

Balderas Elementary School

10621666109961

Principal's Name: Stacey Swartout

Principal's Signature: *Stacey Swartout*

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	59/66	38.41 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	58/66	60.87 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	46/67	48.26 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	44/67	43.41 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	33/68	24.36 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	39/68	38.79 %
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4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	31/68	21.43 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	51/67	35.71 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	46/67	1.84 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: Balderas Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model (Explorer Time), tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency).		
SQII Element: 5926 Number and percentage of students scoring Standards Met or Standards Exceeded on the ELA SBAC 5997 Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	SQII Sub-element(s): 6277 Number and percentage of students who have an ELA common formative assessment score and are 10% negatively disproportionate. (43.42%) 6256 Number and percentage of students scoring standards met or exceeded on ELA Common Formative Assessment (22.78%) 3785 Number and percentage of students scoring at/above reading level. (19%)	Site Growth Target: 15% increase in the number of students meeting/exceeding standards	Vendor (contracted services) <ul style="list-style-type: none"> ▪ Scholastic Magazines ▪ Reading & Beyond ▪ Copy Machine Lease ▪ Reading A to Z ▪ NewsELA ▪ Moby Max ▪ California Teaching Fellows ▪ Imagine Learning
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2016, administration of ELA SBAC will show an increase from 29.52% to 40% of students scoring standards met or standards exceeded. <ul style="list-style-type: none"> ▪ By Winter ELA common assessment administration, we will reduce the disproportionality of student scores from 43% to 25%. (SQII 6277) 			

- By Winter 2016, the percentage of students scoring standards met or exceeded on ELA Common Formative Assessment will increase by 15%. (SQII 6256)
- By Winter DRP Assessment, students scoring at/above state reading level will increase by 15%.

<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>	<i>Owner(s)</i>	<i>Timeline</i>
<ol style="list-style-type: none"> 1. DRP (2nd -6th) 2. DiBELs 3. BAS (K and 1st) 4. Illuminate 5. Common Assignments & Common Formative Assessments 6. Classroom Grades: Achievement/Effort 7. Student Achievement Chats 8. Intervention Data Chats 9. Instructional Rounds 10. Administrative Walkthroughs/Feedback 11. SQII 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers/TSA/CT 3. Teachers 4. Teachers/TSA/CT 5. Teachers 6. Teachers 7. Teachers/Admin 8. Teachers/TSA/CT/Admin 9. LT/ILT Team 10. Principal/VP/TSA 11. Principal/VP/Tsa 	<ol style="list-style-type: none"> 1. 2x year 2. Every 6 weeks 3. Quarterly 4. 2x year 5. Ongoing 6. Quarterly 7. Quarterly 8. Every 6 weeks 9. As determined by team 10. Ongoing 11. Ongoing

- Explain the Targeted Actions for Parent Involvement (required by Title I):*
- Each teacher will provide a review of the EDUTEXT daily district grade update during Back to School Night and Fall Parent Conferences
 - Balderas families will be provided a Student/Parent Handbook at the beginning of the year, and at enrollment for new students.
 - Parents will be provided information related to the ATLAS parent portal on Back to School Night, the first ELAC meeting, and the first SSC meeting of the 2016-2017 school year.
 - Title One Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the 2015-2016 school year, Summer break and School Messenger reminders.
 - Parent-Teacher conferences will be scheduled at the end of the first quarter.
 - Each teacher will specifically review each student’s reading levels and scores at the Fall parent conference.
 - Monthly calendar informing parents of upcoming school events and activities.
 - A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be distributed through parent flyers, postings, and School Messenger.
 - Parents will be invited to student celebrations/recognition assemblies, programs throughout the year.
 - Parent Coffee Hours will be designated to support parents with reading strategies at home.
 - School wide data will be shared with parents through coffee hours, SSC/ELAC and Monthly Parent Newsletter.
 - Parent University will work in conjunction with Balderas to offer on-going parent education provided by the district office.

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Describe related professional learning:

2016-2017 Professional Learning Calendar will be developed based on school-wide needs assessment to include weekly professional learning opportunities:

- Differentiated topics
- Backwards Mapping based on Deconstruction of Standards
- Data Analysis
- Text Complexity Rubric
- Text Deconstruction/Reconstruction
- Book Studies: Assignments Matter, Notice & Note, Core 6, Making Thinking Visible (continued from 15/16)
- Book Study: Creating Cultures of Thinking: The 8 Forces we Must Master to Truly Transform our Schools
- Professional Development on the Lucy Calkins Units of Study in Opinion, Informational and Narrative Writing
- Increased PL will be devoted to aligning new ELA adoption with FUSD Scope & Sequence and Balderas instructional maps.
- AC time will be allocated for quarter instructional planning using FUSD Scope & Sequence, Standards Deconstruction, and formative assessment data. Teachers will develop backwards map of Unit plan, develop common interim and culminating assignments.
- AC teams will meet weekly to analyze student outcomes, adjust instructional plans, plan for intervention, write common assignments and deconstruct standards.
- Vertical A/C Collaboration examining student outcomes in conjunction with the CCSS Reading and Writing Standards.
- Balderas Leadership Team will be reconfigured and meet at least once per month to ensure school-wide goals and actions are driving accountable community work through the lens of student work/data analysis. Lead Teachers will:
 - Be guardians of the Balderas Mission and Vision
 - Develop assessment protocol and calendar aligning interim and culminating assessments in order to complete school-wide CCI process
 - Analyze data, determine needs, and plan for action
 - Engage in planning in order to support the leading of the Accountable Community
- School-Wide CCI process will be implemented to:
 - Ensure vertical alignment of challenging content
 - Monitor student achievement progress and determine areas of need, related to instruction and/or professional learning
 - Monitor student achievement progress of identified sub-groups in order to identify gaps and opportunities
 - Vertically collaborate on successful instructional strategies
 - Identify “expert teachers” and utilize their classrooms as observation labs
 - Ensure lesson progression and rigor across grade levels.
 - Peer observation and co-teaching opportunities will be planned for, beginning with Leadership Team.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- All students will be provided an extended school day with an additional 30 minutes of instruction.
- Goal setting chats will be held quarterly with all students to discuss BAS./DRP goals, Common Assignment goals, EL redesignation goals, attendance goals, etc. as applicable
- All students will receive 45 minutes of reading intervention/extension 4x per week. The TSA, Certificated Tutor and Reading and Beyond tutors will provide small group intervention for students at the intensive level.
- Increase the digital literacy of students with classes in computer lab or mobile labs that align with the FUSD Scope & Sequence for Technology.
- Materials and supplies such as: Scholastic Magazines, software subscriptions and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
- Partner with RIM and ISGI to provide professional development and resources regarding inclusive practices for students with special needs or learning disabilities.
- Purchase technology devices and tools for students and teachers to enhance learning
 - Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
 - Implement a site Technology Committee to provide recommendations/PL around best practices and on-going support to all staff.
 - Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Attend conferences offered by ASCD and International Literacy Organization to further develop research based best practices for the growth of student achievement in key reading components.

Specify additional targeted actions for EL students:

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

- Balderas will partner with regional elementary schools and the English Learner Department to provide professional learning in the deconstruction of EL Standards and specific strategies to assist EL students in reading comprehension.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3250		Certificated Tutor - ELA/ELD 3.5 hours a day	26,423
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.1125		Certificated Tutor - ELA/ELD 3.5 hours a day	9,147
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Certificated substitutes to cover ILT in order to attend conferences and participate in school wide data team walks	2,398
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract for one summer planning day	7,114
1	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Classified supplemental contracts for COR & PL	498
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Certificated substitutes to support data chats w/admin 3x year	1,029
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase of additional tablets to support student instruction	7,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies to support instruction	601
1	1	Title 1 Basic	Instruction	Books & Other Reference				MobyMax School License 5 year subscription - computer based software program	2,796

1	1	Title 1 Basic	Instruction	Books & Other Reference				Learning A-z Reading A-Z.com Subscription for 30 classrooms/1 year computer based software	2,849
1	1	Title 1 Basic	Instruction	Books & Other Reference				Scholastic Magazine Subscription	5,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Purchase of SPED Workbooks to support instruction	4,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental materials and supplies to support instruction	10,624
1	1	Sup & Conc	Instruction	Materials & Supplies				PL Materials and Supplies	2,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				District Maintenance & Technology Repairs	2,480
1	1	EL	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond Literacy Intervention	20,000
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				Registration and Travel fees to ASCD Conference for ILT	30,000
Total									\$133,959

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Balderas will continue to have a focus on Early Literacy and Foundational Skills, supporting district goal of all K-3 students reading on grade level. School-wide intervention for students in grades K-6 and classroom data profiles will be used to monitor student progress in order to prevent stagnant progress on AKIG, BAS, DRP, Fluency and CELDT. COST (Coordination of Services Team) will continue to be used to identify Tier II students that are not making progress so that necessary interventions, professional learning and monitoring occurs. Students not making adequate progress with Tier II interventions will be referred to Tier III support of SST. On-going analysis of identified sub groups (EL, African American, SPED) will be monitored to ensure equity and access.</p>		
<p><i>SQII Element:</i> 6062 Number and percentage of K-3 students not on grade level who are one grade level below. (38.41%) 6033 Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate. (60.87%)</p>	<p><i>SQII Sub-element(s):</i> (4013) DRP (3985) BAS (4015) BAS (5890) BAS (4017) KAIG</p>	<p><i>Site Growth Target:</i> 25%</p>	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ▪ Reading A to Z ▪ NewsELA ▪ Moby Max ▪ California Teaching Fellows ▪ Imagine Learning ▪ Reading and Beyond Contract
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By the 4th quarter KAIG and BAS during 16-17 school year, and 2nd DRP administration, the number of K-3 students who are not on grade level will decrease from 53% to 25%. (SQII 6062)</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. KAIG 2. BPST (TK – 3rd) 3. DRP (2nd/3rd) 4. DiBELs 5. BAS (K and 1st) 6. Illuminate 7. Common Assignments & Common Formative Assessments 8. Classroom Grades: Achievement/Effort 9. Student Achievement Chats 10. Intervention Data Chats 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers 4. Teachers/TSA/CT 5. Teachers 6. Teachers/TSA/CT 7. Teachers 8. Teachers 9. Teachers/Admin 10. Teachers/TSA/CT/Admin 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. 4x year 2. Every 6 Weeks. 3. 2x year 4. Every 6 weeks 5. Quarterly 6. 2x year 7. Ongoing 8. Quarterly 9. Quarterly 10. Every 6 weeks

<p>11. Administrative Walkthroughs/Feedback 12. COST Team Meetings 13. SST Meetings</p>	<p>11. Principal/VP/TSA 12. Admin, SSW, TSA, RSP, Psychologist 13. VP, Teachers, Parents</p>	<p>11. As determined by team 12. Bimonthly 13. As needed</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Scheduled coffee hours designed to focus on teaching early literacy skills to parents. • SSC/ELAC meetings will address students achievement data related to early literacy. • Tk-1st grade teachers to hold parent institute to assist parents with “How to’s” in working with their children in the area of learning to read/reading to learn. • Teachers will meet with parents to review each child’s data, at minimum during Fall Parent Conferences. • Teachers will send home student goal setting forms following each teacher-student goal setting chat. • Balderas will continue to partner with Parent University and offer early learning module to all parents. • School Social Worker, CWAS and HSL will review student achievement data as part of scheduled meetings with parents, home visits, as well as facilitate partnerships between home and school in order to improve school attendance and achievement. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • PL time will be allocated for topics related to early literacy, foundational skills, comprehension and other building blocks of reading. • District provided training (CCSS cycle training, VAPA training, RERA training, etc.) will be implemented and supported through coaching cycles and administrative walk through feedback. • PL time will be allocated for topics related: <ul style="list-style-type: none"> ○ Student discourse in the early learning classroom. ○ Questioning strategies ○ Academic Vocabulary ○ ELA/ELD framework ○ Learning to Read vs. Reading to Learn in order to build teacher capacity in the area of language acquisition and foundational skills. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • All students will be provided an extended school day with an additional 30 minutes of instruction. • Goal setting chats will be held quarterly with all students to discuss BAS./DRP goals, Common Assignment goals, EL redesignation goals, attendance goals, etc. as applicable • All students will receive 45 minutes of reading intervention/extension 4x per week. The TSA, Certificated Tutor and Reading and Beyond tutors will provide small group intervention for students at the intensive level. 		

- Increase the digital literacy of students with classes in computer lab or mobile labs that align with the FUSD Scope & Sequence for Technology.
- Materials and supplies such as: Scholastic Magazines, software subscriptions and class sets of chapter books that exhibit exceptional craft and/or provide useful information will be purchased as needed to support lessons focused on high quality texts.
- Partner with RIM and ISGI to provide professional development and resources regarding inclusive practices for students with special needs or learning disabilities.
- Purchase technology devices and tools for students and teachers to enhance learning
 - Develop a plan to ensure that all students have opportunities to become familiar with technology devices and tools for learning and assessments.
 - Implement a site Technology Committee to provide recommendations/PL around best practices and on-going support to all staff.
 - Provide teachers with PD for technology instruction to support students' technical skills to prepare students for the CAASP assessments.
- Attend conferences offered by ASCD and International Literacy Organization to further develop research based best practices for the growth of student achievement in key reading components.

Specify additional targeted actions for EL students:

- RFEP monitoring
- Goal Setting Chats for CELDT, DRP, BAS
- Differentiated Instruction

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instructional Supervision & Administration	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond Literacy Intervention	21,938
2	1	Sup & Conc	Other Instructional Resources	Direct-Graphics (Dr)				Graphics	750
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support Early Literacy and Foundational Skills	2,500
								Total	\$25,188

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Balderas Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.</p>		
<p><i>SQII Element:</i> 6169 Number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC. (22%)</p> <p>5998 Number and percentage of students who have a Math SBAC score and are more than 10% negatively disproportionate. (48%)</p>	<p><i>SQII Sub-element(s):</i> 3789/4762 Number and percentage of students with a D/F in semester 1 of their current math class.</p> <p>6258 Number and percentage of students scoring standard met or standard exceeded on Math Common Formative assessment. (25%)</p>	<p><i>Site Growth Target:</i></p> <p style="text-align: center;">35%</p>	<p><i>Vendor (contracted services):</i> Scholastic Magazines (Math & Science) Moby Max Math</p>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the number of students meeting or exceeding Standards according to SBAC in math will increase from 22% to 35%. By June 2017, the percentage of students who have a Math SBAC score ad are more than 10% negatively disproportionate will decrease from 48% to 30%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. BBF Administration and /or other Math Fluency measure 2. Classroom Assessments: Pre/Post for each Topic 3. A/C Template Data Analysis Protocols 4. Data Chats 5. Mathematics Grades 6. SQII Indicators 7. Common Formative Assessments 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers 4. P/VP/Teachers 5. Teachers 6. P/VP/TSA 7. Teachers 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. Quarterly 2. Ongoing 3. Weekly 4. Quarterly 5. Quarterly 6. Ongoing 7. Ongoing

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

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

The following will be provided to further support students and families:

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies.
- The Rehabilitation Act of 1973, Section 504 Meetings for students identified with a physical or mental disability which limits learning.

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- All students in Tk-6th will participate in classroom based instruction in alignment with grade level standards
- Small group instruction will be provided for identified and non-identified students within the classroom.
- Support staff will provide supplemental intervention for identified students on a pull-out or push-in basis.

Specify additional targeted actions for EL students:

- Teachers will utilize embedded support from adopted materials, ELD frameworks, and strategies from MTV and Number Talks.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support student achievement in mathematics	2,500
Total									\$2,500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> Balderas Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through RtI deployment, along with Integrated ELD classroom instruction.		
<i>SQII Element:</i> 6338 Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year. (32%)	<i>SQII Sub-element(s):</i> 6017 Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessment. 4021 Number and percentage of English learner students who remained flat on the most recent CELDT. 5990 Number and percentage of English Learners 1 st – 6 th grade students who meet border line eligibility criteria.	<i>Site Growth Target:</i> 40%	<i>Vendor (contracted services)</i> <ul style="list-style-type: none"> ▪ Scholastic Magazines ▪ Reading & Beyond ▪ Copy Machine Lease ▪ Reading A to Z ▪ NewsELA ▪ Moby Max ▪ California Teaching Fellows ▪ Imagine Learning
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		

Write a SMART Goal to address each data point:

By June 2017, the number and percentage of English Learner students who have been continuously enrolled for 5 years or more and are redesignated will increase to 50%.

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> 1. CELDT 2. Disaggregated data BAS/DRP by EL subgroup 3. Intervention Student Achievement Chats 4. Grades 5. Common Assignments & Common Formative Assessments 6. EL Goal Setting Reports 7. Interim (Illuminate) Assessment results 8. Administrative Walkthroughs/Feedback 	<ol style="list-style-type: none"> 1. CT, TSA, Teachers 2. CT, TSA, Teachers 3. CT, TSA, Teachers, Admin 4. Teachers 5. Teachers 6. CT, TSA, Teachers, Admin 7. Teachers, ILT 8. Principals. VP, ILT 	<ol style="list-style-type: none"> 1. Fall 2016 2. Quarterly 3. 6 week cycle 4. Quarterly 5. Quarterly 6. Quarterly 7. 2x year 8. Ongoing
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Teachers will review EL Goal Setting Report, CELDT scores and DROP with parents and students and provide guidance/next steps on how to help students reach English Language Proficiency. • Spanish & Hmong HSL will seek out and provide parents of EL students training on how to help their children with school success, improved communication with school, and resources that are available in the community. • Balderas will partner with Parent University to provide English classes for parents. • SSC/ELAC committee will focus on current reality based on data and determine next steps through regular SSC/ELAC meetings. • Continue District partnership with EL services. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Professional Learning will include: <ul style="list-style-type: none"> ○ CELDT assessment analysis and lesson support ○ English development through integrated and designated ELD ○ Deconstructing ELD standards and alignment with ELA standards ○ Use of the EL Goal Setting Report to identify target students and their instructional needs ○ Text deconstruction/reconstruction ○ Differentiation 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Conduct CELDT Camp with students before taking the CELDT. (Afterschool??)
- Conduct CELDT Data Chats with targeted students.
- Teachers will review the EL Goal Setting Report, CEDLT and DRP scores with students, set goals, and monitor progress.
- Through deployment model (Explorer Time) Students will receive 45 minutes of designated ELD focused on supporting ELs with the vocabulary, comprehension and oral language necessary to enable students to engage in the complex text utilized in the classroom.
- Provide integrated ELD throughout the day in every lesson/content area.

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
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4	1	EL	Instruction	Teacher-Substitute Salaries				Certificated subs for data chats around EL students and targets	1,029
4	3	EL	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for 1 Summer Planning Day	7,114
4	3	EL	Parent Participation	Classified Support-Supplemental				Classified extra time to support school wide activities	997
4	1	EL	Instruction	Books & Other Reference				Imagine Learning - 70 student licenses 9/1/16 - 8/31/17	9,546
4	3	EL	Instruction	Materials & Supplies				Supplemental materials and supplies to support ELD instruction	4,989
4	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching fellow to implement Imagine Learning ASP K-2nd	6,392
4	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	3,500
Total									\$33,567

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<p>Action # 5</p>	<p><i>Detail the action:</i> Balderas Elementary will support and monitor school-wide attendance by ensuring that staff will meet with chronically absent students and parents to discuss the importance of attendance and setting goals for improved attendance. School Social Worker, CWAS and HSL will work closely with school attendance clerk and classroom teachers to support parent involvement, improved attendance, school connectedness and provide community resources.</p> <p>Balderas Elementary will continue to implement a Coordination of Services Team to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs. Staff (SSW, HSL's, Teachers, CWAS, Admin.) will conduct conferences and implement action plans for all students meeting EIIS green zone criteria and have 1 or more D.F. As an "Arts Every Day" school, Balderas will provide arts integrated instruction within units of study as well as exposure to the arts through study trips, assemblies, artists in residence, and school-wide art & music instruction. Teachers will continue to embed the engagement strategies found in "Engaging Students with Poverty in Mind" to ensure the classroom and school environment creates opportunities for all students to achieve success,</p>		
<p><i>SQII Element:</i> 5959 Number and percentage of TK-6th grade students who were chronically absent at the end of the previous semester who are no longer chronically absent in the current semester. (21%)</p> <p>5942 Number and percentage of students who are chronically absent (attendance rate of 90% or less). 12%</p>	<p><i>SQII Sub-element(s):</i> 4011 Number and percentage of 2nd – 6th grade students who are currently meeting the EIIS at risk attendance criteria and scored moderately below or significantly below on DRP. 84%</p> <p>4012 Number and percentage of 3rd – 6th grade students who are meeting the EIIS green zone for attendance and behavior and have 1 or more D/F in the current semester. 39%</p>	<p><i>Site Growth Target:</i></p> <p>10%</p>	<p><i>Vendor (contracted services)</i> Evo Bluestein Artist in Residence Program*</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> Balderas will utilize SSW, CWAS and HSL to work with teachers to identify at risk students in order to decrease the number and percentage of students chronically absent/truant by 10%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

<ol style="list-style-type: none"> 1. ATLAS progress reports, Report Cards and Grade Distribution reports 2. BAS/DRP Assessment Results 3. Admin/Teacher Data Conversations and spreadsheets 4. COST Referral reports 5. ATLAS documentation of students referred to COST as Tier II support (Health Office Referrals, Home visits) 6. Arts Every Day Implementation Plan 7. Classroom Observations/Feedback logs: Home visits 8. SQII – EIIS 9. A2A Attendance Data/SART Meetings 10. Student Engagement (Goal 2 Activities) 	<ol style="list-style-type: none"> 1. Principal/VP/ TSA/HSL/SSW 2. Teachers 3. Principal/ VP/Teachers 4. SSW/VP 5. CWAS/ HSL/SSW 6. Teachers 7. Admin 8. CWAS/ Attendance Clerk, Admin 9. CWAS/ Attendance Clerk/ HSL/ Admin 10. Teachers, VP/Principal 	<ol style="list-style-type: none"> 1. Bi-weekly 2. 2x year 3. Quarterly 4. Monthly 5. Ongoing 6. Quarterly 7. Ongoing 8. Ongoing 9. Ongoing 10. Ongoing
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<ul style="list-style-type: none"> • Support foster and homeless youth, including enrollment, placement and access to support services. • Parents are invited to attend A2A conferences in an effort to improve attendance and support parents. • The HSL & CWAS will contact and make home visits to families of students who are chronically absent to encourage improved attendance. • Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data. • Parent Coffee Hour topics and resources will specifically include: early literacy, parenting strategies, and how attendance and student performance are directly correlated. • Translation and babysitting services will be provided at all parent meetings tin order to support parent involvement. • Parent Newsletters • SchoolMessenger and EDUTEXT 		
<p><i>Describe related professional learning:</i></p>		
<ul style="list-style-type: none"> • The school will implement a school-wide reward/incentive attendance program for the classroom with the highest weekly attendance rate, students with perfect attendance and an attendance mentor program for students with chronic or severely chronic attendance., • School Social Worker will provide monthly reports to staff in order to develop school-wide actions and structures around school attendance. 		

- Professional learning will continue to be provided around “Engaging Students with Poverty in Mind” and “A Framework for Understanding Poverty” by Ruby Payne to support all staff members in engaging students and their parents in the educational process.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:

- CWAS/SSW/HSL’s will support EL students and their families through outreach, home visits and other related services.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375		Hmong HSL 3.5 hours per day	14,065
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Spanish HSL 3.5 hours per day	12,602
5	2	Sup & Conc	Attendance & Social Work Services	Certificated Pupil Support-Regular	Social Worker, School	0.5000		Webster - Action #5, Domain #2	50,004
5	2	EL	Attendance & Social Work Services	Classified Support-Extra Time				Classified Extra Time to support increased student	2,088

								achievement and parent involvement	
5	2	EL	Instruction	Local Mileage				Mileage for HSL, SSW & CWAS	500
5	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies for student engagement/recognition	750
								Total	\$80,009

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action:</i> Balderas Elementary will provide positive identification with school, sense of belonging, communication and norms to develop greater participation in school life for students and families. Balderas will implement the study of Habits of Mind and the Leader in Me practices to support student success. Home School Liaisons will facilitate parent outreach and Spanish Interpretation for parents as needed.</p>		
<p><i>SQII Element:</i> 5944 Number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate – 36%</p> <p>2080 Number and percentage of unique students who are engaged in any Goal 2 Activities – 20%</p>	<p><i>SQII Sub-element(s):</i> 3719 Number and percentage of unique students engaged in Goal 2 activities and have 2 or more D/F in current semester – 32%</p> <p>6327 Number and percentage of TK-6th grade students who meet the disconnected student criteria – 83%</p>	<p><i>Site Growth Target:</i> 50%</p>	<p><i>Vendor (contracted services)</i> Evo Bluestein Leader in Me planners (4-6) Habits of Mind planners (k-3)</p>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, Balderas will reduce the number and percentage of TK-6th grade students who meet the disconnected student criteria from 83% to 33%. By June 2017, Balderas will increase the number and percentage of unique students engaged in any Goal 2 activity from 20% to 75%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

<ol style="list-style-type: none"> 1. Students SEL Survey 2. Class Meeting Implementation Verification Reports 3. Classroom Observations 4. ATLAS Behavior Reports 5. GOAL 2 Engagement Reports 6. Classroom//Office Referrals 7. Classroom observations evident of the implementation of CHAMPS, Eric Jensen’s strategies, Habits of Mind, Character Counts! and class meeting/second step instruction. 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Admin 4. Teachers/ Admin 5. Admin/SSW 6. Admin 7. Admin 	<ol style="list-style-type: none"> 1. March 2017 2. Quarterly 3. Ongoing 4. Monthly 5. Monthly 6. Monthly 7. Ongoing
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Administration/TSA/HSL’s/SSW will present survey information/data for parents at Coffee Hour, ELAC and SSC. • Balderas will continue to support parents by partnering with Parent University and Fresno Adult School to provide opportunities for parents to learn strategies to support their child as well as opportunities to learn English. • School Messenger will be sent weekly to highlight activities, data points and events; EDUTEXT communications are sent out daily. • In addition to Back to School Night and the Spring Arts Festival (Open House), Balderas will host quarterly family nights focused around math, literacy, science and partnering with community organizations. • Parent notification recognizing monthly Exceptional Explorer ceremonies. • Monthly notices regarding student’s eligibility for participation in monthly behavior/attendance activity. (BLAST) 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Based on data from Suspension/Expulsion report, School Climate Survey and SEL Student survey, teachers will participate in PL around data analysis of Social/Emotional indicators, Class Meetings, Habits of Mind, CHAMPS, Olweus Program, Character Counts! and Second Step, as needed. • Continued PL on engagement strategies found in “Engaging Students with Poverty in Mind”. • Balderas School Climate Team will meet on a monthly basis and provide training to staff on strategies for redirecting behavior and building positive relationships. • As part of the Arts Every Day iAccess Grant, teachers will receive professional learning from the FCOE VAPA Dept. on integration of arts in Common Core instruction. • Professional Learning will be provided for teachers and support staff on strategies for deterring and redirecting student behavior, with a focus on disrespect/defiance. In addition focus will be given to developing positive student-adult relationships. • All Balderas Teachers will participate in supporting a GOAL 2 activity based on student interest surveys. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will receive services and/or referrals to COST/SSW to provide behavior interventions. 		

- Students will participate in Social/Emotional Learning for a minimum of 30 minutes a week. (Weekly classroom meetings, Second Step Lessons, OLWEUS Bullying Prevention, Monthly Positive Behavior Activity, Character Counts! Lessons, SSW and CWAS small groups).
- Funds will be utilized to allow for academic and character building. Teachers will integrate characteristics of an independent learner, such as grit, perseverance, resiliency, goal setting, etc. in to their CCSS and social/emotional developed lessons.
- Through on-site presentations, assemblies and study trips, students will have the opportunity to connect learning to real-world experiences.
- Student clubs, organizations and extra-curricular activities will be offered during lunch and/or after school (i.e. Book Club, Robotics, Lego Club, Destination Imaginations, Peach Blossom, Student Leadership, Student Arts Council, etc.)
- As an Arts Every Day school, students will be given additional opportunities for arts integration with the common core state standards.

Specify additional targeted actions for EL students:

- Home School Liaisons will support EL students and their families through interpreting, outreach, home visits, and related services.
- EL students will be recruited to participate in Readers Theater and Peach Blossom.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			12,602
6	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Art Docent Fees	5,230
6	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation materials and supplies	1,136
6	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation Costs for K-2 Study Trips	3,500
6	3	EL	Parent Participation	Materials & Supplies				Materials and Supplies to support parent participation	500
6	3	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Supplies to support parent participation	500

6	3	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	250
6	3	Sup & Conc	Instructional Supervision & Administration	Prof/Consulting Svc & Operating			Other*	Arts Every Day Independent Contracts	5,000
								Total	\$28,718

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Balderas - 0035

ON-SITE ALLOCATION

3010	Title I	\$52,221 *
7090	LCFF Supplemental & Concentration	\$153,041
7091	LCFF for English Learners	\$98,679
TOTAL 2016/17 ON-SITE ALLOCATION		\$303,941

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,136
Remaining Title I funds are at the discretion of the School Site Council	\$51,085
Total Title I Allocation	\$52,221

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0035 Balderas Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Certificated substitutes to support data chats w/admin 3x year	1,029.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Magazine Subscription	5,000.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: MobyMax School License 5 year subscription - computer based software program	2,796.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Learning A-z Reading A-Z.com Subscription for 30 classrooms/1 year computer based software	2,849.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies to support instruction	601.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.325	Certificated Tutor - ELA/ELD 3.5 hours a day	26,423.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to cover ILT in order to attend conferences and participate in school wide data team walks	2,398.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for one summer planning day	7,114.00
1	1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental contracts for COR & PL	498.00
1	1	Sup & Conc	Instruction	Mat & Supp			: PL Materials and Supplies	2,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental materials and supplies to support instruction	10,624.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Purchase of SPED Workbooks to support instruction	4,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Purchase of additional tablets to support student instruction	7,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			District Maintenance & Technology Repairs	2,480.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Registration and Travel fees to ASCD Conference for ILT	30,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.113	Certificated Tutor - ELA/ELD 3.5 hours a day	9,147.00
1	1	EL	Instruction	Cons Svc/Oth			Reading and Beyond : Reading and Beyond Literacy Intervention	20,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support Early Literacy and Foundational Skills	2,500.00
2	1	Title 1 Basic	Instructional Supervision & Admir	Cons Svc/Oth			Reading and Beyond : Reading and Beyond Literacy Intervention	21,938.00
2	1	Sup & Conc	Other Instructional Resources	Direct-Graph			Graphics	750.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support student achievement in mathematics	2,500.00
4	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching fellow to implement Imagine Learning ASP K-2nd	6,392.00
4	1	EL	Instruction	Teacher-Subs			Certificated subs for data chats around EL students and targets	1,029.00
4	3	EL	Instruction	Teacher-Supp			Supplemental Contracts for 1 Summer Planning Day	7,114.00
4	1	EL	Instruction	Bks & Ref			: Imagine Learning - 70 student licenses 9/1/16 - 8/31/17	9,546.00
4	3	EL	Instruction	Mat & Supp			: Supplemental materials and supplies to support ELD instruction	4,989.00
4	1	EL	Instruction	Direct-Other			CELDT Assessors	3,500.00
4	3	EL	Parent Participation	Cls Sup-Sup			Classified extra time to support school wide activities	997.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for student engagement/recognition	750.00

5	7	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.500	Webster - Action #5, Domain #2	50,000.00
5	2	EL	Instruction	Local Mileag			Mileage for HSL, SSW & CWAS	500.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Spanish HSL 3.5 hours per day	12,602.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438	Hmong HSL 3.5 hours per day	14,065.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time to support increased student achievement and parent involvement	2,088.00
6	3	Title 1 Basic	Instruction	Teacher-Supp			Art Docent Fees	5,230.00
6	3	Title 1 Basic	Instruction	Direct-Graph			Graphics	250.00
6	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials and supplies	1,136.00
6	3	Sup & Conc	Instruction	Direct Trans			Transportation Costs for K-2 Study Trips	3,500.00
6	3	Sup & Conc	Instructional Supervision & Admir	Cons Svc/Oth			Other* : Arts Every Day Independent Contracts	5,000.00
6	3	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies to support parent participation	500.00
6	3	EL	Parent Participation	Mat & Supp			Materials and Supplies to support parent participation	500.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		12,602.00
								\$303,941.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,221.00
Sup & Conc	7090	\$153,041.00
EL	7091	\$98,679.00
Grand Total		\$303,941.00

Domain Totals	Budget Totals
Academic	\$182,114.00
Culture & Climate	\$41,818.00
Social/Emotional	\$80,009.00
Grand Total	\$303,941.00

E.1. Assurances



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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Stacey Swartout	X				
2. Chairperson - Maria Morales				X	
3. Vice Chairperson - Blanca Barrera				X	
4. Recording Secretary - Samantha Vang		X			
5. Parent Member - Lorena Duran				X	
6. Parent Member - Yolanda Sanchez				X	
7. Parent Member - Jeanette Ortega				X	
8. Teacher Member - Susan Holland		X			
9. Teacher Member - Kris Fenton		X			
10. Other Staff Member - Cristina Alcocer			X		
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Balderas Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Stacey Swartout		3/31/2016
SSC Chairperson	Maria Morales		3/31/2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws