

**Balderas Elementary**

10621666109961

Principal's Name: Marilyn Lopez-Cuevas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Marilyn Lopez-Cuevas</b>	X				
2. <b>Chairperson -</b>					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

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

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Balderas - 0035

**ON-SITE ALLOCATION**

3010	Title I	\$68,688 *
7090	LCFF Supplemental & Concentration	\$260,213
7091	LCFF for English Learners	\$61,341
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$390,242</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,944
Remaining Title I funds are at the discretion of the School Site Council	\$66,744
<b>Total Title I Allocation</b>	<b>\$68,688</b>

## Balderas Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	7.862 %	21.459 %	2018-2019	28.459 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.635 %	38.028 %	2018-2019	45.028 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.241 %	45.531 %	2018-2019	52.531 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Use of Professional Development from Standard's Institute to understand best ways to meet rigor of standards and utilized learned material to drive school-wide PL as well as implement in PLCs. Focus on reading as part of RTI level of support, use of Wonders Curriculum, TSA focused on reading intervention with tier 3 students, use of NewsELA, Reading A-Z and Read Theory in 6th grade, MobyMax among other online resources used to help close achievement gaps and use of RTI intervention to meet the needs as seen through Block assessment data.

#### Impact: SBAC 2018-2019

ELA: increased by 1.2 points, in maintained status according to California Dashboard, orange standing. 33.3 points below standards.

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

Use of Professional Development from Standard's Institute to understand best ways to meet rigor of standards and utilized learned material to drive school-wide PL as well as implement in PLCs. 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

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

**ELA- School Wide** Distance from Meeting Standards: 33.3 points below, accomplished a 1.2 growth from 2017- 2018 school year.

**African American- 27.3%** California Dashboard- Declined 11.5 points, 54.7 points away from meeting standards

**English Learners- 9.5%** California Dashboard- Declined 5.9 points, 31.3 points away from meeting standards

**Hispanic- 33.2%** California Dashboard- Increase .9 points, 41.4 points away from meeting standards

**Special Ed- 2.4%** California Dashboard- Increase 20.2 points, 125.3 points away from meeting standards

**Asian- 45.3%** California Dashboard- Increase 20.2 points, 13.1 points away from meeting standards

Staff training focused on target specifications and daily lesson alignment to appropriate rigor of standards through the PLI program 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 based on student misconceptions. Reading intervention will be focused through tier 3 support and afterschool support to reach all students and promote growth. Utilize extra supplemental

meetings discussing ways to assist students at home in promoting literacy growth as well as help support parents in understanding ELPAC assessment and reclassification criteria.

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

Use of Professional Development from Standard's Institute to understand best ways to meet rigor of standards and utilized learned material to drive school-wide PL as well as implement in PLCs. GoMath Curriculum, use of MobyMax as additional resource to help close 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. Use of paraprofessionals to provide foundational tier 3 support for students 2 or more years behind and use of TSA to help guide paraprofessionals along with staff in meeting needs of students in need of tier 2 and 3 supports around academics.

#### **Impact: SBAC 2018-2019**

Math: Increased 11.4 points, in increased status according to California Dashboard, green standing. We are at 25 points below standards.

2018-2019= 45.5% of students meeting/exceeding standards, 12.3% growth from 2017- 2018 school year.

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

Based on latest SBAC data pertaining to 18-19 school year, we have 45.53 % of students that are English Learners meeting or exceeding standards. As stated on the California Dashboard, 46.8% making progress towards English language proficiency. The California Dashboard helps us understand that nearly half of our EL student population is making appropriate progress towards reclassification and English proficiency.

contracts to help promote reading growth across grade levels.

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. Items discussed for ELA and Math will also help with EL needs.

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

Staff training focused on target specifications and daily lesson alignment to appropriate rigor of standards through the PLI program is needed to help meet the rigor of standards through first instruction. Standard's institute will be added to this year's SPSA and budget. 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 and guided by student misconceptions. Collaboration with coaches to understand how to reach highest rigor of standards through Math first instruction. Use of paraprofessionals that help target tier 3 foundational math skills through afterschool time.

**Math- School Wide** Distance from Meeting Standards: 25 points from meeting standards, accomplished an 11.4 growth from 2017- 2018 school year.

**2018-2019= 45.5% of students meeting/exceeding standards, 12.3% growth** from 2017- 2018 school year.

**African American – 26.1%**, California Dashboard- Increased 8 points, 49.4 points away from meeting standards

**English Learners - 23.3%** California Dashboard- Increased 1.8 points, 19.9 points away from meeting standards

**Hispanic- 43.1%** California Dashboard- Increased 8.1 points, 34.6 points away from meeting standards

**Special Ed- 9.1%** California Dashboard- Increased 9.2 points, 116.7 points away from meeting standards

**Asian- 50%** California Dashboard- Increased 16.1 points, 2.6 points away from meeting standards

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

Designated ELD time will be of focus this year to ensure rigor continues within the Designated block, we will also look at assessments aligned to the ELPAC assessments using release questions that can help backward map to appropriate ELD lessons based on the grade level. Collaboration with our district's EL department will be necessary to ensure our site Professional learning around designated ELD time and alignment is met.

Based on latest SBAC data pertaining to 18-19 school year, we have 45.53 % of students that are English Learners meeting or exceeding standards. As stated on the California Dashboard, 46.8% making progress towards English language proficiency. The California Dashboard helps us understand that nearly half of our EL student population is making appropriate progress towards reclassification and English proficiency.

### **Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

RTI interventions were in place to meet the needs of students at academic and social-emotional levels of tier 2 and 3 for afterschool support and during the day supports also. Teacher on special assignment provided small group RTI support for Tier 3 students. Teachers implemented levels of intervention by looking at standards assessed and data pertaining to students gaps, analyzed the data, and re-taught according to students' needs. Block assessments were utilized to collect pre and post data and plan instruction. Data chats were utilized to help focus on percentage of students meeting or exceeding standards, each student by name and need 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. Coffee chats were focused on teaching parents understanding of common core standards as well as RTI interventions and extra support with reading at home. 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 will continue using these resources since they show improvement in meeting the assessed needs of students as well as closing achievement gap for some groups of students. We will continue to use cycle of continuous improvement to monitor data and plan according to student needs. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach all students at school and outside of school. We will continue with new structure of Coffee Chats and will create a parent club to ensure the partnership becomes stronger. 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 and PL opportunity will be provided to lead teachers to help drive the work around the rigor of standards since this is an essential step that can help us be better aligned. There was also a need for support around target specification alignment and use of resources to strengthen teaching at appropriate common core rigor level.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue using these resources since they show improvement in meeting the assessed needs of students as well as closing achievement gap for some groups of students. We will continue to use cycle of continuous improvement to monitor data and plan according to student needs. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach most students at school and outside of school. We will continue with new structure of Coffee Chats and will create a parent club to ensure the partnership becomes stronger. 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 and PL opportunity with feedback embedded with support from the will be provided to lead teachers to help drive the work around the rigor of standards. We will utilize the "Cultural Responsive Teaching and the Brain" book to help ground the MTSS framework and focus on rigor of instruction and staff believe system to understand best practices to reach our community and students.

Changes can be found in Goal 1 Action 1, 2, 3 Goal 3 Action 1 Goal 4 Action 1

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

**1** SSC:

Continues to want focus in mathematics and ELA growth in our current SPSA. Agrees with implementation of MTSS learning by budgeting for beginning of the year PL at Wonder Valley and including Tier 2/3 students to be part of the learning and leadership experience along with their mentor teachers. SSC has also agreed that continuing supports provided in 19-20 school year would be wise due to growth we saw in block assessments, some of those supports were reading specialist (or similar TSA), paraprofessionals instead of teaching fellows, paraprofessional focusing in Social-emotional learning to help with at risk students, goal setting and monitoring as well use of funds to update technology so our students and teachers have access to online resources. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary.

**2** ELAC:

SSC voted to consolidate with SSC therefore SSC made decisions on behalf of ELAC.

**3** Staff:

Staff agreed to paraprofessional support for social-emotional purposes to be 6 hours. TSA to help with reading intervention supports, community building supports, school climate and with EL student population data support, RFEP monitoring, and EL professional development. Additional online resources will be purchased as agreed by staff to provide an extra support to all students at home and during intervention in order to provide extra standards base support. Additional school psychologist support was agreed. Staff agreed to extra technology budget to pay for as needed technology as well as update technology in the classrooms to ensure guaranteed and viable curriculum online resources are available to all students during instruction. Extra office support is to be continued to help with parent concerns and communication needs that come with our school demographics. Other areas within SPSA were agreed to keep the same as previous academic year to keep consistency and due to effectiveness in meeting student needs. Lastly, cell phone service for administration was agreed to

be terminated for 2020-2021 school year due to admin team not finding it useful.

## Action 1

**Title:** Math SBAC Growth

### Action Details:

Balderas Elementary School will continue to refine and develop our academic Response to Intervention program and core instruction rigorous and standards' aligned instruction 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 of targets, essential standards and target specs being utilized 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 the appropriate 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 to 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, block and iReady 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, CFA data and block 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' Targets through their PLC's work around creation of weekly guiding questions with use of our Guaranteed and Viable Curriculum as well as target specs. Blocks will help drive instruction for the 4 week cycles. Goal is to ensure first teaching reaches 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences and driving instruction.

#### 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 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the 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 their block data results and areas of needed growth.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton  
TSA  
Lead Teachers- All teachers  
Students

**Timeline:**

Every 4 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 as well as through interim data. 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 by creating goals based on data from interims and blocks. Students monitor their progress and reflect with staff.

**Owner(s):**

Lead teachers (ILT)  
All teachers  
Students

**Timeline:**

Ongoing

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

70% of 80 hours Professional learning opportunities will promote job embedded opportunities to drive data discussion, data driven cycle, alignment of CFA rigor to target specs and standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting proficiency, 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 and targets with MTSS frame in mind.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton

**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 with support from Personalized Learning Initiative feedback and professional development.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-principal- May Lee-Stanton  
PLI Coach- TBD  
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 2, 3.5 hr. instructional paraprofessionals and TSA to target students in the not meeting and nearly meeting bands in math interim and SBAC assessments as well as help with reading intervention with students not at grade reading level. Focus will be to move 100% of students in these two groups a minimum of one achievement band or identify next steps in tiers of intervention, TST process to better meet student needs if students continue not to make progress.

**Owner(s):**

TSA- Teresa Vasquez  
Vice-Principal- May Lee-Stanton  
Lead-Teacher- Communicates with paraprofessionals and TSA around student needs  
para-professionals- Yuri Barajas and Ruthie Armenta

**Timeline:**

Weekly

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

Personalized Learning Initiative support provided to site to help close the alignment and feedback look around target specifications and alignment to appropriate rigor of standards at all grade levels through use of technology, materials and supplies for students to access instruction, 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, maintenance and repairs of technology to help support instruction and access to curriculum, maintenance and repair of facilities to ensure a safe learning environment, school engagement opportunities, Elmo's to assist in GoMath modeling of lessons and use of manipulatives, manipulatives for mathematics and centers instruction, Math additional resources, which include online resources, to help drive RTI instruction for mathematics, projectors and speakers to help deliver GoMath instruction, materials and supplies to help with delivery of instruction as well as tier 2 and 3 intervention support, 2 para-professionals to assist TSA and teachers with tier 2 and 3 interventions in reading as well as mathematics servicing students for 3.5 hrs. per day, MobyMax and Khan Academy to help during RTI and Tier 2 and 3 levels of support for students, technology to help students access online curriculum and assessments not to exclude maintenance and repairs, maintenance and repair of facilities to ensure a safe learning environment to all students, incentives and BLAST to promote self-efficacy and self-management in mathematics. IEPs/SST/TST meeting materials and technology along with substitutes for teacher release for SST and IEP meetings to meet needs in areas of mathematics and English language arts as well as to help problem solve and create plan of action through SST documentation, support plans and IEPs. Lastly, supplemental online subscriptions to facilitate and differentiate instruction in mathematics/ELA such as Starfall and headphones to help access the online curriculum. 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 show improvements in assessment data. 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, these days will be met through designated PL hours as well as budgeted allocation of funds. 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/Interim data. Contracts and traveling expenses paid to staff in order to attend professional development outside of school. On and off site conferences and professional development including, but not limited to, substitutes, travel and lodging fees and expenses, and training fees. These trainings will target ELA and Math standards and rigor alignment/planning. Use of subs for Data/Coaching chats and teacher support. On and off site conferences and professional development including, but not limited to, travel fees and expenses, these trainings will target ELA and Math standards and rigor alignment/planning. Lastly, extra half day of school psychologist support and a 3.5 paraprofessional will be provided to help target students that qualify for tier 2 or 3 social-emotional support in order to meet MTSS framework needs and students foundational needs as described in Maslow's Hierarchy of needs.

**Specify enhanced services for EL students:**

Designated ELD time will be of focus this year to ensure rigor continues within the Designated block, we will also look at assessments aligned to the ELPAC assessments using release questions that can help backward map to appropriate ELD lessons based on the grade level. Collaboration with our district's EL department will be necessary to ensure our site Professional learning around designated ELD time and alignment is met. Tier 2-3 RTI supports for ELs through afterschool tutoring, daily materials needs to help with daily instruction such as pencils, notebooks, binders, composition books, color pencils, rulers not to exclude other materials necessary as they arise with student/lesson needs. Technology to help with Tier 2 and 3 levels of support such as Wonders online curriculum, tiered intervention for literacy, Starfall and read Theory during afterschool support group. Literature sets of books to help build literacy. TSA to help with Tier 3 levels of support in school and out of school and data chats as well as monitoring progress. Technology for both staff and students to help with teaching and accessing online curriculum for EL Learners as well as ELPAC assessments. TSA to help with data chats and reflection as well as RFEP monitoring and celebrations for EL learners accomplishments and growth. Incentives for EL learners to help promote growth and goal achievement.

**Specify enhanced services for low-performing student groups:**

- Tier 3 intervention for foundational math support afterschool.
- Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap.
  - Extra half day of school psychologist support and a 3.5 hour resource counseling assistant will be provided to help target students that qualify for tier 2 or 3 social-emotional support in order to meet MTSS framework needs and students foundational needs as described in Maslow's Hierarchy of needs
  - Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.
  - Online supplemental program to engage students in science education at level of NGSS standards and help engage students in learning outside of English and math CORE instruction that is at adequate grade level such as Starfall and [www.MysteryScience.com](http://www.MysteryScience.com).
  - MTSS Tier 2 specialist to target students underperforming, engage in goal setting, planning, observing students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers as well as engage in cycle of continuous improvement with site team to better focus supports for student achievement.
  - Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-

management.

-Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.

-Use of Khan Academy within RTI time allotted as well as Closure of Math instruction and afterschool support.

-Use of MobyMax to help target Common Core Math standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.

\*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 show improvements in assessment data. 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, these days will be met through designated PL hours as well as budgeted allocation of funds. 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/Interim data.

\*Personalized Learning initiative (PLI) support to ensure alignment to rigor of standards and targets at the lesson level as well as ensure feedback loop is closed as a site when it comes to rigorous strong first instruction through the use of technology.

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

- 3.5 Hr. Hmong Home School Liaison to help with parent engagement and community engagement
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns as well as engagement opportunities between staff, parents, community, students and school.
- Parent education courses focused on mathematics in partnership with Parent University
- Production of parent handbooks and printed material to create parent and school engagement and communication
- Parent University Parent Engagement Action Plan
- Balderas Parent Club
- Beginning of the year magnets for parents with school events for the year
- Women and Men of Influence/ Mother and Father Figure Events
- English Language Learner ceremony/fieldtrip to celebrate EL progress and redesignation
- SSC meetings along with sharing responsibility
- ELAC
- DAC
- One 3.5 hour Hmong Home School Liaison to communicate with parents, translate and help with building relationships with both parents and students as well as community outreach for events related to parent and student involvement. Help support enrollment and translation for Hmong Dual Immersion Program.
- Extra support time allotted for Hmong Home School Liaison and office assistant to help participate in events geared towards parent engagement that take place afterschool or outside of their working day hours as well as support with recruitment and enrollment of student in the Hmong Dual Immersion program or school clubs and events.
- Fresno State University Family Trip
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress
- Parent Coffee hours monthly with principal to answer questions and provide transparency around schoolwide systems, data and supports for students and our families.

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

- 70% of 80 PL hours in focus of RTI cycle of instruction to meet student needs and data driven planning to address student misconceptions as well as quarterly planning and target/standard alignment through instruction through the lens of MTSS and Culturally responsive teaching.
- Unbound Education training for lead teachers in grades K-2 to help in building understanding and align instruction to common core state standards and meet the rigor needs at lower grade levels.
- 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 as well as contracts for staff to support in professional development creation outside of their work hours.
- 30% of PL focus is social-emotional learning, culturally responsive teaching practices and bridging with MTSS framework as well as Growth mindset EQ planning and lessons creation/collaboration. Student and teacher data chats focused on MTSS framework with social-emotional and academics as focus. This is also to include understanding and integration of Culturally Responsive practices school-wide.
- 4 Sub release days for data chats per semester and other planning to help identify students in need of supports and target instruction at appropriate rigor level.
- 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, these days will be met through designated PL hours as well as budgeted allocation of funds. 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/Interim data. Contracts and traveling expenses paid to staff in order to attend professional development outside of school. On and off site conferences and professional development including, but not limited to, substitutes, travel and lodging fees and expenses, and training fees. These trainings will target ELA and Math standards and rigor alignment/planning. Use of subs for Coaching chats with Personalized learning initiative as well as for lead teachers to attend their trainings and teacher support. On and off site conferences and professional development including, but not limited to, travel fees and expenses, these trainings will target ELA and Math standards and rigor

- 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

alignment/planning.

## Action 2

**Title:** ELA SBAC Growth

### Action Details:

Balderas Elementary School will continue to refine and develop our academic response to intervention program and core instruction rigorous and standards' aligned instruction 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 English Language Arts (ELA) standards in SBAC, school block assessments and iReady assessments; thereby, increasing the amount of students who are college and career ready as well as prepared to transition into upcoming grade level with the needed foundational 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

Backwards Maps created by all grade levels, which identify focus of targets, essential standards and target specs being utilized as well as outline the sequence of lessons. Four quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at the appropriate 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 to 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, block and iReady assessment 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 utilizing IPG, SBAC data, CFA data and block 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' Targets through their PLC's work around creation of weekly guiding questions with use of our Guaranteed and Viable Curriculum as well as target specs. Blocks will help drive instruction for the four week cycles. Goal is to ensure first teaching reaches 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences and driving instruction.

#### 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 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the misconceptions. PLC may choose to reteach a standard 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 their block data results and areas of needed growth for targets.

**Owner(s):**

Lead Teachers  
All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton

**Timeline:**

every 4 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 as well as through interim data. 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 by creating goals based on data from interims and blocks. Students monitor their progress and reflect with staff.

**Owner(s):**

Lead teachers  
All teachers  
Students  
Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton

**Timeline:**

every 3 week cycles

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

70% of 80 hours Professional learning opportunities will promote job embedded opportunities to drive data discussion, data driven cycle, alignment of CFA rigor to target specs and standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting proficiency, 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 and targets with MTSS frame in mind.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton

**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 with support from Personalized Learning Initiative feedback and professional development.

**Owner(s):**

Lead Teachers  
All teachers  
Principal- Marilyn Lopez-Cuevas  
Vice-principal- May Lee-Stanton

**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 3, 3.5 hr. paraprofessionals and TSA to target students in the not meeting and nearly meeting bands in ELA interim and SBAC assessments as well as help with reading intervention with students not at reading level. TSA will help work with out of school tier 3 supports provided by paraprofessionals and teaching fellows, by helping plan around students tier 3 needs. Focus will be to move 100% of students in these two groups a minimum of one achievement band or a minimum of 10% increase in achievement

**Owner(s):**

TSA- Teresa Vasquez  
Vice-Principal- Natanska Valtierra helps guide TSA and has DDI conversations.  
Lead-Teacher- Communicates with paraprofessionals and TSA  
Paraprofessionals

**Timeline:**

Ongoing

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

Materials and supplies to make learning 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 and technology for teachers and students to help drive instruction and reflection not to exclude repairs. Elmo's to assist modeling of lessons and use of 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, paraprofessionals, chapter books as identified by grade levels and ReadTheory to help during RTI and Tier 3 levels of support for students. Scholastic magazines subscriptions to facilitate and differentiate instruction and help layer reading and target needs with diverse reading material. Reading A-Z to help differentiate instruction in English Language Arts. Incentives to promote self-efficacy and self-management in core curriculum. Headphones for students to have access to Khan Academy Lessons and block assessments. IEPs/SST meeting materials and technology along with substitutes for teacher release for SST and IEP meetings to meet needs in areas of mathematics and English language arts as well as to help problem solve and create plan of action through SST documentation, support plans and IEPs. 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/Interim data. Contracts and traveling expenses paid to staff in order to attend professional development outside of school. On and off site conferences and professional development including, but not limited to, substitutes, travel and lodging fees and expenses, and training fees. These trainings will target ELA and Math standards and rigor alignment/planning. Use of subs for Data/Coaching chats and teacher support. On and off site conferences and professional development including, but not limited to, travel fees and expenses, these trainings will target ELA and Math standards and rigor alignment/planning. Lastly, extra half day of school psychologist support and a 3.5 hour resource counseling assistant will be provided to help target students that qualify for tier 2 or 3 social-emotional support in order to meet MTSS framework needs and students foundational needs as described in Maslow's Hierarchy of needs.

### Specify enhanced services for EL students:

Designated ELD time will be of focus this year to ensure rigor continues within the Designated block, we will also look at assessments aligned to the ELPAC assessments using release questions that can help backward map to appropriate ELD lessons based on the grade level. Collaboration with our district's EL department will be necessary to ensure our site Professional learning around designated ELD time and alignment is met. Tier 2-3 RTI supports for ELs through afterschool tutoring, daily materials needs to help with daily instruction such as pencils, notebooks, binders, composition books, color pencils, rulers not to exclude other materials necessary as they arise with student/lesson needs. Technology to help with Tier 2 and 3 levels of support such as Wonders online curriculum and read Theory during afterschool support group. 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 for EL Learners as well as ELPAC assessments. TSA to help with data chats and reflection as well as RFEP monitoring and celebrations for EL learners accomplishments and growth. Incentives for EL learners to help promote growth and goal achievement.

### Specify enhanced services for low-performing student groups:

- Tier 3 intervention for foundational Reading and Writing support afterschool.
- Tier 3 TSA and 2, 3.5 hr. paraprofessional support within the day, RTI time to target foundational reading skills for students in grades k-6th and are two years or more below reading level and/or in not meeting or nearly meeting achievement band in latest interim or SBAC assessments.
- 1 paraprofessional to support academics through the social-emotional lense
- Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap. RTI instruction.
- Extra half day of school psychologist support and a 3.5 hour resource counseling assistant will be provided to help target students that qualify for tier 2 or 3 social-emotional support in order to meet MTSS framework needs and students foundational needs as described in Maslow's Hierarchy of needs.
- Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.
- MTSS Tier 1-2 support person to target students underperforming, engage in goal setting, planning, observing students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers.
- Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-management.
- Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.
- Use of Khan Academy within RTI time allotted as well as Closure of Math instruction as well as additional online supplemental programs to help target reading and English language arts standards as well as Science standards.
- Use of MobyMax to help target Common Core Math standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.
- Supports for K-2 English Learner (EL) students in the area of Foundational Skills and ELD through the



technology-based Wonders ELD program facilitated by a 3-hour Fellow; and tutorial support for 4-6 grade EL students who are Long-Term ELs or at-risk of becoming Long Term ELs. This is provided by EL services department.

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/Interim data. Contracts and traveling expenses paid to staff in order to attend professional development outside of school. On and off site conferences and professional development including, but not limited to, substitutes, travel and lodging fees and expenses, and training fees. These trainings will target ELA and Math standards and rigor alignment/planning. Use of subs for Data/Coaching chats and teacher support. On and off site conferences and professional development including, but not limited to, travel fees and expenses, these trainings will target ELA and Math standards and rigor alignment/planning.

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

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- Parent education courses focused on mathematics in partnership with Parent University
- 3.5 Hr. Hmong Home School Liaison
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns
- Production of parent handbooks and printed material to create parent and school engagement and communication
- ELAC through SSC
- DELAC meetings
- SSC
- DAC
- 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, Bam Dance, and 5 de Mayo Celebration.
- End of School Year Festival

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

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- 70% of 80 PL hours in focus of RTI cycle of instruction to meet student needs and data driven planning to address student misconceptions as well as quarterly planning.
- 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.
- Training on Silvaroli's Inventory Assessment.
- Training for paraprofessionals for Reading Mastery and Corrective Reading as well as Silvaroli's Inventory Assessment.
- 30% of PL focus is social-emotional related and bridging with MTSS framework as well as Growth mindset EQ planning and lessons creation/collaboration. Student and teacher data chats focused on MTSS framework with social-emotional and academics as focus.
- Sub release for data chats and other planning
- 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 3

**Title:** EL Reclassification

#### Action Details:

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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 2018-2019 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. TSA will meet with EL students identified as year 4 or long term ELs to create goals and plans with students around data chat and supports for students.

**Owner(s):**

TSA- Herlinda Cruz and Teresa Vasquez  
EL Services

**Timeline:**

August 2020

**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 Core 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- Herlinda Cruz and Teresa Vasquez  
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- Herlinda Cruz and Teresa Vasquez  
All staff  
Students

**Timeline:**

Quarterly

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

In-classroom embedded English Language development support through CORE instruction. Teacher on Special Assignment (TSA) support for students needing Tier 3 support in reading intervention and staff PL around English services and 3.5 hrs. paraprofessional to help guide data chats, EL progress monitoring. Wonders curriculum for EL services. Wonders training available for TSA to attend. Index cards, headphones to help access online curriculum for afterschool EL group, technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards and other materials and supplies, incentives for progress including fieldtrips. Afterschool Kinder tutoring support provided by EL services to help move students in areas of English language Development. Materials and supplies to help with accessing tier 2 and 3 supports for EL learners in areas of English proficiency and reading comprehension as well as written and listening/speaking support. EL assessors to support with ELPAC. Supports for K-2 English Learner (EL) students in the area of Foundational Skills and ELD through the technology-based Wonders ELD program facilitated by a 3-hour Fellow; and tutorial support for 4-6 grade EL students who are Long-Term ELs or at-risk of becoming Long Term ELs. This is provided by EL services department. Celebrations and incentives for EL student growth, accomplishments and meeting student created goals. End of year fieldtrip reward for students that show growth or meet personal growth goals related to reading and EL reclassification.

**Specify enhanced services for EL students:**

Designated ELD time will be of focus this year to ensure rigor continues within the Designated block, we will also look at assessments aligned to the ELPAC assessments using release questions that can help backward map to appropriate ELD lessons based on the grade level. Collaboration with our district's EL department will be necessary to ensure our site Professional learning around designated ELD time and alignment is met. Supports

**Specify enhanced services for low-performing student groups:**

-Tier 3 intervention for foundational math support afterschool.  
-Tier 3 TSA and 2, 3.5 hr. paraprofessional support within the day, RTI time to target foundational math skills for students in grades k-6th who are in not meeting or nearly meeting standards band in SBAC or latest Interim/block assessment results.

for K-2 English Learner (EL) students in the area of Foundational Skills and ELD through the technology-based Wonders ELD program facilitated by a 3-hour Fellow; and tutorial support for 4-6 grade EL students who are Long-Term ELs or at-risk of becoming Long Term ELs, provided by EL services department. Tier 2-3 RTI supports for ELs through afterschool tutoring, daily materials needs to help with daily instruction such as pencils, notebooks, binders, composition books, color pencils, rulers not to exclude other materials necessary as they arise with student/lesson needs. Technology to help with Tier 2 and 3 levels of support such as Wonders online curriculum and read Theory during afterschool support group. 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 for EL Learners as well as ELPAC assessments. TSA to help with data chats and reflection as well as RFEP monitoring and celebrations for EL learners accomplishments and growth. Incentives for EL learners to help promote growth and goal achievement. EL assessors to support with ELPAC. Home school liaison mileage to help build parent communication in support of student learning.

- Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap.
- Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.
- MTSS Tier 1-2 support staff to target students underperforming, engage in goal setting, planning, observing students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers.
- Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-management.
- Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.
- Use of Khan Academy within RTI time allotted as well as Closure of Math instruction
- Use of MobyMax to help target Common Core Math and supplemental resources as well as online resources to target standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.
- Supports for K-2 English Learner (EL) students in the area of Foundational Skills and ELD through the technology-based Wonders ELD program facilitated by a 3-hour Fellow; and tutorial support for 4-6 grade EL students who are Long-Term ELs or at-risk of becoming Long Term ELs. This is provided by EL services department.

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

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- 3.5 Hr. Hmong Home School Liaison
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns
- Materials and supplies, not to exclude technology, to help engage parents and increase participation as well as translation and to motivate reclassification.
- Materials and supplies not to exclude food and beverages.
- Home school liaison mileage to help build parent communication and support.
- Parent education courses focused on mathematics in partnership with Parent University
- ELAC collaboration through parents and staff in SSC
- DELAC
- 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.
- Día 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

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

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- Designated ELD time will be of focus this year to ensure rigor continues within the Designated block, we will also look at assessments aligned to the ELPAC assessments using release questions that can help backward map to appropriate ELD lessons based on the grade level. Collaboration with our district's EL department will be necessary to ensure our site Professional learning around designated ELD time and alignment is met.
- 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 Professional development. Including, but not limited to, travel fees and expenses.
- Teacher training for designated and integrated ELD

## 2020-2021 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			Subs for SSTs (9 SST Meetings), Teacher Instructional Planning (31 subs 2 times a year), Teacher Subs (8 DC, 2F, 2S, 4TS) Also G1A2, G1A3 (No Admin subs in Title I)	21,390.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic/Reading A-Z/Starfall/and other digital licenses and subscriptions. Also G1A2	17,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support academics. No food/ incentives. Also G1A2	4,930.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	10,147.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also G1A2 and G3A1	29,349.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Award Certificates	2,993.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Development, Travel	13,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Hardware/software/technology. Also G1A1	6,075.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Maintenance and repair of technology. Also G1A1	2,500.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI / Education Elements	10,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs IEPs (2 subs, once per month - 9 meetings)	3,384.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	13,944.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional/Instructional Assistant will provide academic and social emotional support.	11,511.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology to support instruction. Also G1A1, G1A2, G3A1	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repair	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Certificated Admin Sub	713.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	Teacher on Special Assignment. Also G1A1, G2A1, G4A1	102,038.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	Teacher on Special Assignment. Also G1A1, G2A1, G4A1	43,731.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,340.00

**\$309,045.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	44.243 %	94.214 %	2018-2019	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Continue with 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** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Our goal will be to input the participation of all students to reflect 100%. Our current dilemma has been the fact that the inputting of engagement was not accurately documented and entered into the system. Also, new opportunities such as the school carnival, arts festival, afterschool Hmong Dual Immersion program as well as Saturday School engagement will clearly reflect the engagement school-wide of students in out of school opportunities for all students meeting criteria of low academic standing, African-American group, Hispanic group, SPED student group, Asian group and students identified at Risk by tier 2 support staff (Tier 2 and 3).

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Goal 2 funds have been largely invested in support staff to help with clubs and afterschool activities. Goal 2 funds have also been utilized to help invest in equipment and supplies to help support engagement as well as technology to help with 3D club and student engagement in clubs related to technology and arts. Funds will continue to be used to fulfill these needs as well as community events that our students can lead as well as participate.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Funds will continue to be used to fulfill these needs as well as community events that our students can lead as well as participate. Staff training around Adverse Childhood Experiences (ACEs) in order to meet their social-emotional needs. Staff will engage in mentorship opportunities with students that have low engagement and have tier 2 or 3 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.

Changes will be seen in Goal #2 Action 1.

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

<p><b>1</b> SSC:</p> <p>SSC approved pairing of staff and student mentees to help build engagement of students in a mentoring opportunity as well as learn leadership skills built at camp.</p>	<p><b>2</b> ELAC:</p> <p>ELAC voted to consolidate with SSC therefore SSC made decisions on behalf of ELAC.</p>	<p><b>3</b> Staff:</p> <p>Use of support staff afterschool was approved by staff and feedback was received about mentoring opportunity. SPSA was approved consistency with what worked during the 2019-2020 school year.</p>
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### 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), social-emotional paraprofessional and MTSS Tier 2 specialist 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 afterschool 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 paraprofessional, supports possibly outside of school are also considered and SST referral. From the beginning of the school year students that are usually not engaged in afterschool clubs or experiences, and are considered tier 2 or 3, will be paired with a staff member for the year whom they can meet with afterschool and be part of a leadership and mentoring opportunity.

**Owner(s):**  
 Vice Principal- May Lee-Stanton  
 BEST Team- Safe and Civil Team  
 All staff

**Timeline:**  
 August 2020- and Ongoing

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

Students meeting tier 2 criteria for misbehavior/suspensions will be paired with Tier 2 specialist as well as admin and TSA team to set up data chats throughout the year and set goals and track progress/reflection. Students and staff will set up goals and plan and monitor progress. Students identified will identify an activity/club/sport or event they would like to be part of in order to build that students connection to school, caring adult and/or students.

**Owner(s):**

VP- May Lee-Stanton  
Tier 2 Specialist- Ashley Baines  
TSAs- Herlinda Cruz and Teresa Vasquez

**Timeline:**

August 2020- Identification  
August 2020- Tier 2 Specialist/staff pairing  
Monthly- Tier 2/staff 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 Young Men of Character and Girl Power groups and provided with mentor. Administrator and paraprofessional focused on social-emotional to support academics will work with Judy Reynoso from DPI to continue programs at school in support of students to meet MTSS framework. Purpose will be centered around building on social emotional competencies and connections with caring adults on campus and providing academic support to those students pre-identified through TST process. This will be provided to students in Tier 3 for misbehavior and identified as tier 3 for need of school connection by staff, as an extra level of support. Focus will be to engage 100% of students school-wide in activity/event and ensure that 100% of students do not repeat misbehaviors observed in previous year or observed within the academic year.

**Owner(s):**

VP- May Lee-Stanton  
Principal- Marilyn Lopez-Cuevas  
Paraprofessional- TBD  
Tier 2 Specialist-Ashley Baines  
TSAs- Teresa Vasquez and Herlinda Cruz  
School Psychologist- Vah Vue  
Students

**Timeline:**

August 2020  
Ongoing support for identified group as needed

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

Vice-principal will help obtain data quarterly and reflect with RCA's, Safe and Civil Team and administrative team around what is working, not working and how we can continue to do to meet needs of students and build school connectedness. Data reports will be created with students information related to engagement and progress in school behavior. Incentives will be provided to students making progress or meeting goals.

**Owner(s):**

Vice-Principal- May Lee- Stanton

**Timeline:**

Quarterly

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

Paraprofessional in support of social-emotional learning, TSA, teachers, Safe and Civil Team and school psychologist will support with identification of students as well as provide social-emotional support through staff, Vice-principal in collaboration with TSA and Paraprofessional to help with goal two activities and building school culture, supplies for data chats, Young Men of Character 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. Student spirit wear that exemplify school character traits as well as school vision and mission and guidelines for success around social-emotional learning competencies. Cell phone service for administrators to allow for classroom walkthrough data collection and communication with families regarding student learning, behavior, school engagement opportunities. Independent contract agreements such as Evo Bluestien, DJ services, Power of One Assembly, not to exclude additional contracts to engage students and build a positive school climate. Afterschool Hmong program which will help meet the needs of our student community around language acquisition and cultural awareness around the Hmong Culture, this will also help in creating cultural inclusiveness at the site, EL services will pay for staff and site will help with materials, supplies and incentives for the students.

**Specify enhanced services for EL students:**

Paraprofessional and TSA- Herlinda Cruz 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, ELLS tool for all involved in data collection, supplies for data chats, Young Men of Character and Girl Power programs, Office assistant with Spanish language support and HSL- Hmong to help with communication.

**Specify enhanced services for low-performing student groups:**

- Tier 3 intervention for foundational math support afterschool.
- Tier 3 TSA and 2, 3.5 hr., paraprofessional support within the day, RTI time to target foundational math skills for students in grades k-6th who are in not meeting or nearly meeting standards band in SBAC or latest Interim/block assessment results.
- 1 paraprofessional that is 3.5 hrs. to provide social-emotional support to support instruction and support with

social-emotional learning opportunities for students.

-Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap.

-Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.

-MTSS Tier 1-2 support person to target students underperforming, engage in goal setting, planning, observing students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers.

-Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-management.

-Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.

-Use of Khan Academy within RTI time allotted as well as Closure of Math instruction

-Use of MobyMax to help target Common Core Math standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.

-extra half day of school psychologist support to help address needs in MTSS framework as well as foundational social-emotional needs of students identifying as tier 2 and 3.

-Independent contract agreements such as Evo Bluestein, DJ services, Power of One Assembly, not to exclude additional contracts to engage students, build a positive school climate, do bullying prevention activities as well as teach and re-teach school-wide expectations throughout the year.

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

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- 3.5 Hr. Hmong Home School Liaison
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns
- Materials and supplies, not to exclude technology, to help engage parents and increase participation as well as translation.
- Materials and supplies not to exclude food and beverages.
- Production of parent handbooks and printed material to create parent and school engagement and communication
- Parent education courses focused on mathematics in partnership with Parent University
- ELAC through SSC
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans
- One 3.5 hour Hmong Home School Liaisons to communicate with parents, translate and help with building relationships with both parents and students.
- Fresno State parent engagement
- Parent conferences to provide parents with Compact as well as grade monitoring resources as well student progress, not to exclude translation services
- Parent Coffee hours
- Parent Club Meetings to encourage parent engagement
- Title 1 parent night

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

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

Principal and Vice-Principal will provide professional development associated to child adverse childhood experiences and culturally responsive approaches.

Professional development will also embody growth mindset and social-emotional learning.



- 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

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Evo Bluestein/StarBerst Entertainment/Fresno Fun Jump	7,850.00
G2A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Support Supplemental - community support	3,793.00

**\$11,643.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This was a new area of focus school-wide during the 2019- 2020 school year. This goal was created in order to embody the framework of MTSS through cultural awareness. The focus will be to include supports with a tier 2 MTSS specialist, provide PL opportunities that focus on rigor as well as looking at our students needs and strengths both social-emotionally and academically. This will ensure that students have learned social-emotional competencies and their needs are met to ensure character and building of competencies for workplace success. The needs will be met through RTI interventions in place to meet the needs of students at academic and social-emotional levels of tier 2 and 3 during the day with paraprofessional support and through afterschool support. Teacher on special assignment will provide small group RTI support for Tier 2-3 students. Teachers implemented levels of intervention by looking at standards assessed, and data pertaining to students' gaps, analyze the data, and re-taught according to students' needs. Block assessments were utilized to collect pre and post data and plan instruction. Data chats were utilized to help focus on percentage of students meeting or exceeding standards, each student by name and need and how to meet needs of students not meeting. This is a process that will continue due to the success we had as evidenced by interim data. 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. Coffee chats were focused on teaching parents understanding of common core standards as well as RTI interventions and extra support with reading at home. Investment in technology was created to help drive instruction through computer literacy skills and help with communication with parents and access to online curriculum both at home and at school. We will continue using these resources since they show improvement in meeting the assessed needs of students as well as closing achievement gap for some groups of students within our site. We will continue to use cycle of continuous improvement to monitor data and plan according to student needs. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach all students at school and outside of school. Professional Learning opportunities will embody MTSS framework to look at social-emotional student needs and academic needs as coexistent. Focus will be to continue to grow current culturally responsive practices and ensure that we can create a systemic and focused structure of support for social-emotional needs and academics and build required skills within our students to build stamina, etiquette and meet assessed needs to ensure future workplace, college readiness and social-emotional success.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue using these resources stated in Goal 3 step 2 and in Goal 1 Actions 1 and 2 since they show improvement in meeting the assessed needs of students as well as closing achievement gap for some groups of students. We will continue to use cycle of continuous improvement to monitor data and plan according to student needs. Also, parent involvement has risen and therefore partnership between home, community and school is helping reach all students at school and outside of school. We will continue with new structure of Coffee Chats and will create a parent club to ensure the partnership becomes stronger. 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 and PL opportunity will be provided to lead teachers to help drive the work around the rigor of standards. We will utilize

the "Cultural Responsive Teaching and the Brain" book to help ground the MTSS framework and focus on rigor of instruction and staff believe system to understand best practices to reach our community and students. The use of the MTSS and PL will embody MTSS framework of looking at social-emotional student needs and academic needs as coexistent, goal creation around our current needs in addressing student gaps within the African American, Latino and SPED populations, and creation of cycle of continuous improvement plan and revision of previous plans that address disproportionality. Focus will be to continue to grow current culturally responsive practices and ensure that we can create a systemic and focused structure of support for social-emotional needs and academics. Changes can be viewed in all areas noted under Goal 3 Action 1 and Goal 4 Action 1.

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

**1** SSC:

Continues to want focus in mathematics and ELA growth in our current SPSA. Agrees with implementation of MTSS learning by budgeting for beginning of the year PL at Wonder Valley and including Tier 2/3 students to be part of the learning and leadership experience along with their mentor teachers. SSC has also agreed that continuing supports provided in 19-20 school year would be wise due to growth we saw in blocks as well as in meeting social-emotional needs as we saw a nearly 8 percent drop in suspensions. Some of those supports were reading specialist (or similar TSA), paraprofessionals instead of teaching fellows, paraprofessional to help with at risk students, goal setting and monitoring as well use of funds to update technology so our students and teachers have access to resources. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary as well as alignment to Hmong D.I. Program at the site.

**2** ELAC:

SSC voted to consolidate with SSC, therefore SSC voted on behalf of ELAC.

**3** Staff:

Staff agreed to keep 2 paraprofessionals rather than teaching fellows to assist tier 2 and 3 afterschool and during day. TSA to help with reading intervention supports, community building supports, school climate and with EL student population data support, RFEP monitoring, and EL professional development. Continued investment in additional online resources as agreed by staff to provide an extra support to all students at home, in the classroom and during intervention in order to provide extra standards base support. Additional school psychologist support was agreed to help support our SPED team as well as our general population. Staff agreed to extra technology budget to pay for update of technology in the classrooms to ensure guaranteed and viable curriculum online resources are available to all students during instruction and appropriate planning with PLI program runs smoothly. Extra office support to help with parent concerns and communication needs that come with our school demographics. Lastly, cell phone services for administration will be cancelled due to lack of need at site and admin team found them non-essential.

## Action 1

**Title:** College and Career Readiness

**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, create structures and systems for discipline and academics as well as engagement that focus on equity and closing disproportionality school-wide. Balderas will utilize cultural community events to build cultural identity within the site. 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. Professional development and feedback will emphasize the work of MTSS and growth mindset in order to use culturally responsive practices to reach all students. Balderas will partner with parents, community, staff and students to create learning opportunities and engagement opportunities that are 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 structures to support character building and a community of support that embodies the ideals of cultural awareness and responsiveness.

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

Profession development in areas of culturally responsive practices will be used at the beginning of the year to help ground our focus collectively. Tier 2-3 students will be pre-identified and paired with a staff member. Students will engage in leadership skill building activities as well as building relationships with a caring adult. Levels of response to misbehavior will be re-established and reviewed as well as set as part of the referral system from the beginning of 3 Tier level of support will be established, level 1 classroom interventions, level 2 Paraprofessional/MTSS involvement and goal setting and SST meetings schedule, level 3 therapy/social worker and Paraprofessional/MTSS specialist support along with support plans and SST meetings, supports possibly outside of school are also considered. Administrators and TSA's will lead with lens of "Cultural Proficiency: A Manual for School Leaders" 4<sup>th</sup> Edition. Teachers will use "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" as a guide during Professional Development and classroom lesson/data preparation and reflection.

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

Students meeting tier 2 or 3 criteria for misbehavior/suspensions/Attendance/Engagement will be paired with paraprofessional, Tier 2 specialist or staff member (Mentor) to set up goal and plan and monitor progress throughout the year every month. Teachers will be paired up with a tier 2/3 Student in order for students to have a mentor on campus they can resort to. Students will meet for a minimum of 5-10 minutes per week with this adult in order to build a caring relationship and feel supported. Teachers will be provided with tools at the beginning of the year to engage in culturally responsive practices when meeting with their assigned student. Reward system for the students will be provided to help with meeting goals and steps.

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 Young Men of Character and Girl Power groups and provided with a mentor. Administrator/MTSS Tier 2 specialist/Paraprofessional will work with Judy Reynoso from DPI to initiate programs at school in support of students and guide the program throughout the year. 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 2/3 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 and self-management skills, this will ensure that 100% of students do not repeat misbehaviors observed in previous years. Paraprofessional providing social-emotional support will help provide trainings to students that have a pattern of misbehavior or are in need academic support.

Owner(s):

Principal- Marilyn Lopez-Cuevas  
 MTSS Tier 2 specialist- TBD  
 Vice-Principal- May Lee-Stanton  
 BEST Team- Safe and Civil Team  
 All staff

Timeline:

August Buyback PL 2020  
 Beginning of each Quarter, through quarterly backwards maps and SEL morning classroom meetings.  
 Daily observations through walk-through evidence of implementation.

Owner(s):

Principal- Marilyn Lopez-Cuevas  
 Vice-Principal- May Lee-Stanton  
 Paraprofessional- TBD  
 MTSS Tier 2 Specialist- Ashley Baines  
 All Teaching staff

Timeline:

August- Buyback creation of rubrics and coherence building at school with aligned rubrics.  
 Ongoing- tracking of progress and teaching SEL competencies  
 Progress Reporting time  
 Quarterly  
 End of Year progress

Owner(s):

Principal- Marilyn Lopez-Cuevas  
 Vice-Principal- May Lee-Stanton  
 Girl Power and Boys to Men Staff Leaders  
 Paraprofessional- TBD  
 MTSS Tier 2 Specialist- Ashley Baines  
 School Psychologist- Vah Vue

Timeline:

August 2020  
 -Monthly  
 -Quarterly  
 -Semester  
 -End of year

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

Staff will engage in professional development around culturally responsive teaching and practices and apply learned theory into action during instructional time. Walkthrough data will look at application of learned practices into daily lesson engagement, planning, and data analysis as well as behavior management through the lens of cultural responsiveness, equity and Tenet I in Instructional Practice Guide. Power BI data and Culture and Climate data will help BEST team, principal and Vice-principal come up with PL that is targeted based on our MTSS needs.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee Stanton  
BEST Team: Safe and Civil team 2020  
All Teachers

**Timeline:**

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

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

Vice-Principal will collaborate with BEST team and TSA to help obtain data quarterly and reflect with paraprofessional and administrative team around what is working, not working and how we can continue to meet needs of students and build school connectedness as well as growth mindset, self-efficacy and self-management through the lens of data from students and staff.

**Owner(s):**

Vice-Principal: May Lee-Stanton  
Best Team: Safe and Civil Team 2020  
TSA- Herlinda Cruz  
Principal- Marilyn Lopez-Cuevas

**Timeline:**

Ongoing

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

Book titled "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students," to help with professional learning for staff that will provide theory of action, philosophy, instructional tools and lens for staff when creating lessons and engagement opportunities within lessons that are culturally responsive. Vice-Principal, 6 hour paraprofessional supporting with social-emotional support, TSA, MTSS Tier 2 specialist, 2, 3.5 hour paraprofessionals overseeing academic supports and school psychologist will support with identification of students as well as provide social-emotional support, TSA and paraprofessional overseeing social-emotional supports to help with goal two activities and building school culture and Care and Connect Center support, supplies for data chats, Young Men of Character and Girl Power programs, multi-cultural community event resources and materials, assemblies to help culture and climate building not limited to anti-bullying kick-off and Power of One, incentives to help with goal setting and tracking as well as that promote school spirit. Including contracts for the Barn dance/Power of One/BP-Assembly/BLAST/Dinner and/or snacks with mentor staff and quarterly school-wide trips and dances that go along with BLAST rewards. Incentives for individual students for meeting or showing progress on goals. Babysitting for parent meetings and parent engagement in student activities and events as well as SSC meeting babysitting. Mileage provided to AmeriCorps to ensure in-class tier 2/3 supports are provided to building literacy by 3rd grade for students below appropriate grade level of reading. 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. Student spirit wear that exemplify school character traits as well as school vision and mission and guidelines for success around social-emotional learning competencies. 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, academics and social-emotionally as well as to meet gaps in school connectedness. Lastly, 3.5 hr. office assistant to help during afternoon hours to help with needs from community related to community event questions, planning, student and family supports and extra support to students and families.

**Specify enhanced services for EL students:**

Receiving support for K-2 English Learner (EL) students in the area of Foundational Skills and ELD through the technology-based Wonders ELD program facilitated by a 3-hour Fellow; and tutorial support for 4-6 grade EL students who are Long-Term ELs or at-risk of becoming Long Term ELs. 3.5 hr HSL Hmong to help with communication of awards and goals, 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, ELLS tool for all involved in data collection, supplies for data chats, Boys to Men and Girl Power programs, 3.5 hr. HSL in Spanish and Hmong to help with communication.

**Specify enhanced services for low-performing student groups:**

Tier 3 intervention for foundational math support afterschool.  
-Tier 3 TSA and 2, 3.5 hr. paraprofessional support within the day, RTI time to target foundational math skills for students in grades k-6th who are in not meeting or nearly meeting standards band in SBAC or latest Interim/block assessment results.  
-Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap.  
-Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.  
-MTSS Tier 1-2 support person to target students underperforming, engage in goal setting, planning, observing

students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers.

-We will utilize the "Cultural Responsive Teaching and the Brain" book to help ground the MTSS framework and focus on rigor of instruction and staff believe system to understand best practices to reach our community and students. The use of the MTSS and PL will embody MTSS framework of looking at social-emotional student needs and academic needs as coexistent, goal creation around our current needs in addressing student gaps within the African American, Latino, ELL and SPED populations, and creation of cycle of continuous improvement plan and revision of previous plans that address disproportionality. Focus will be to continue to grow current culturally responsive practices and ensure that we can create a systemic and focused structure of support for social-emotional needs and academics.

-Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-management.

-Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.

-Use of Khan Academy within RTI time allotted as well as Closure of Math instruction

-Use of MobyMax to help target Common Core Math standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.

-extra half day of school psychologist support to help address needs in MTSS framework as well as foundational social-emotional needs of students identifying as tier 2 and 3.

-6 hour, paraprofessional to help target tier 2 and 3 students through goal setting, progress monitoring, mentoring and academic support.

-TSA- Mrs. Cruz to support with students that need support afterschool, alternative classroom setting/placement as well as extra coverage support for teachers to be part of during day SST/IEPs to help meet tier 2 or tier 3 behavioral needs.

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

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- Parent education courses focused on mathematics in partnership with Parent University
- 3.5 Hr. Hmong Home School Liaison
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns
- Materials and supplies, not to exclude technology, to help engage parents and increase participation as well as translation.
- Materials and supplies to increase parent participation not to exclude food and beverages.
- ELAC through SSC
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans
- 3.5 hour Hmong Home School Liaisons to communicate with parents and TSA to help translate and help with building relationships with both parents and students of both monolingual and ELL 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

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

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

- 70% of 80 PL hours in focus of RTI cycle of instruction to meet student needs and data driven planning to address student misconceptions as well as quarterly planning.
- 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.
- Training on Silveroli's Inventory Assessment.
- Training for paraprofessionals for Reading Mastery and Corrective Reading as well as Silveroli's Inventory Assessment.
- 30% of PL focus is social-emotional related and bridging with MTSS framework as well as Growth mindset EQ planning and lessons creation/collaboration. Student and teacher data chats focused on MTSS framework with social-emotional and academics as focus.
- Sub release for data chats and other planning
- contracts provided for teachers, Data/Coaching Chats. On and off site conferences and Professional development. Including, but not limited to, travel fees and expenses.

- 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



## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives/Spirit Wear	13,000.00
G3A1	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.4375	School Office Assistant to provide support to students and families: All Goals	12,663.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to increase parent participation	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: HSL Mileage	500.00

**\$27,663.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.27 %	13.836 %	2018-2019	11.836 %
Suspensions Per 100	16.67 %	12.516 %	2018-2019	8 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

Chronic Absenteeism quarterly incentives (BLAST) along with mentor and mentee partnership were new during the 2019-2020 school year and we saw drop in chronic absenteeism as well as suspensions, therefore we will continue as part of this year's plan to help in meeting our current ADA target.

**Suspensions Per 100**

Suspensions Per 100- The shift will be made to focus on individual students being suspended and overall percentage of individual students being suspended to ensure we align to the California dashboard. Quarterly incentives (BLAST) along with mentor and mentee partnership, and collaboration with tier 2 specialist were new during the 2019-2020 school year and we saw drop in suspensions, therefore we will continue as part of this year's plan to help in meeting our current target.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Chronically Absent- School Wide as stated in California Dashboard- Declined 2.4%, we are currently at 14.4%

African-American – Declined 2.8%, 15.4% Chronically absent

English Learners- Declined 2.7%, 10.5% chronically absent

Latino/Hispanic- Declined 2.7%, 16.9% chronically absent

Asian- Declined 3.3%, 9.4% chronically absent

SPED- Declined 9.7%, 23.6% chronically absent.

Quarterly incentives (BLAST) will continue in order to boost student positive interactions and boost attendance. contributed to drop in ADA or not meeting last year's target. Currently We are using incentives system as well as quarterly BLAST festivals to push attendance, good behavior and suspension drop. We also implemented a tier 3 support for students that had severe absenteeism and suspension last year. These supports will help with social-emotional structures and goal setting/tracking, mentoring opportunities as well goal tracking and incentive earning.

**Suspensions Per 100**

Suspensions Per 100- The shift will be made to focus on individual students being suspended and overall percentage of individual students being suspended to ensure we align to the California dashboard. Quarterly incentives (BLAST) along with mentor and mentee partnership, and collaboration with tier 2 specialist were new during the 2019-2020 school year and we saw drop in suspensions, therefore we will continue as part of this year's plan to help in meeting our current target. Focus on daily classroom meetings school wide as well as PL and supports around philosophy of culturally responsive practices will help lower suspension rates. The emphasis will be in teaching SEL competencies and ensuring students live by the skills they are taught. Creating mentorship opportunities for our students, paraprofessional support and MTSS tier 2

specialist will help in meeting diverse student needs and goal setting and tracking. The additional academic supports will ensure that academic and social-emotional supports coexist in harmony and all needs are met when addressing the whole child.

We will align to the California Dashboard and will look at number of individual students being suspended- **School-wide 2018-2019 percentage of individual students suspended= 5.4%**

**Below are percentage of students in each group who were suspended at least once during the 2018-2019 school year:**

African-American – 10.9%, California Dashboard decline of 4.1% from 2017-2018 school year.

English Learners- 3.6%, California Dashboard decline of 4.3% from 2017-2018 school year.

Latino/Hispanic- 5.7%, California Dashboard decline of 5% from 2017-2018 school year.

Asian- 3.7%, California Dashboard decline of .5% from 2017-2018 school year.

SPED- 9%, California Dashboard decline of 6.8% from 2017-2018 school year.

**Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

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.

**Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.**

Suspensions Per 100- The shift will be made to focus on individual students being suspended and overall percentage of individual students being suspended to ensure we align to the California dashboard. 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 and PL opportunity will be provided to lead teachers to help drive the work around the rigor of standards. We will utilize the "Cultural Responsive Teaching and the Brain" book to help ground the MTSS framework and focus on rigor of instruction and staff believe system to understand best practices to reach our community and students. The use of the MTSS and PL will embody MTSS framework of looking at social-emotional student needs and academic needs as coexistent. MTSS Tier 2 specialist will be at site and supports from EL services around Hmong Dual Immersion will be provided to students that register to help with meeting cultural needs at site as well as engagement. Focus will be to continue to grow current culturally responsive practices and ensure that we can create a systemic and focused structure of support for social-emotional needs and academics. Shift from Resource Counseling Assistant 3.5 hours will be made to a paraprofessional 6 hours to ensure this individuals can assist in academics as well as social-emotional supports to assist in making impact in instructional supports for teachers. Changes can be found in Goal 1 Action 1, 2, 3 Goal 3 Action 1 Goal 4 Action 1

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

**1** SSC:

Continues to want focus in mathematics and ELA growth in our current SPSA. Agrees with implementation of MTSS learning by budgeting for beginning of the year PL at Wonder Valley and including Tier 2/3 students to be part of the learning and leadership experience along with their mentor teachers. SSC has also agreed that continuing supports provided in 19-20 school year would be wise due to growth we saw in blocks as well as in meeting social-emotional needs as we saw a nearly 8 percent drop in suspensions. Some of those supports were reading specialist (or similar TSA), paraprofessionals instead of teaching fellows, paraprofessional to help with at risk students, goal setting and monitoring as well use of funds to update technology so our students and teachers have access to resources. New supports through TSA and EL Services collaboration will also be needed to help drive new ELPAC supports at Balderas Elementary as well as alignment to Hmong D.I. Program at the site.

**2** ELAC:

SSC voted to consolidate with SSC, therefore SSC voted on behalf of ELAC.

**3** Staff:

Staff agreed to keep 2 paraprofessionals rather than teaching fellows to assist tier 2 and 3 afterschool and during day. TSA to help with reading intervention supports, community building supports, school climate and with EL student population data support, RFEP monitoring, and EL professional development. Continued investment in additional online resources as agreed by staff to provide an extra support to all students at home, in the classroom and during intervention in order to provide extra standards base support. Additional school psychologist support was agreed to help support our SPED team as well as our general population. Staff agreed to extra technology budget to pay for update of technology in the classrooms to ensure guaranteed and viable curriculum online resources are available to all students during instruction and appropriate planning with PLI program runs smoothly. Extra office support to help with parent concerns and communication needs that come with our school demographics. Lastly, cell phone services for administration will be cancelled due to lack of need at site and admin team found them non-essential.

**Action 1**

**Title:** Social Emotional Awareness

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, create structures and systems for discipline and academics as well as engagement that focus on equity and closing disproportionality school-wide. Balderas will utilize cultural community events to build cultural identity within the site. 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. Professional development and feedback will emphasize the work of MTSS and growth mindset in order to use culturally responsive practices to reach all students. Balderas will partner with parents, community, staff and students to create learning opportunities and engagement opportunities that are 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 structures to support character building and a community of support that embodies the ideals of cultural awareness and responsiveness.

**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**

Profession development in areas of culturally responsive practices will be used at the beginning of the year to help ground our focus collectively. Tier 2-3 students will be pre-identified and paired with a staff member. Students will engage in leadership skill building activities as well as building relationships with a caring adult. Levels of response to misbehavior will be re-established and reviewed as well as set as part of the referral system from the beginning of . 3 Tier level of support will be established, level 1 classroom interventions, level 2 Para/MTSS involvement and goal setting and SST meetings schedule, level 3 therapy/social worker and Para/MTSS specialist support along with support plans and SST meetings, supports possibly outside of school are also considered. Administrators and TSA's will lead with lens of "Cultural Proficiency: A Manual for School Leaders" 4<sup>th</sup> Edition. Teachers will use "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" as a guide during Professional Development and classroom lesson/data preparation and reflection.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
MTSS Tier 2 specialist- TBD  
Vice-Principal- May Lee-Stanton  
BEST Team- Safe and Civil Team  
All staff

**Timeline:**

August 2020 and ongoing as noted by data from walkthrough, Safe and Civil Team data and ATLAS data.

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

Students at tier 2/3 criteria for misbehavior/suspensions/Attendance/Engagement will be paired with paraprofessional providing social-emotional support, MTSS tier 2 specialist or staff member (Mentor) to set up goal and plan and monitor progress through out the year every month. Teachers will be paired up with a tier 2/3 Student in order for students to have a mentor on campus they can resort to. Students will meet for a minimum of 5-10 minutes per week with this adult in order to build a caring relationship and feel supported. Teachers will be provided with tools at the beginning of the year to engage in culturally responsive practices when meeting with their assigned student. Reward system for the students will be provided to help with meeting goals and steps.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton  
Paraprofessional- TBD  
MTSS Tier 2 Specialist- Ashley Baines  
Teaching staff

**Timeline:**

August 2020- Identification and goal setting  
August 2020- Staff pairing  
Weekly- Meetings with mentor staff  
Monthly- Para/MTSS check-ins/goal tracking staff and student.  
Ongoing support for identified students in class as well as out of class through school-wide culturally responsive teaching and practices.

**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 Young Men of Character and Girl Power groups and provided with a mentor. Administrator/MTSS Tier 2 specialist/Para will work with Judy Reynoso from DPI to initiate programs at school in support of students and guide the program throughout the year. 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 2/3 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 and self-management skills, this will ensure that 100% of students do not repeat misbehaviors observed in previous years. Paraprofessional will help provide trainings to students that have a pattern of misbehavior or are in need academic support.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton  
Girl Power and Young Men of Character Leaders  
Paraprofessional- TBD  
MTSS Tier 2 Specialist- Ashley Baines  
School Psychologist- Vah Vue

**Timeline:**

August 2020  
Ongoing support for identified students and monitoring throughout the year on a by-needs basis

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

Staff will engage in professional development around culturally responsive teaching and practices and apply learned theory into action during instructional time. Walkthrough data will look at application of learned practices into daily lesson engagement, planning, and data analysis as well as behavior management through the lens of cultural responsiveness, equity and Tenet I in Instructional Practice Guide. Power BI data and Culture and Climate data will help BEST team, principal and Vice-principal come up with PL that is targeted based on our MTSS needs.

**Owner(s):**

Principal- Marilyn Lopez-Cuevas  
Vice-Principal- May Lee-Stanton  
BEST Team: Safe and Civil team 2019  
All Teachers

**Timeline:**

August 2020 through 80 Hours PL time  
Ongoing- Teachers will embed culturally responsive practices learned through PL in daily lessons/backwards maps/CFAs and will look at data through the same lens.  
Ongoing- Walkthrough visits with feedback  
Ongoing- Monitoring of needs and implementation into PL as needed based on walkthrough feedback and data.

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

Vice-Principal will collaborate with BEST team and TSA to 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 as well as growth mindset, self-efficacy and self-management through the lens of data from students and staff.

**Owner(s):**

Vice-Principal: May Lee-Stanton  
Best Team: Safe and Civil Team 2019  
TSA- Herlinda Cruz  
Principal- Marilyn Lopez-Cuevas

**Timeline:**

Monthly- VP meets with Safe and Civil Team  
Quarterly- TSA and Vice-Principal bring data to admin meetings  
Ongoing- Vice-Principal and BEST team help create action plans, PL and teacher resources with support from BEST Team.

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

Book titled "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students," to help with professional learning for staff that will provide theory of action, philosophy, instructional tools and lens for staff when creating lessons and engagement opportunities within lessons that are culturally responsive. Vice-Principal, 6 hr. paraprofessional supporting with social-emotional school support, TSA, MTSS Tier 2 specialist, paraprofessional and school psychologist will support with identification of students as well as provide social-emotional support, TSA and 2, 3.5 hour paraprofessionals to help with goal two activities and building school culture as well as academics support afterschool, supplies for data chats, Young Men of Character and Girl Power programs, multi-cultural community event resources and materials, assemblies to help culture and climate building not limited to anti-bullying kick-off and Power of One, incentives to help with goal setting and tracking as well as that promote school spirit. Including contracts for the Barn dance/Power of One/BP-Assembly/BLAST/Dinner and/or snacks with mentor staff and quarterly school-wide trips and dances that go along with BLAST rewards. Incentives for individual students for meeting or showing progress on goals. Babysitting for parent meetings and parent engagement in student activities and events as well as SSC meeting babysitting. 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, academics and social-emotionally as well as to meet gaps in school connectedness.

**Specify enhanced services for EL students:**

TSA- Mrs. Cruz and one 3.5 hr. Home School Liaison Hmong, to support with identification of students that need support, providing resources to parents relating to student success, helping with communication with parents relating to home and school communication, support with community/home/school connectedness and partnership by helping with community events and school events/meetings that target school culture building. TSA will help as well as social-emotional support, parent involvement in school activities with students. TSA and 6 hr. paraprofessional to help with goal two activities and building school culture, supplies for data chats, Young Men of Character and Girl Power programs, Office assistant Spanish and HSL Hmong to help with communication.

-Supports from EL services around Hmong Dual Immersion will be provided to students that register to help with meeting cultural needs at site as well as engagement.

-Support from EL services to help with students not yet redesignated, they will be providing targeted supports to help increase language accessibility during afterschool hours.

**Specify enhanced services for low-performing student groups:**

-Our group of students with largest disproportionality in suspension rates are male students and students with disabilities.

\*Some factors that may affect attendance could be parent connectedness or student connectedness to the site as well as knowledge of importance of good attendance and correlation to academic success.

-We will utilize the "Cultural Responsive Teaching and the Brain" book to help ground the MTSS framework and focus on rigor of instruction and staff believe system to understand best practices to reach our community and students. The use of the MTSS and PL will embody MTSS framework of looking at social-emotional student needs and academic needs as coexistent, goal creation around our current needs in addressing student gaps within the African American, Latino, ELL and SPED populations, and creation of cycle of continuous improvement plan and revision of previous plans that address disproportionality in academics and behavior/suspension data. Focus will be to continue to grow current culturally responsive practices and ensure that we can create a systemic and

focused structure of support for social-emotional needs and academics.

-Supports from EL services around Hmong Dual Immersion will be provided to students that register to help with meeting cultural needs at site as well as engagement.

-Support from EL services to help with students not yet redesignated, they will be providing targeted supports to help increase language accessibility during afterschool hours.

-Tier 3 intervention for foundational math support afterschool.

-Tier 3 TSA and 2, 3.5 hr. paraprofessional support within the day, RTI time to target foundational math skills for students in grades k-6th who are in not meeting or nearly meeting standards band in SBAC or latest Interim/block assessment results.

-Tier 2 intervention within class using response to intervention and data driven teaching to close achievement gap.

-Core instruction support through rigorous instruction and meeting student needs within lesson prior to closing lesson.

-MTSS Tier 1-2 support person to target students underperforming, engage in goal setting, planning, observing students within class setting and providing supports to meet social-emotional, attendance, and academic needs through planning and discussions with students and teachers.-Classroom meetings to teach social-emotional learning competencies, which include self-efficacy and self-management.

-Use of Data chats, teacher and student goal setting around data and planning, as well as reward system in place to help with student achievement.

-Use of Khan Academy within RTI time allotted as well as Closure of Math instruction

-Use of MobyMax to help target Common Core Math standards in individualized and responsive way through RTI or closure of math lesson. This helps target specific standard's based gaps for students.

-extra half day of school psychologist support to help address needs in MTSS framework as well as foundational social-emotional needs of students identifying as tier 2 and 3.

-6 hour paraprofessional to help target tier 2 and 3 students through goal setting, progress monitoring, social-emotional support, mentoring and academic support.

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

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- Parent education courses focused on mathematics in partnership with Parent University
- 3.5 Hr. Hmong Home School Liaison and TSA to help support with parent and community engagement as well as student engagement and communication between schools and families for monolingual and ELL students and their families.
- 3.5 Hr. Office Assistant to help support student, parents and school related concerns
- Materials and supplies, not to exclude technology, to help engage parents and increase participation as well as translation.
- Materials and supplies not to exclude food and beverages.
- SSC in support of ELAC
- DELAC meetings
- SSC
- DAC
- SST
- IEP Meeting
- Data discussion for discipline and behavior support plans

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

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

- 70% of 80 PL hours in focus of RTI cycle of instruction to meet student needs and data driven planning to address student misconceptions as well as quarterly planning.
- 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.
- Training on Silveroli's Inventory Assessment.
- Training for paraprofessionals for Reading Mastery and Corrective Reading as well as Silveroli's Inventory Assessment.
- 30% of PL focus is social-emotional related and bridging with MTSS framework as well as Growth mindset EQ planning and lessons creation/collaboration. Student and teacher data chats focused on MTSS framework with social-emotional and academics as focus.

- 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
  - 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.
  - In-school cultural student assemblies- 1 per semester
  - End of School Year Festival
  - Include Babysitting for parent meetings
- Sub release for data chats and other planning
  - contracts provided for teachers, Data/Coaching Chats. On and off site conferences and Professional development. Including, but not limited to, travel fees and expenses.



## 2020-2021 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	Cls Sup-Sup			Babysitting to increase parent involvement.	3,793.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Participation (No Food/Incentives)	2,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplementals to support academics / safe and civil team contracts	4,526.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	S. Psych - Additional 1/2 day to support with SPED and Social Emotional needs of all goals.	15,144.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Support Extra Time Also G2A1	2,158.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong to support with student and family connectedness	14,270.00

**\$41,891.00**

# 2020-2021 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			Subs for SSTs (9 SST Meetings), Teacher Instructional Planning (31 subs 2 times a year), Teacher Subs (8 DC, 2F, 2S, 4TS) Also G1A2, G1A3 (No Admin subs in Title I)	21,390.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic/Reading A-Z/Starfall/and other digital licenses and subscriptions. Also G1A2	17,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support academics. No food/ incentives. Also G1A2	4,930.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	10,147.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies. Also G1A2 and G3A1	29,349.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Award Certificates	2,993.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Development, Travel	13,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Hardware/software/technology. Also G1A1	6,075.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Maintenance and repair of technology. Also G1A1	2,500.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI / Education Elements	10,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs IEPs (2 subs, once per month - 9 meetings)	3,384.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	13,944.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional/Instructional Assistant will provide academic and social emotional support.	11,511.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology to support instruction. Also G1A1, G1A2, G3A1	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repair	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Certificated Admin Sub	713.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	Teacher on Special Assignment. Also G1A1, G2A1, G4A1	102,038.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	Teacher on Special Assignment. Also G1A1, G2A1, G4A1	43,731.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,340.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Evo Bluestein/StarBerst Entertainment/Fresno Fun Jump	7,850.00
G2A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified Support Supplemental - community support	3,793.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives/Spirit Wear	13,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	School Office Assistant to provide support to students and families: All Goals	12,663.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to increase parent participation	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: HSL Mileage	500.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting to increase parent involvement.	3,793.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Participation (No Food/Incentives)	2,000.00
G4A1		Instruction	Teacher-Supp				4,526.00

G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplementals to support academics / safe and civil team contracts	4,526.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	S. Psych - Additional 1/2 day to support with SPED and Social Emotional needs of all goals.	15,144.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Classified Support Extra Time Also G2A1	2,158.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL - Hmong to support with student and family connectedness	14,270.00

<b>\$390,242.00</b>
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Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,688.00
Sup & Conc	7090	\$260,213.00
LCFF: EL	7091	\$61,341.00
<b>Grand Total</b>		<b>\$390,242.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$309,045.00
G2 - All students will engage in arts, activities, and athletics	\$11,643.00
G3 - All students will demonstrate the character and competencies for workplace success	\$27,663.00
G4 - All students will stay in school on target to graduate	\$41,891.00
<b>Grand Total</b>	<b>\$390,242.00</b>