher release for SST and IEP meetings. Scholastic/Story work books/Supplemental Subscriptions to facilitate and differentiate instruction. Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged are targeted through instruction and RTI supports meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in SBAC data.

**Explain the actions for Parent Involvement (required by Title I):**

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and

**Owner(s):**

Lead Teachers  
All teachers  
Principal- Marilyn Lopez-Cuevas  
Vice-principal- Natanska Valtierra

**Timeline:**

Ongoing

**Owner(s):**

Vice-Principal- Natanska Valtierra  
Lead-Teacher- Communicates with Teaching Fellow  
Teaching Fellows

**Timeline:**

Ongoing

**Specify enhanced services for EL students:**

Teaching fellows to help with RTI supports for ELs, afterschool tutoring for ELs that need additional support, daily materials needs to help with daily instruction such as pencils, notebooks, binders, composition books, color pencils, rulers. Technology to help with Tier 3 levels of support such as Wonders online curriculum and read Theory. Literature sets of books to help build literacy. TSA to help with Tier 3 levels of support in school and out of school. Technology for both staff and students to help with teaching and accessing online curriculum as well as ELPAC assessments.

**Describe Professional Learning related to this action:**

- 75% of 80 PL hours in focus of RTI cycle of instruction to meet student needs.
- Standards Institute to help understand and align instruction to common core state standards and meet the rigor needs.
- 2 days per semester for backwards maps, CFA rigor alignment to standards demands.
- Supplemental contracts provided for teachers, Data/Coaching Chats. On and off site conferences and Professional development. Including, but not limited to, travel fees and expenses.

climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, and 5 de Mayo Celebration.

- End of School Year Festival

### Action 3

**Title:** Reading by 3rd Grade

#### Action Details:

Balderas Elementary School will provide a three-tiered approach to literacy support for students in grades K-3. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives. Tier Two will be opportunities for intervention groups based on literacy skills and students' competency in literacy, and technology resources. Tier 3 will include strategic use of tutoring services outside of school hours with support of classroom teachers, technology resources, and during the day Tier 3 pullout intervention for students two or more grade levels behind in reading.

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

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

Identification of students that are 1 or more grade levels behind reading in grades 3rd or below. 100% of students will be placed leveled RTI reading support both in classroom through Tier 2, and out of classroom through Tier 3. Basic Phonological Skills Test (BPST) will be utilized in grades TK- 2nd to build foundational skills to support comprehension.

##### Owner(s):

TSA- Teresa Vasquez  
Lead Teachers TK-3rd  
Teachers TK-3rd

##### Timeline:

August 2018

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

Students will be provided with reading instruction through Tier 1 on daily basis in classrooms TK-3rd, identified students that need support will be placed in Tier 2 level of support for RTI time and Tier 3 with TSA if they are 2 years or more behind. Students in Tier 3 will also be invited to participate in afterschool reading intervention program provided in the Library. Data will be gathered from BAS assessments, DRP scores for Fall and BPST. As students move up in reading they will be moved into appropriate level of support.

##### Owner(s):

TSA- Teresa Vasquez  
Lead Teachers TK-3rd  
TK- 3rd Teachers

##### Timeline:

Ongoing

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

Students will be monitored by teachers and TSA. Students needing Tier 3 support will meet with Teaching Fellows trained to use "Corrective Reading" as well as "Read Naturally" and use programs such as Read Theory in classrooms through Tier 2 intervention. The Silveroli's reading inventory assessment will help determine areas of focus for Tier 3 reading intervention.

##### Owner(s):

TSA- Teresa Vasquez  
Teaching Fellows  
All TK- 3rd grade teachers

##### Timeline:

Ongoing

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

By end of first semester we expect 100% of students moving up in BAS, BPST or DRP score. Groups will be re-examined and identified new level of intervention needed at their current level.

##### Owner(s):

TSA- Teresa Vasquez  
TK- 3rd grade teachers

##### Timeline:

End of 1st semester

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

Students will continue leveled reading intervention according to new data in semester 2 of 2018-2019 school year. Afterschool intervention will also change to meet new needs of group.

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

TSA to help with Tier 2 and Tier 3 Interventions, Read Theory, Teaching Fellows to help with intervention, Silvaroli's Reading Inventory books and assessments, Scholastics News, MobyMax and Reading A to Z to add to resources for 2nd and 3rd tier level of support, BLAST and Exceptional Explorers as incentives for growth, field trips as rewards for reading groups, and afterschool Library focused on reading intervention. IEPs/SST meeting materials and technology along with substitutes for teacher release for SST and IEP meetings. Lastly, Scholastic/Storywork books/Supplemental Subscriptions to facilitate and differentiate instruction. Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged are targeted through instruction and RTI supports meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in SBAC data.

**Explain the actions for Parent Involvement (required by Title I):**

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, and 5 de Mayo Celebration.
- End of School Year Festival

**Owner(s):**

TSA- Teresa Vasquez  
Teacher Librarian  
All TK- 3rd grade teachers

**Timeline:**

2nd Semester of 2018-2019 school year.

**Specify enhanced services for EL students:**

TSA to help with Tier 2 and Tier 3 Interventions, Read Theory, Teaching Fellows to help with intervention, Silvaroli's Reading Inventory books and assessments, Scholastics News, MobyMax and Reading A to Z to add to resources for 2nd and 3rd tier level of support, BLAST and Exceptional Explorers as incentives for growth, and field trips as rewards for reading groups, EL reading intervention group afterschool for K students.

**Describe Professional Learning related to this action:**

- Training on Silvaroli's Inventory Assessment
- PL around RTI process which will be 75% of 80 hrs. as specified in the 80hr PL calendar.
- Training for teaching fellows for Reading Mastery and Corrective Reading.
- PL time to identify students and plan instruction for RTI groups
- Preparation days to plan on Backwards maps and reading group instruction.
- Supplemental contracts provided for teachers, Data/Coaching Chats. On and off site conferences and Professional development. Including, but not limited to, travel fees and expenses.

## Action 4

**Title:** EL Reclassification

**Action Details:**

Balderas Elementary School will provide a comprehensive system of support to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework

(integrated and designated instruction), with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Balderas Elementary School will implement school-wide literacy strategies across all classes with a focus on building literacy across content areas. Supports will also be implemented to intervene when students struggle through an RTI process. Balderas Elementary School will begin a partnership with English Learner Services, to create positive and culturally responsive learning environments, observe students closely and plan scaffolding in a Multi-Tiered System of Support and to foster collaborative academic conversations, and collaboration with TSA, staff, and administrative group in order to meet our EL population's needs.

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

**Explain the Progress Monitoring and data used for this Action**

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

EL data from ELPAC 2017-2018 will be utilized to identify students that are not meeting redesignation criteria. Staff will be provided with training for designated and integrated ELD. All EL students will engage in ELPAC chat with classroom teachers and will complete a goal setting form as provided by TSA and will include the EL Redesignation Goal-setting report to identify students that are meeting or nearly meeting criteria for redesignation.

Owner(s):

TSA- Teresa Vasquez  
EL Services

Timeline:

August 2018

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

Collaboration between EL services and TSA to examine our current ELD system and how to best meet needs of students through classroom instruction. Creation of trainings will help communicate EL standards and best teaching practices to reach EL learners as well as EL instruction.

Owner(s):

TSA  
Collaboration with EL services  
All staff

Timeline:

Ongoing as evidenced on 80hr. PL calendar

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

Assessing students progress in meeting ELD standards by all teachers and TSA. Progress will be documented and students will reflect on their progress. Parents will be notified of student progress through report cards, under comment section.

Owner(s):

TSA  
All staff  
Students

Timeline:

Quarterly

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

TSA and teaching fellows to help guide data chats, EL progress monitoring and PL. Wonders curriculum for EL services. Wonders training available for TSA to attend. Index cards, ear phones, technology to access curriculum, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards and incentives for progress including fieldtrips.

Specify enhanced services for EL students:

Two Home school liaison for both Hmong and Spanish communication and home school partnership as well as community outreach and culture building. TSA to build capacity with staff around ELD components and data chats, EL curriculum, Index cards, ear phones, technology to access curriculum, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards and incentives for progress including fieldtrips. Lastly, ELPAC Assessors needed for assessment.

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

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents,

Describe Professional Learning related to this action:

- Planning time around Backwards maps for ELD/ELA instruction alignment.
- Planning time for data analysis through RTI process as specified in 80hr. PL Calendar.
- TSA training in Wonders EL curriculum
- Teaching Fellow Training in Corrective Reading and Read Naturally
- CAFE training around ELD standards and ELPAC
- Supplemental contracts provided for teachers, Data/Coaching Chats. On and off site conferences and



translate and help with building relationships with both parents and students.

- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, and 5 de Mayo Celebration.
- End of School Year Festival

Professional development. Including, but not limited to, travel fees and expenses.

- Teacher training for designated and integrated ELD

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Admin/Teacher Data/Coaching Chats (8DC/2F/2S/4TS)	2,824.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Inst. Planning (34 subs X 2 times per year)	12,009.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Hardware/Software/Technology	11,498.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ST Math Student Subscriptions/ Mind Research Institute	20,960.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and Repairs	1,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Development (May be Obj. 5899 if on-site PD)	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes (9- SST )	1,593.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Scholastic/Storyworks/Supplemental Subscriptions	6,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation/Split with 7091	17,799.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Teacher on Special Assignment	97,438.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs (1 per quarter)	712.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Teacher on Special Assignment	32,478.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Reading A-Z Computer Base Software	5,355.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,168.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation/Split with 3010	17,799.00
G1A4	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,500.00

**\$240,633.00**

## Goal 2 - All Students will engage in arts, activities, and athletic

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	94.706	100

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### Goal 2 Participation Rate

Incorporation of afterschool community events, use of goal two funds to fund fieldtrips for students where they engaged in outside of school opportunities, incorporation of afterschool engagement activities, use of funds to provide resources for student and parent engagement at school as well as cultural community building events.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### Goal 2 Participation Rate

Staff training is needed in meeting needs of students with Adverse Childhood Experiences (ACEs) in order to meet their social emotional needs. Continued training and support is needed in implementation of social emotional learning strategies into curriculum as well as embedding culturally relevant engagement opportunities and learning for all. Character building through the lens of SEL is a focus that we must continue to embed into our unit planners and lessons.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC would like to bring back monthly student celebrations to provide incentives for self-efficacy and self-management in the areas of core instruction. SSC also agreed that bringing supports provided in 16-17 school year would be wise, some of those supports were reading specialist (or similar), School Social workers to help with at risk students. New supports through TSA to increase engagement and community events.

**2** ELAC:

ELAC was please on student reclassification rate increase. They are aware that new assessment will be provided therefore this can cause a drop in reclassification due to students not having experience with new format of assessment. They suggested use of one staff member that can focus on helping EL student population as well as parent involvement. Also, suggested afterschool support for students not reading at grade level. Lastly they would like some kind of counseling support for students that may need it.

**3** Staff:

Staff would like Certificated tutor support for Response to Intervention as well as students 2 or more years below in reading levels. It was agreed that a new TSA will help support the work of a Certificated Tutor as well as help drive school connectedness and parent involvement as well as restorative practices for discipline issues. Staff agreed on having Teaching Fellows help support during afterschool hours to help meet needs of students two years or below in reading as well as students in RTI level 2 and 3 support groups to close achievement gap. Jiji Math was agreed upon as staff to provide an extra support to all students at home in order to provide extra standards base support outside of the classroom for families that may struggle with supporting students with homework as well as helping students meet standards. Additional school psychologist support was mentioned and we discussed possibility of getting an additional .5 day through SPED department and would look into ensuring we have school psychologist at site to help

support our students for the additional day.

### Action 1

**Title:** School Connectedness

[Action Details:](#)

Balderas Elementary will emphasize use of tiers levels of intervention as well as engage all students in arts and extra-curricular activities in order to create a positive culture and climate where all students build a personal connection to our school and community. School will implement agreed upon levels of misbehaviors and response strategies, self-management and self-efficacy lessons, second step lessons aligned to weekly focus, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance school connectedness and safety for all stakeholders. Balderas Elementary School's School Safety Team (BEST team), along with Teacher on Special Assignment (TSA) and Resource Counseling Assistant (RCA) will collaborate in creating quarterly behavior assemblies and culturally relevant assemblies, incentive program, grade level calendar of social-emotional lessons, student engagement events and activities and professional learning opportunities to enhance school climate, culture, increase student connectedness through Goal #2, and enhance campus safety for all stakeholders.

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

#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Levels of response to misbehavior will be re-established and reviewed as well as set as part of the referral system. Data from Tenet 1 of IPG report will help create data chats with students and teachers as well as create goal-setting conferences. 3 Tier level of support will be established, level 1 classroom interventions, level 2 RCA support, level 3 therapy/social worker and RCA support, supports possibly outside of school are also considered and SST referral.

[Owner\(s\):](#)

TSA  
BEST Team- Safe and Civil Team  
All staff  
Administrator team  
Marilyn Lopez-Cuevas (Principal)  
Natanska Valtierra (Vice-Principal)

[Timeline:](#)

August 2018- and Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Students meeting EISS criteria of red or yellow for misbehavior/suspensions will be paired with Resource Counseling Assistant (RCA) to set up goal and plan and monitor progress through out the year every month with teacher support. Students identified will identify an activity or event they would like to be part of in order to build that students connection to school, caring adult or students.

[Owner\(s\):](#)

TSA  
RCA- Ashley Baines  
RCA- Douglas Richardson  
Teaching staff

[Timeline:](#)

August 2018- Identification  
August 2018- RCA pairing  
Monthly- RCA check-ins staff and student.  
Ongoing support for identified students in class as well as out of class.

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

Based on data from ATLAS relating to misbehaviors and suspensions, as well as student engagement in goal #2, students will be identified to be part of Boys to Men and Girl Power groups and provided with mentor. Administrator and RCAs will work with Judy Reynoso from DPI to initiate programs at school in support of students. Purpose will be centered around building on social emotional competencies and connections with caring adults and campus. This will be provided to students in Tier 3 as an extra level of support. Focus will be to engage 100% of students in activity/event and ensure that 100% of students do not repeat misbehaviors observed in previous year. Students will engage in goal setting and progress monitoring throughout the year.

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

TSA will help obtain data quarterly and reflect with RCA's and administrative team around what is working, not working and how we can continue to meet needs of students and build school connectedness.

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

RCAs, TSA, and school psychologist will support with identification of students as well as provide social-emotional support, TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, multi-cultural night in November, assemblies to help culture building, self efficacy building and build school spirit. Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged populations are targeted through instruction, school connectedness and RTI supports must also meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in attendance as well as school connectedness.

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

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, 5 de Mayo Celebration, and beginning of the year multi-cultural celebration.

Owner(s):

TSA  
Principal- Marilyn Lopez-Cuevas  
Girl Power and Boys to Men Leaders  
School Psychologist  
Students

Timeline:

August 2018  
Ongoing support for identified group

Owner(s):

TSA

Timeline:

Quarterly

Specify enhanced services for EL students:

RCAs and TSA to support with identification of students as well as social-emotional support, TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, HSL in Spanish and Hmong to help with communication.

Describe Professional Learning related to this action:

BEST team will provide support for staff through professional development, Buyback, and opening of each PL.

- End of School Year Festival

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
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Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Would like to bring back monthly student celebrations to provide incentives for self-efficacy and self-management in the areas of core instruction. they also would like a program that students can access from home and provide extra support and practice. One of the programs they have requested is Jiji Math. SSC as also agreed that bringing supports provided in 16-17 school year would be wise, some of those supports were reading specialist (or similar), School Social workers to help with at risk students. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary.

**2** ELAC:

ELAC was please on student reclassification rate increase. They are aware that new assessment will be provided therefore this can cause a drop in reclassification due to students not having experience with new format of assessment. They suggested use of one staff member that can focus on helping EL student population as well as parent involvement. Also, suggested afterschool support for students not reading at grade level. Lastly they would like some kind of counseling support for students that may need it.

**3** Staff:

Staff would like Certificated tutor support for Response to Intervention as well as students 2 or more years below in reading levels. It was agreed that a new TSA will help support the work of a Certificated Tutor as well as help drive school connectedness and parent involvement as well as restorative practices for discipline issues. Staff agreed on having Teaching Fellows help support during afterschool hours to help meet needs of students two years or below in reading as well as students in RTI level 2 and 3 support groups to close achievement gap. Jiji Math was agreed upon as staff to provide an extra support to all students at home in order to provide extra standards base support outside of the classroom for families that may struggle with supporting students with homework as well as helping students meet standards. Additional school psychologist support was mentioned and we discussed possibility of getting an additional .5 day through SPED department and would look into ensuring we have school psychologist at site to help support our students for the additional day.

**Action 1**

**Title:** Habits of Success Through SEL Lense

[Action Details:](#)

Balderas will provide an inclusive school climate, focused on building positive relationships, building habits of success through the lens of social emotional competencies and cultural events which build cultural identity. Foundational work will begin with classroom meetings which will emphasize teaching of social emotional competencies as well as building caring and positive relationships through our character pillars. Balderas will partner with parents, community and students to create community events geared towards building school culture and exposing students to positive culturally relevant role models from the community that share their same cultural backgrounds. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support character building goal. Teachers will hold weekly class meetings (a minimum of 30 minutes) ,where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions. Staff will also include SEL competencies across curriculum to promote growth in social emotional competencies and ensure all students demonstrate the character and competencies for workplace success.

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

**Explain the Progress Monitoring and data used for this Action**

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

Teachers will embed SEL competencies into unit backwards maps and indicate focus classroom meeting. IPG tenet I data will provide data to drive our discussions and reflection as well as CCI cycle.

**Owner(s):**

All Teachers  
TSA

**Timeline:**

Beginning of each Quarter, through quarterly backwards maps.

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

Students will engage in self assessment of social emotional competencies progress every quarter.

**Owner(s):**

Students  
Teachers  
TSA

**Timeline:**

Quarterly

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

Rubrics created by Balderas Staff will help provide students and staff with criteria for success around SEL competencies. This will help determine the citizenship rating in progress and report cards as well as parent conferences and parent meetings.

**Owner(s):**

TSA  
Principal- Marilyn Lopez-Cuevas  
All Teachers

**Timeline:**

August- Buyback creation of rubrics  
Ongoing- tracking of progress and teaching SEL competencies

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

Year round culturally relevant assemblies and community events will be created to build community and create a positive cultural identity. One event will focus on spreading Character Pillars awareness and celebration of Character Counts Week. 5 assemblies and community events will be created, these will include Multi-Cultural Night, Hmong New Year, Black History Month, Barn Dance, and Cinco de Mayo Celebration. Character Counts Week will help reinforce Character Traits and character development, Color Run event will reinforce community building as well as character development.

**Owner(s):**

TSA  
All Staff  
After-School Program

**Timeline:**

October- Character Count Week and Color run Event promoting Character Development  
November-Multi-Cultural Night  
December- Hmong New Year Celebration  
February- Black History Month Celebration  
March- Barn Dance Festival  
May- Cinco de Mayo Celebration



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

SEL competencies will be monitored through student chats and self reflection, this will help guide future SEL lessons as well as students self management and self-efficacy goal setting.

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

RCA's and TSA to support with identification of students as well as social-emotional support, planning for teachers to create lessons incorporating SEL competencies, Exceptional Explorer luncheons, TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, multi-cultural night in November, assemblies to help culture building, self efficacy building and build school spirit, incentives for students, classroom meeting presentations and books.

Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged populations are targeted through instruction, school connectedness and RTI supports must also meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in attendance as well as school connectedness.

**Explain the actions for Parent Involvement (required by Title I):**

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, 5 de Mayo Celebration, and beginning of the year multi-cultural celebration.
- End of School Year Festival

**Owner(s):**

TSA  
Resource Counseling Assistant  
All Teachers  
All Students

**Timeline:**

Ongoing

**Specify enhanced services for EL students:**

HSL Spanish and Hmong to help with communication of awards and goals, RCA's and TSA to support with identification of students as well as social-emotional support, TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, HSL in Spanish and Hmong to help with communication.

**Describe Professional Learning related to this action:**

- \*Buyback to implement character development and SEL competencies into quarterly units
- \*Planning days to implement SEL lessons into units
- \*BEST team will provide support for staff through professional development, Buyback, and opening of each PL.

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	13.594	11.594
Suspensions Per 100	11.99	10.99

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

Monthly incentives (BLAST) were not part of this year's plan and therefore could have contributed to drop in ADA or not meeting our current target.

**Suspensions Per 100**

Monthly incentives (BLAST) were not part of this year's plan and therefore could have contributed to increase in suspensions and student's connectedness.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

**Chronically Absent- School Wide 13.28%**

African American 6/48 – 12.50%

African American Male 2/27- 7.41%

African American Female 4/21- 19.05%

English Learners 23/218- 10.55%

Latino/Hispanic 70/ 440- 15.91%

Homeless 1/6- 16.67%

Monthly incentives (BLAST) were not part of this year's plan and therefore could have contributed to drop in ADA or not meeting our current target. We are working on creating attendance reward programs school wide as well as targeted attendance chats, to ensure students are goal setting and meeting their attendance goals.

**Suspensions Per 100**

Monthly incentives (BLAST) were not part of this year's plan and therefore could have contributed to increase in suspensions and student's connectedness. We will implement quarterly BLAST celebrations for students exhibiting the character pillars as well as SEL competencies.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

SSC would like to bring back monthly student celebrations to provide incentives for self-efficacy and self-management in the areas of core instruction. They also would like a program that students can access from home and provide extra support and practice. One of the programs they have requested is Jiji Math. SSC also agreed that bringing supports provided in 16-17 school year would be wise, some of those supports were reading specialist (or similar), School Social workers to help with at risk students. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary.

ELAC was pleased on student reclassification rate increase. They are aware that new assessment will be provided therefore this can cause a drop in reclassification due to students not having experience with new format of assessment. They suggested use of one staff member that can focus on helping EL student population as well as parent involvement. Also, suggested afterschool support for students not reading at grade level. Lastly they would like some kind of counseling support for students that may need it.

Staff would like Certificated tutor support for Response to Intervention as well as students 2 or more years below in reading levels. It was agreed that a new TSA will help support the work of a Certificated Tutor as well as help drive school connectedness and parent involvement as well as restorative practices for discipline issues. Staff agreed on having Teaching Fellows help support during afterschool hours to help meet needs of students two years or below in reading as well as students in RTI level 2 and 3 support groups to close achievement gap. Jiji Math was agreed upon as staff to provide an extra support to all students at home in order to provide extra standards base support outside of the classroom for families that may struggle with supporting students with homework as well as helping students meet standards. Additional school psychologist support was mentioned and we discussed possibility of getting an additional .5 day through SPED department and would look into ensuring we have school psychologist at site to help support our students for the additional day.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Data chats were utilized to help focus on percentage of students meeting or exceeding standards and how to meet needs of students not meeting. Instructional resources were purchased to use as additional resources to meet assessed students' gaps. Materials and supplies were utilized to help drive daily instruction as well as RTI instruction. Parent participation budget and materials and supplies were used to help boost parent involvement and provide learning opportunities to close achievement gaps. Investment in technology was created to help drive instruction through computer literacy skills and help with communication with parents and access to online curriculum. We would continue using these resources since they show improvement in meeting the assessed needs of students as well as closing achievement gap for all subgroups. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach all students at school and outside of school. Planning time for teachers will be incorporated into the plan to help create lessons and unit plans that meet rigor of standards in first teaching as well as SEL competencies into their lessons and unit planners to meet social emotional needs of all students.

**Action 1**

**Title:** Increase ADA Attendance Percentage

**Action Details:**

By June 2019, attendance rate will increase by 3% from 17-18 EOY.

Balderas Elementary School will support students becoming college and career ready by reducing the percentage of chronic absenteeism while increasing overall site ADA. Balderas Elementary staff will work in collaboration with our Child Welfare & Attendance Specialist (CWAS) as well as our Teacher on Special Assignment (TSA) and administrative team to identify students meeting the EIS yellow or red criteria for Absenteeism. Once students have been identified, they will be provided with level I, II, or III supports through our Resource Counseling Assistant and CWAS. School-wide efforts to reduce absenteeism will include, rewards for good attendance or attendance improvement, attendance chats, parent coffee chats around attendance, CWAS and TSA attendance conversations with parents identified as being truant as well as those meeting the yellow identification in EIS tool, and school wide parent conversation through our Title I meeting. Student school connectedness will also be our focus to ensure all students have a reason to feel connected to school through an enrichment Friday lesson aligned to social-emotional competencies in each grade level.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Data will be analyzed from end of year (EOY) 2017- 2018. Team will identify previous year's efforts to improve attendance and reflect on what worked and did not work. Team will look identify students that are truant and identified as red in our EIS tool. System of support will be established. Attendance goals, reward system, and quarterly attendance lottery will be communicated to students, staff and parents for the 2018-2019 school year.

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA

Timeline:

August 2018

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

Team will identify groups meeting yellow and red criteria in EIS and schedule parent and student chats. Attendance goals will be created alongside our CWSA, Vice-principal and RCA's and students.

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA- Jessica Uriestogi- Pavon  
RCA- Ashley Baines  
Students

Timeline:

August 2018

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

Students will have biweekly check-ins with their designated person, either vice-principal, CWSA or RCA, and check attendance progress. Incentives will be provided for those meeting attendance goals.

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA- Jessica Uriostegui- Pavon  
RCA- Ashley Baines  
Students

Timeline:

Biweekly

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

Quarterly raffle will be done to reward students with perfect attendance as well attendance improvement. Attendance expectations will be provided to all students in every quarterly assembly. Quarterly perfect attendance awards will be provided to students and Friday enrichment classes will be initiated to promote attendance on Fridays after the first quarter.

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA- Jessica Uriostequi-Pavon  
All staff

Timeline:

Quarterly and every Friday after first quarter.

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

Attendance team will meet quarterly to examine attendance data, communicate goal progress to parents, staff, students and come up with incentive system as well as ways to stimulate attendance for the upcoming quarter.

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA- Jessica Uriostegui-Pavon  
Office Assistant- Olga Melena-Lopez

Timeline:

Quarterly

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

SARB letters will continue to be sent out and team will create presentations for parents that received letters. Purpose will be to identify resources to help parents and educate parents regarding attendance.

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

Friday enrichment lessons aligned to Social-emotional standards to build sense of belonging and culture and climate school wide. PowerPoint presentations for our quarterly assemblies. Paper, pencils, colors and art materials to use with students for activities that promote attendance. Rewards for perfect attendance as well as attendance improvement. TSA support with SARB letter presentations as well as RCA support for progress monitoring. EIS tool to identify students and progress monitor. Technology to progress monitor and engage in education around attendance. 4 cultural school events to influence the culture and climate of our school. Arts supplies for our Friday enrichment days. Home School Liaison to help with home and school communication. Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged populations are targeted through instruction, school connectedness and RTI supports must also meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in attendance as well as school connectedness.

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

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- One, 3.5 hour Spanish and one 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students. One 3.5 hour HSL for school/parent/community connections and relationships.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, and 5 de Mayo Celebration.
- End of School Year Festival

Owner(s):

Vice-Principal- Natanska Valtierra  
CWSA- Jessica Uriostegui- Pavon  
TSA- Teresa Vasquez  
Office Assistant- Olga Melena-Lopez

Timeline:

Ongoing

Specify enhanced services for EL students:

Technology to help with communication as well as building capacity of EL learning and parents in areas of attendance, TSA to help with communication and meeting needs of SARB process. Spanish and Hmong Home School Liaison to help with communication and advocacy.

Describe Professional Learning related to this action:

- Communication to staff around attendance and goals through Nuts and Bolts meetings.
- provide opportunities through PL/AC for enrichment lessons to be created.
- email communication related to incentives and rewards to be provided

## Action 2

Title: School Connectedness

### Action Details:

Balderas Elementary will emphasize use of tiers levels of intervention as well as engage all students in arts and extra-curricular activities in order to create a positive culture and climate where all students build a personal connection to our school and community. School will implement agreed upon levels of misbehaviors and response strategies, self-management and self-efficacy lessons, second step lessons aligned to weekly focus, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance school connectedness and safety for all stakeholders. Balderas Elementary School's School Safety Team (BEST team), along with Teacher on Special Assignment (TSA) and Resource Counseling Assistant (RCA) will collaborate in creating quarterly behavior assemblies and culturally relevant assemblies, incentive program, grade level calendar of social-emotional lessons, student engagement events and activities and professional learning opportunities to enhance school climate, culture, increase student connectedness through Goal #2, and enhance campus safety for all stakeholders.

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

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

Levels of response to misbehavior will be re-established and reviewed as well as set as part of the referral system. 3 Tier level of support will be established, level 1 classroom interventions, level 2 RCA support, level 3 therapy/social worker and RCA support, supports possibly outside of school are also considered and SST referral.

#### Owner(s):

TSA  
 BEST Team- Safe and Civil Team  
 All staff  
 Administrator team  
 Marilyn Lopez-Cuevas (Principal)  
 Natanska Valtierra (Vice-Principal)

#### Timeline:

August 2018 and ongoing

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

Students meeting EIS criteria of red or yellow for misbehavior/suspensions will be paired with Resource Counseling Assistant (RCA) to set up goal and plan and monitor progress through out the year every month with teacher support. Students identified will identify an activity or event they would like to be part of in order to build that students connection to school, caring adult or students.

#### Owner(s):

TSA  
 RCA- Ashley Baines  
 RCA- Douglas Richardson  
 Teaching staff

#### Timeline:

August 2018- Identification  
 August 2018- RCA pairing  
 Monthly- RCA check-ins staff and student.  
 Ongoing support for identified students in class as well as out of class.

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

Based on data from ATLAS relating to misbehaviors and suspensions, as well as student engagement in goal #2, students will be identified to be part of Boys to Men and Girl Power groups and provided with mentor. Administrator and RCAs will work with Judy Reynoso from DPI to initiate programs at school in support of students. Purpose will be centered around building on social emotional competencies and connections with caring adults and campus. Including incentives and counseling services support. This will be provided to students in Tier 3 as an extra level of support. School psychologist will be paired up with students that are in need of intense intervention for social-emotional support. Focus will be to engage 100% of students in activity/events as well as increase self-confidence, this will ensure that 100% of students do not repeat misbehaviors observed in previous years.

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

TSA will help obtain data quarterly and reflect with RCAs and administrative team around what is working, not working and how we can continue to meet needs of students and build school connectedness.

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

RCAs, TSA, and school psychologist will support with identification of students as well as provide social-emotional support, TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, multi-cultural night in November, assemblies to help culture building, self efficacy building and build school spirit. Including contracts for the Barn dance/kKaren/BP-Assembly, and incentives for students. Babysitting for parent meetings and parent engagement in student activities and events as well as SSC and ELAC. Focus will be to ensure that students in SPED, English Learners, African American, foster youth, and economically disadvantaged populations are targeted through instruction, school connectedness and RTI supports must also meet their needs. Two days per semester will be provided to work on backward maps and unit planning to all teachers in order to meet the needs of students meeting significant disproportionality in attendance as well as school connectedness.

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

- Parent education courses focused on mathematics in partnership with Parent University
- ELAC Meetings
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans
- 1 Spanish and 1 Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Dia de La Familia Trip (Fresno State University)
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement

Owner(s):

TSA  
Principal- Marilyn Lopez-Cuevas  
Girl Power and Boys to Men Leaders  
School Psychologist

Timeline:

August 2018  
Ongoing support for identified group

Owner(s):

TSA

Timeline:

Quarterly

Specify enhanced services for EL students:

RCAs and TSA and two Home School Liaisons, one Spanish and one Hmong speaking, to support with identification of students as well as social-emotional support, parent involvement in school activities with students. TSA and RCA to help with goal two activities and building school culture, EIS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, HSL in Spanish and Hmong to help with communication.

Describe Professional Learning related to this action:

BEST team will provide support for staff through professional development, Buyback, and opening of each PL. Supplemental contracts provided for the BEST team.

- Title 1 parent night
- Arts Festival- Open House
- 4 Cultural Events to engage parent and student participation and build school and community culture and climate and cultural awareness. This will include Hmong New Year Celebration, Black History Month Celebration, Barn Dance, 5 de Mayo Celebration, and beginning of the year multi-cultural celebration.
- End of School Year Festival
- Include Babysitting for parent meetings



# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

## G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation (No incentives or food)	1,472.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Multi Tier Social Emotional Support	42,613.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		15,121.00
G4A1	LCFF: EL	Instruction	Local Mileag			: Mileage	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	Home School Liaison/Hmong	12,658.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,321.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Support-Extra Time (HSL and other)	2,995.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	2,140.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Safe and Civil Team Supplemental Contracts (4 X 20hrs) Also See G2A1	3,543.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Also See G2A1	23,148.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Independent Contracts/Barn Dance/KKaren/BP-Assembly Also See G2A1	4,500.00
G4A2	Sup & Conc	Other Instructional Resources	Student Incenti			: Student Incentives Also See G2A1	2,000.00
G4A2	Sup & Conc	Other Instructional Resources	Direct-Graph			: Graphics/Awards/Other Academic SE Supports	2,000.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation Also see G1	2,500.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Ext			Classified Support Extra Time Also See G2A1	2,084.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		14,624.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Safe and Civil Team Classified Supplementals Also See G2A1	750.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Clas. Supplementals (P/T conferences, SSC, ELAC, other) Also See G2A1	2,140.00

**\$149,609.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0035 Balderas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Admin/Teacher Data/Coaching Chats (8DC/2F/2S/4TS)	2,824.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Inst. Planning (34 subs X 2 times per year)	12,009.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Hardware/Software/Technology	11,498.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ST Math Student Subscriptions/ Mind Research Institute	20,960.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and Repairs	1,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Development (May be Obj. 5899 if on-site PD)	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			SST Substitutes (9- SST )	1,593.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Scholastic/Storyworks/Supplemental Subscriptions	6,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation/Split with 7091	17,799.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Teacher on Special Assignment	97,438.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for IEPs (1 per quarter)	712.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Teacher on Special Assignment	32,478.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Reading A-Z Computer Base Software	5,355.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,168.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation/Split with 3010	17,799.00
G1A4	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation (No incentives or food)	1,472.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Multi Tier Social Emotional Support	42,613.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		15,121.00
G4A1	LCFF: EL	Instruction	Local Mileag			: Mileage	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	Home School Liaison/Hmong	12,658.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,321.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Support-Extra Time (HSL and other)	2,995.00
G4A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	2,140.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Safe and Civil Team Supplemental Contracts (4 X 20hrs) Also See G2A1	3,543.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Also See G2A1	23,148.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Independent Contracts/Barn Dance/KKaren/BP-Assembly Also See G2A1	4,500.00
G4A2	Sup & Conc	Other Instructional Resources	Student Incenti			: Student Incentives Also See G2A1	2,000.00
G4A2	Sup & Conc	Other Instructional Resources	Direct-Graph			: Graphics/Awards/Other Academic SE Supports	2,000.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation Also see G1	2,500.00

G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Ext		Classified Support Extra Time Also See G2A1	7,084.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	14,624.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sup		Safe and Civil Team Classified Supplementals Also See G2A1	750.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup		Clas. Supplementals (P/T conferences, SSC, ELAC, other) Also See G2A1	2,140.00
						<b>\$390,242.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,690.00
Sup & Conc	7090	\$238,493.00
LCFF: EL	7091	\$91,059.00
<b>Grand Total</b>		<b>\$390,242.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$240,633.00
G4 - All students will stay in school on target to graduate	\$149,609.00
<b>Grand Total</b>	<b>\$390,242.00</b>