

Balderas Elementary

10621666109961

Principal's Name: Toua Chang

Principal's Signature:

A handwritten signature in black ink, consisting of a large, stylized 'T' followed by a long horizontal stroke.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Toua Chang	X				
2. Chairperson - Jonathan Hinojosa				X	
3. Susan Holland		X			
4. Edgar Gonzalez		X			
5. Tamra Butler-Rice		X			
6. Ashley Baines-Aulet			X		
7. Alma Torralba				X	
8. Jerame Carter				X	
9. Michelle Sastini				X	
10. Blanca Barrera				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Balderas Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Toua Chang		4/12/21
SSC Chairperson	Jonathan Hinojosa		4/15/21

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 2021/22

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$70,610 *
7090	LCFF Supplemental & Concentration	\$229,779
7091	LCFF for English Learners	\$73,710
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$25,953</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$400,052

* 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	\$1,842
Remaining Title I funds are at the discretion of the School Site Council	<u>\$68,768</u>
Total Title I Allocation	\$70,610

Balderas Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		8.25 %	2019-2020	15.25 %
I-Ready ELAD2 On Level		32.71 %	2020-2021	39.71 %
I-Ready Math D2 On Level		28.73 %	2020-2021	35.73 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning. Students were provided virtual tutoring through Tutor.com and afterschool program.

I-Ready Math D2 On Level

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning. Students were provided virtual tutoring through Tutor.com and afterschool program.

EL Reclassification Rate

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning. Students were provided virtual tutoring through Tutor.com and afterschool program.

I-Ready Math D2 On Level

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning. Students were provided virtual tutoring through Tutor.com and afterschool program.

EL Reclassification Rate

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSAs and para-professionals provided supports to students in all grade levels. Students were

TsAs and para-professionals provided supports to students in all grade levels. Students were provided virtual tutoring through Tutor.com and afterschool program.

provided virtual tutoring through Tutor.com and afterschool program.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TsAs and para-professionals provided supports to students in all grade levels. Students were provided virtual tutoring through Tutor.com and afterschool program.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will implement all actions and provide support to all our students including ELL students. We will ensure that data analysis includes looking at the progress of ELL students; their strengths, areas of growth, and strategically planning lessons to address them.

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:

1. iReady data was shared with SSC, ELAC, Staff and parent/community stakeholders at scheduled meetings (ELAC, SSC, Title 1 Parent Meeting, Staff PL, BuyBack) which include multiple opportunities for stakeholder input.
2. SSC, ELAC, Staff and parent/community stakeholders were all provided opportunities to provide input and feedback relating to students needs, resources, personnel, etc.
3. Staff requested eliminating the TSA position to fund for 1 (6hr) Hmong HSL, 1 (6hr) Spanish HSL, CWAS, 1 day psychologist, materials and supplies, and technology for academic and SEL needs. SSC requested increase in HSL hours, continued funding of CWAS, materials and supplies, technology, and incentives.

2 ELAC:

1. iReady data was shared with SSC, ELAC, Staff and parent/community stakeholders at scheduled meetings (ELAC, SSC, Title 1 Parent Meeting, Staff PL, BuyBack) which include multiple opportunities for stakeholder input.
2. SSC, ELAC, Staff and parent/community stakeholders were all provided opportunities to provide input and feedback relating to students needs, resources, personnel, etc.
3. Staff requested eliminating the TSA position to fund for 1 (6hr) Hmong HSL, 1 (6hr) Spanish HSL, CWAS, 1 day psychologist, materials and supplies, and technology for academic and SEL needs. SSC requested increase in HSL hours, continued funding of CWAS, materials and supplies, technology, and incentives.

3 Staff:

1. iReady data was shared with SSC, ELAC, Staff and parent/community stakeholders at scheduled meetings (ELAC, SSC, Title 1 Parent Meeting, Staff PL, BuyBack) which include multiple opportunities for stakeholder input.
2. SSC, ELAC, Staff and parent/community stakeholders were all provided opportunities to provide input and feedback relating to students needs, resources, personnel, etc.
3. Staff requested eliminating the TSA position to fund for 1 (6hr) Hmong HSL, 1 (6hr) Spanish HSL, CWAS, 1 day psychologist, materials and supplies, and technology for academic and SEL needs. SSC requested increase in HSL hours, continued funding of CWAS, materials and supplies, technology, and incentives.

Action 1

Title: Math Support and Intervention

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 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 block 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
Vice-Principal
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
Vice-Principal

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
Vice-principal
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
Vice-Principal
Lead-Teacher- Communicates with paraprofessionals and TSA around student needs
Para-professionals

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 block 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 block/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.
 - MTSS Tier 2 CWAS 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 block 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 block/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.

Action 2

Title: ELA Support and RTI

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

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

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 block 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
Vice-Principal

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
Vice-Principal

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
Vice-Principal

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
Vice-principal

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 block 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
Vice-Principal 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. News ELA, paraprofessionals, chapter books as identified by grade levels and Read Theory 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 block/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 block assessments.
- 1 paraprofessional to support academics through the social-emotional lens
- 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 MbyMax 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 block/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.

Action 3

Title: EL Reclassification

[Action Details:](#)

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

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

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

EL data from ELPAC 2020-2021 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
EL Services

Timeline:

August 2021

[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
Collaboration with EL services
All staff

Timeline:

Ongoing as evidenced on 80hr. PL calendar

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

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

Owner(s):

TSA
All staff
Students

Timeline:

Quarterly

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

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 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.

[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 block or latest Interim 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 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental for interventions, student engagements, etc.	10,776.00
G1A1	One-Time School	Instruction	Mat & Supp			: Hardware/software/technology. Also G1A2.	10,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Scholastics/Reading A-Z/Starfall and other digital licenses and subscriptions. Also G1A1.	17,525.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub teacher for planning, SST, IEP, data chats, professional development	25,761.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	14,973.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional supports	10,894.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies. Also G1A1, G1A3,G3A1	19,972.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Hardware/software/technology to support instruction. Also G1A1, G1A3	9,793.00
G1A2	Sup & Conc	Instruction	Subagreements			Education Elements: PLI/Ed Elements : Education Elements: PLI/Ed Elements	20,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair of technology	5,442.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub admin	519.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies. Also G1A1, G1A3, G3A1,G4A1, G5A1	7,937.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and supplies. Also G1A1, G1A3, G3A1	15,953.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,339.00

\$173,884.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning.
- Due to reallocation of funds and pandemic safety guidelines, students' engagement in real-world learning experiences were limited.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

- Due to the implementation of distance learning, many components of the SPSA were not implemented. Funding were re-allocated to purchase technology and materials and supplies to support students virtually. TSA and para-professionals provided supports to tier 3 students in 1st, 2nd, and 3rd grade. Professional learning opportunities were limited and refocused on best practices and strategies for virtual learning.
- Due to reallocation of funds and pandemic safety guidelines, students' engagement in real-world learning experiences were limited.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Balderas will continue to ensure all students have opportunities to engage in student-centered and real-world experiences virtually.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Balderas will ensure that all students participate in student centered and real-world experiences once school resumes in person.

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:

Student centered and real-world experiences data and opportunities share with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.

2 ELAC:

Student centered and real-world experiences data and opportunities share with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.

3 Staff:

Student centered and real-world experiences data and opportunities share with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.

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 CWAS 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- Climate and Culture Team
All staff

Timeline:

August 2021- 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 CWAS 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 CWAS- Ashley Baines
TSA- Teresa Vasquez

Timeline:

August 2021- Identification
August 2021- Tier 2 CWAS/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- Toua Chang
Paraprofessional- TBD
Tier 2 CWAS-Ashley Baines
TSA- Teresa Vasquez
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, Climate and Culture 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, Climate and Culture 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, ELIS tool for all involved in data collection, supplies for data chats, Young Men of Character and Girl Power programs, and HSL- 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.
- 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.

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		24.23 %	2020-2021	22.23 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Due to the pandemic and distance learning, the percent of students with chronic absenteeism increased.

Suspensions students with 1 or more

Due to the pandemic and distance learning, there is not data for suspensions.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

- TST and attendance team held monitored and developed home structures for students who were continuously tardy or absent.
- HSL connected with hard-to-reach families.
- TST monitored and regularly followed-up with students using sites CICO (Check-in Check-out) system.

Suspensions students with 1 or more

Due to the pandemic and distance learning, there is not data for suspensions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, engagement opportunities were limited to virtual interactions with students and families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Balderas will increase on-site engagement opportunities: clubs, field trips, structure recess, grade level specific engagement opportunities, community events etc.

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>1 SSC:</p> <p>Student engagement data shared with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.</p>	<p>2 ELAC:</p> <p>Student engagement data shared with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.</p>	<p>3 Staff:</p> <p>Student engagement data shared with parent/community, SSC, ELAC, and staff during scheduled meetings (SSC, ELAC, Title 1 Parent Meeting, Staff PL Meetings, Buy Back). Stakeholder input and feedback were provided.</p>
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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" 4th 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
 MTSS Tier 2 CWAS
 Vice-Principal
 BEST Team- Climate and Culture Team
 All staff

Timeline:

August Buyback PL 2021
 Beginning of each Quarter, through quarterly backwards maps and SEL morning classroom meetings.
 Daily observations through walk-through evidence of implementation.

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 CWAS 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.

Owner(s):

Principal
Vice-Principal
Paraprofessional- TBD
MTSS Tier 2 CWAS
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

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 CWAS/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
Vice-Principal
Girl Power and Boys to Men Staff Leaders
Paraprofessional- TBD
MTSS Tier 2 CWAS
School Psychologist

Timeline:

August 2021
-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
Vice-Principal
BEST Team: Climate and Culture Team
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
Best Team: Safe and Civil Team 2021
TSA
Principal

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 CWAS, 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, EIS 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 block 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. Vasquez 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional/instructional assistant will provide academic and social emotional support. Also G4A1	14,973.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives/Spirit Wear	13,350.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Award Certificates	2,993.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Community Events for student incentives	5,000.00
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1067556 School psychologist - Additional 1 day to support with SPED/SEL needs of students.	30,591.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split CWAS with Sites to retain grant funded staff	33,604.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental: Community Support/ student engagement	5,706.00
G3A1	LCFF: EL	Instruction	Local Mileag			Mileage to support with family connection to increase student engagement and student achievement	5,000.00

\$111,217.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		89.61 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This is a new goal

Staff Survey – Overall Positive in Belonging Domain

Due to the pandemic and distance learning, opportunities for staff engagement were limited. All meetings were virtual and in-person connections were limited. There were opportunities for one-on-one in-person and virtual connection with admin but participation was difficult. Grounding/connection activities were implemented in PLs and staff meetings to build and support relationships.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

This is a new goal.

Staff Survey – Overall Positive in Belonging Domain

Due to the pandemic and distance learning, opportunities for staff engagement were limited. All meetings were virtual and in-person connections were limited. There were opportunities for one-on-one in-person and virtual connection with admin but participation was difficult. Grounding/connection activities were implemented in PLs and staff meetings to build and support relationships.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal.

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:

This is a new goal.

2 ELAC:

This is a new goal.

3 Staff:

This is a new goal.

Action 1

Title: Positive and Collaborative Staff Culture

[Action Details:](#)

Balderas will provide opportunities for staff to build positive relationships/culture throughout the year.

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](#)

Staff district survey data

Beginning of the year school site survey data

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

- Principal
- Vice Principal
- Teachers
- ILT
- CCT

[Timeline:](#)

- Monthly
- Quarterly
- Bi-Annually

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

-
- Materials and supplies to support staff in building positive relationships and promoting positive staff culture
- Purchase orders to promote and support positive relationship/culture building
- Supplemental contracts for teachers and para-professionals
- Funds for conferences and travel expenses for staff professional learning to promote/support positive relationship culture building (will need to be transferred if needed)
- Substitutes to provide coverage for teachers to attend meetings and professional learning to promote/support positive relationship culture building.

[Specify Professional Development or Staff Services to support EL students:](#)

- Professional learning and PLCs focused on ELL students.
- HSL will make resources/information available to all parents in multiple languages.

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

- Professional learning and PLCs focused on needs of low-performing students.
- HSL will make resources/information available to all parents in multiple languages.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		96.2 %	2019-2020	100 %
Parent Survey - Safe and secure		96.42 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined
This is a new site goal.

Parent Survey - Respected and welcomed
This is a new goal.

Parent Survey - Safe and secure
This is a new goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined
This is a new site goal.

Parent Survey - Respected and welcomed
This is a new goal.

Parent Survey - Safe and secure
This is a new goal.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new site goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new site goal.

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:

This is a new site goal.

2 ELAC:

This is a new site goal.

3 Staff:

This is a new site goal.

Action 1

Title: Positive & Collaborative Parent/Community & School Culture

Action Details:

Balderas will provide opportunities for parents and our community to engage with school staff to build a positive and collaborative school climate and culture throughout the year.

1. Families and our community have have opportunities to engage in collaboration with teachers and staff: daily, parent conferences, Peach Jar, Class Dojo, Remind App, Facebook and website.
2. Staff will support families and our community with resources to help understand their child's academic and social-emotional needs.
3. Staff will continue to collaborate with parents and the community through cultural, academic, and school events, such as: Back to School Night, Title 1, SSC, ELAC, student events, award assemblies, parent volunteer appreciation dinner, etc.

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

- District Parent Survey
- SSC, ELAC, Parent Coffee Hour

Owner(s):

- Principal
- Vice Principal
- Teachers
- ILT
- CCT
- HSLs

Timeline:

- Monthly
- Quarterly
- Bi-Annually

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- HSLs: 1 (6hr) Spanish Speaking and 1 (6hr) Hmong Speaking
- Classified staff supplemental contracts for babysitting, interpreting, planning
- Teacher supplemental contracts
- Substitutes for teachers to provide coverage for meetings and professional learning/planning
- Materials and supplies to support parent and community in building positive and collaborative school culture
- Books and other reference materials as needed
- Graphics for Parent Handbook

- Awards for parent volunteers
- Other resources and materials as needed

Specify Direct Service and Opportunities for parents and families to support EL students:

- Information will be sent home in English, Spanish and Hmong and in a timely manner.
- Parent participation of EL students will be monitored to ensure equitable participation
- HSLs, teachers, and admin will reach out to connect with parents not already involved.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parent participation of low-performing student groups will be monitored to ensure equitable participation.
- HSLs, teachers, and admin will reach out to connect with parents not already involved.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0035 Balderas Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Participation (No food/incentives)	1,842.00
G5A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Spanish Home School Liasion. Also G4A1 Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	51,243.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Babysitting for parent engagement	3,932.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to increase parent participation.	1,500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	Hmong Home School Liasion. Also G4A1	53,425.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Class. Support - Extra time (parent/teacher conferences, translation)	3,009.00

\$114,951.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0035 Balderas Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental for interventions, student engagements, etc.	10,776.00
G1A1	One-Time School	Instruction	Mat & Supp			: Hardware/software/technology. Also G1A2.	10,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Scholastics/Reading A-Z/Starfall and other digital licenses and subscriptions. Also G1A1.	17,525.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub teacher for planning, SST, IEP, data chats, professional development	25,761.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional support	14,973.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	RTI and other instructional supports	10,894.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies. Also G1A1, G1A3,G3A1	19,972.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Hardware/software/technology to support instruction. Also G1A1, G1A3	9,793.00
G1A2	Sup & Conc	Instruction	Subagreements			Education Elements: PLI/Ed Elements : Education Elements: PLI/Ed Elements	20,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair of technology	5,442.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub admin	519.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies. Also G1A1, G1A3, G3A1,G4A1, G5A1	7,937.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and supplies. Also G1A1, G1A3, G3A1	15,953.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,339.00
G3A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Paraprofessional/instructional assistant will provide academic and social emotional support. Also G4A1	14,973.00
G3A1	Sup & Conc	Instruction	Student Incenti			Student Incentives/Spirit Wear	13,350.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Award Certificates	2,993.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Community Events for student incentives	5,000.00
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1067556 School psychologist - Additional 1 day to support with SPED/SEL needs of students.	30,591.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split CWAS with Sites to retain grant funded staff	33,604.00
G3A1	Sup & Conc	Ancillary Services	Cls Sup-Sup			Classified supplemental: Community Support/ student engagement	5,706.00
G3A1	LCFF: EL	Instruction	Local Mileag			Mileage to support with family connection to increase student engagement and student achievement	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Participation (No food/incentives)	1,842.00
G5A1	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Spanish Home School Liasion. Also G4A1 Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	51,243.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental: Babysitting for parent engagement	3,932.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to increase parent	1,500.00

G5A1	Parent Participation	Mat & Supp	participation.	1 500.00		
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong 0.7500	Hmong Home School Liasion. Also G4A1	53,425.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext	Class. Support - Extra time (parent/teacher conferences, translation)	3,009.00	
\$400,052.00						

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,610.00
Sup & Conc	7090	\$229,779.00
LCFF: EL	7091	\$73,710.00
One-Time School	7099	\$25,953.00
Grand Total		\$400,052.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$173,884.00	
G3 - Increase student engagement in their school and community	\$111,217.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$114,951.00	
Grand Total		\$400,052.00