

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BALBOA ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039168  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Bravo, Hector

**Contact Person:** Bravo, Hector

**Position:** Principal

**Telephone Number:** (619) 362-4100

**Address:** 1844 S 40th St, Balboa Elementary, San Diego, CA, 92113-4017,

**E-mail Address:** hbravo1@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Hector Bravo

SITE CONTACT PERSON: *Balboa*

PHONE: 619-362-4100

FAX: 619-362-4149

E-MAIL ADDRESS: hbravo1@sandi.net

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

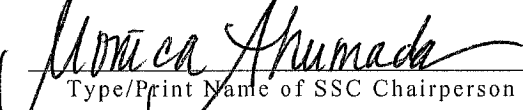
- |  |  |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <i>Not established</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <i>—</i>               |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <i>—</i>               |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <i>In progress</i>     |
| <input type="checkbox"/> Other (list): <i>Prep Team/committee</i>                          | Date of presentation: <i>In progress</i>     |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: *4-4-18* **The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

  
Type/Print Name of School Principal

*Hector Bravo*  
Signature of School Principal

*May 21 2018*  
Date

  
Type/Print Name of SSC Chairperson

*Monica Ahumada*  
Signature of SSC Chairperson

*May 21<sup>st</sup>, 18*  
Date

*Bruce Bisnis*  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent

*05/25/18*  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

Balboa Elementary School “A Place where people from diverse cultures come to learn, to teach and to grow in an integrated environment that will prepare students to become confident members of the 21<sup>st</sup> century”. We believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff in order to create and lead rigorous, differentiated instruction for all students. Our population is comprised of 91% Hispanic students, 4.3% African American and 2.4% Caucasian Students. We also have a handful of Russian, Turkish, Iraqi, and Burundi students. Because of the number of immigrant students our population of English Language Learners enriches our school and is very high. They are our largest sub group population of concern. Because of this concern we have taken on a school wide study and effort of teaching explicit English language development strategies and lessons every day integrated and in some classrooms both designated and integrated ELD.

We were able to exit from Program Improvement status momentarily we hope to achieve that success soon. A close analysis of this data tell us that the entire staff has agreed to study the amount of independent practice, levels of support and transferability of our lessons. We are implementing a year with more teacher created formative assessments, end of unit using Illuminate and CAASP to guide us and in preparation to the SBAC and that we need to have our students master essential grade level standards before we move on to the next lesson.

We work collaboratively on a weekly basis to analyze data, student work and student development socially and emotionally. We use this information to develop implications for instructions and goals for student growth. We also have many children in need of literacy interventions, in particular, writing strategy strands. With the work of our full time Resource Co-Teacher developing lessons and strategies along with the teachers. We will have periodic through the year pull-out/push-in sessions targeting areas of concerned as identified by the ILT and school wide data and providing classroom support and small group instruction for children.

District variety of coaching opportunities has honed in providing school wide training and preparation for teachers in support of EL students school wide. We have learned to maximize our human resources on site teachers are constantly supported and trained on Tiers I and II structures and interventions for students in grades K-5 inside the classroom. Tier III is in collaboration and the direction from the ILT, RTI and Special Ed Teams. We know some of our parents keep away from participating in their child’s education and help our school, but we will continue to design opportunities for parent involvement through our second year PTA organization and our grade level teachers working arduously to demonstrate and encourage parents through school wide events, ESL classes, classroom events and conferences paths of success and involvement for all children and their families. We hope to bridge cultural, language and social differences through making content and activities as accessible as possible

**SCHOOL VISION AND REALITY****Current reality:**

- What is your school’s current reality in relation to your vision?
  - We have embarked in a 21/2 years of construction school wide, but we have prepared socially, emotionally, and have informed our constituents and partners for their support and understanding

- We have a sharp team comprised of custodians, cafeteria, classified and certificated always attentive to details that benefit the students and families we service
- Another year of transitioning teachers due to restructuring of district goals might affect the growth, but we have strong systems to continue pushing forward

**Clean**

- This system requires full participation from the custodial staff to maintain the school
- Teachers report daily incidents from accidents to maintenance requests
- Periodic morning announcements to encourage students to keep the school clean and make good choice
- Garbage cans are strategically placed for students and staff
- Messages and verbal praise, via emails, loud speaker, flyers, Class Dojo and Coffee with the Principal session with the same message to keep Balboa clean
- Beautify Balboa Days are scheduled, nonetheless the custodial team is always guarding the perimeter for any out of place, dirty, damage in need of attention

**Safe**

- Campus police, front office and principal work jointly to create a Parent Patrol group promoting safe crossing practices at all times
- All gates are closed except for the egress and digress gate on 39<sup>th</sup> street and Epsilon. (Epsilon is only open at the egress and digress, but remains closed throughout the day for safety reasons)
- Parents are issued a visitor's pass to visit the classrooms
  - Messages about school safety, news and to check in the front office are shared during Coffee Time with the Principal, home flyers and phone messages
  - Parents wanting to communicate with teachers are encourage to make an appointment with 24hr. notice to avoid interruptions to the academic schedule
  - Parent calls are serviced in the front office only emergency calls are transferred

**Orderly**

- All students to attend class on time walked by their instructor supporting existing routines and safety
- Teachers are encouraged to employ a variety of interventions before sending students to the office for discipline and this year we will Balboa embark in the full implementation of a PBIS program consistent and school wide Elementary School
- Balboa is a "A Place where people from diverse cultures come to learn, to teach and to grow in an integrated environment that will prepare students to become confident members of the 21<sup>st</sup> century".
- We believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff in order to create and lead rigorous, differentiated instruction for all students.
- Our population is diverse comprised primarily of Latino/Hispanic students followed by African American, Caucasian and Middle Eastern families and students. We also have a handful of Russian, Turkish, Iraqi, and Burundi students. Because of the number of immigrant students our population of English Language Learners enriches our school and is very high. They are our largest sub group population of concern. Because of this concern we

## Balboa Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

have taken on a school wide study and effort of teaching explicit English language development strategies and lessons every day integrated and in some classrooms both designated and integrated ELD.

**- Describe your current school culture and social environment.**

- Our School treats students with love and dignity in an academic enriching, safe, clean and orderly environment
- Students have access to the material, equipment, technology and grade level education
- The school brings academic experiences to students through outside organizations and services such as UCSD, the US Navy, Boys and Girls Scouts of America, the office of Council Man David Alvarez and The Mexican Consulate
- Parents seek services and supports provided by Balboa in a variety of ways from referrals to agencies and services, community programs, help with completing school forms, tutorial forms, training and a variety of workshops
- Teachers maintain healthy life styles in a familiar and supportive environment at Balboa, they understand the importance of developing lessons for student engagement focusing around Common Core and 21<sup>st</sup> Century skills and they collaborate to achieve these goals. They achieve this in a nurturing, loving and knowledgeable manner servicing and interacting with ethnically, social and academic diverse population of students
- Teachers are valued and supported through throughout the year in academics, student behavior, interventions, parent meetings and conferences as well as training and technology needs in a timely manner
- Teachers understand that the principal has an open door policy and welcomes mutual conversations around academics, students, school and family

**CORE AND SUPPLEMENTAL SUPPORTS**

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2

494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through specific and measurable lens - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In addition, we continue to develop skills around the equity levers/stages of implementation: Literacy, Collaborative Teams, Meaningful Assessment, Meaningful Engagement and Relational Leadership with an understanding that everything will be connected in support of Balboa's year Inquiry of How Do We Develop Meaningful Formative Assessments To Analyze Habits of Interaction in order to Increase Meaningful Student Engagement.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Focus this year has been on building the above mentioned school wide inquiry question through detailed and specific professional development. In addition, Balboa has been showed cased as a Lab school where professionals from our district come and see how we unpack the equity question and implement the skills into the classroom. This year we will be part of a coaching cycle in mathematics for second grade. The matrix for these trainings demonstrate how a team composed of district personnel, school teachers and principal worked collaboratively to develop a plan to roll out the goals of

collaborative conversations using Focus Walls as launching platforms, supporting the identified Balboa's Equity Challenge and support for English Learners and Special Education students. Furthermore, the plan details goals to implement school continuous support of designated and integrated EL strategies and continue implementing the Habits of Interaction both ELA and mathematics.

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet District Goals growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Teachers, classified and the community had an opportunity to recommend how to better spend the allocated budget. At a staff meeting teachers supported the feasible option provided, then at SSC parents had an opportunity to hear how the staff had supported to spend the allocated budget. Parents at SSC had an opportunity to agree or disagree and questions were taken. All community members in attendance were in support of the decision taken by the teachers. Finally the recommended decision was approved at SSC.



**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Hector Bravo	Principal
Christina Gonzalez	Classroom Teacher
Monica Ahumada	Classroom Teacher
Adriana Jaime	Classroom Teacher
Juan Flores	Other School Personnel
Maria Alcantar	Parent
Claudia Bautista	Parent
Rogelio Charles	Parent
Diane Ovalle	Parent
Alma Moran	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 40% (approx. 35 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 32 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 35% (approx. 28 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 20 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 20 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 8% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 8% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Subgroup: English Learners students

By June 2019, 35% (approx. 28 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 20 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 20 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 8% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 8% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 2 times per month from September to may 19 2019. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 40% (approx. 35 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 32 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 35% (approx. 28% (approx.     3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 26 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 20 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 20 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 8% (approx. 1 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 8% (approx. 1 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Teacher grade level generated exams

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 2 times per month from September to May 19, 2019. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 ELD/ELPAC program data

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, at least 35% (approx. 28 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 35% (approx. 26 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal**

Subgroup: English Learners students

By June 2019, at least 35% (approx. 28 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 35% (approx. 26 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 35% (approx. 20 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 35% (approx. 20 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 8% (approx. 1 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 8  % (approx.   1 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Reading Levels

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SR. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 75% (approx. 500 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75% (approx. 500 families) will attend 4btraining on family engagement (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of students in grade 5 and in our Special Education Classes were least represented at school events, nonetheless since the inception of the GATE program, Boys and Girl Scouts, Art club and ASB more parents have been participating. We will continue to invite these parents through planned activities.

**What data did you use to form these goals?**

Prior participation rates as per sign in sheets.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 4 times per year to analyze student progress using site developed criteria. Families are contacted via media and phone based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the Common Core units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction. Furthermore, since we are a Dual Language School we use Benchmark Adelante and Advance for 1/2 of our school in the Dual Language strand
- Every English Learner not in a Dual language classroom will receive 45 minutes of SELD instruction during Integrated ELD four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day. Dual Language classroom ELD is integrated in their curriculum throughout the day
- Teachers will provide balanced literacy instruction including daily guided reading with access to a fully stocked library
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing and reading using grade level writing and reading rubrics and written and reading expression tool and provide students with concrete feedback and direction as it relates to grade level writing standards
- Teachers will use graphic organizers and Thinking Maps to support student understanding among other systems
- Resource teacher level of support will be focused on professional development during PLC and staff development days
- All English learners will be assessed using ELPAC assessment
- \* Teachers will monitor three to five at risk students all year and discussed during PLC and teachers/admin monitoring meetings. The combination of these students is English Learners, English Learner with disabilities, Special needs student, plateau and Long Term EL. These students will be analyzed and their progress will be discussed and plan for specific teacher interventions in Tier I/II. This will also help in calibrating services for all students at balboa
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling and will support in the identification of possible future cases
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies
- \* A mobile medical clinic stationed at Balboa three times per month will facilitate children ongoing medical visitations
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs and carry on Student Attendance Review Team evaluation and recommendation to Student Attendance Review Board
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction weekly

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis
  - Targeted additional small flexible group instruction will be used to address specific needs in literacy
  - Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student as necessary, but if at risk frequently. This is logged by teacher
- Friday positive principal call home to congratulate parents for their children academic, social and behavioral efforts
- Teachers will provide targeted reading or writing interventions for three or more at risk students or LTEL's
  - Educational specialist will provide push in supplemental small group instruction for targeted students in need
  - Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher
  - Intensive, focused, small group direct assistance will be provided to students at their point of need, by the counselor or the guidance assistant
  - Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts and in support of SBAC
  - Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently
  - \* Teachers will collaborate and help each other in student to student interventions
  - Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide daily/weekly or monthly check in with at risk students
- Teachers will collaborate across level to address literacy needs of students who are two or more years below proficiency
- Speech and language pathologist will provide supplemental support to English learners with language needs
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**

- Balboa Elementary School Vision states: Vision: The school wide Instructional Leadership Team examines and communicates student performance data to ensure the implementation of the elements of high quality instruction for every student, everyday!
- We hope to accomplish this through bi-weekly PLC planning focusing on DATA, both formative and district (Illuminate) tests in preparation for the SBAC as well as student analyzing
- Monthly identification and posting of future SMART goals
- Monthly teacher lead professional development focusing on agreed equity challenge for the year EL students and special education students. In addition, to whole staff PD Balboa designed grade level PD's focusing on areas of growth in ELA, Math, ELD and Special Ed students
- Ongoing classroom walkthroughs focusing on student engagement and identifying trends and patterns in student learning



## Balboa Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Ongoing kid watching walkthroughs (this action has two actions each teacher identified five students in grades K-5 to watch and report on progress during PLCs. In addition, the administrator in collaboration with Resource teacher and Special Ed Teacher and district personnel will kid watch in all grades to inform trends and patterns during PLCs in an effort to help teachers identify possible academic and pedagogical gaps for the rest of this school year.

These Balboa moves will be measure for effectiveness at the end of the school year.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$15,000.00	\$15,000.00	0013-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01	Achieve 3000 will support students in reading in grades 3-5 in ELA
Supplies		\$24,637.00	\$24,637.00	0013-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies to support students in all academic areas

### How will you monitor these strategies/activities?

By the collected DATA from formative and district assessments, walkthrough DATA and teacher/admin monitoring meetings. In addition to data provided by teachers after PDs and their evaluation and feedback.

### 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

- Balboa Elementary School Vision states: Vision: The school wide Instructional Leadership Team examines and communicates student performance data to ensure the implementation of the elements of high quality instruction for every student, everyday!
- Bi-weekly data analyzing and identification and posting of SMART goals and next steps including lesson designs and lesson study
- Ongoing classroom walkthroughs focusing on student engagement
- Ongoing kid watching walkthroughs (this action has two actions each teacher identified five at risk students in grades K-5 to watch and report on on-going progress during PLCs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.4000	\$35,575.20	\$50,236.97	0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supports teachers and students with interventions, pullout of students, co-teaching and professional learning communities

### How will you monitor these strategies/activities?

This area is monitored through the DATA provided while kid watching and changes on teacher moves in support of all children, but especially those observed with an academic purpose. Trends and patterns are observed then PLCs and PD designed to meet the needs of students and teachers.

### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

- Balboa Elementary School Vision states: Vision: The school wide Instructional Leadership Team examines and communicates student performance data to ensure the implementation of the elements of high quality instruction for every student, everyday!

## Balboa Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- We hope to accomplish this through Bi-weekly PLC planning focusing on DATA, both formative and district (Illuminate) tests in preparation for the SBAC
- Bi-monthly teacher lead professional development focusing on agreed equity challenge for the year EL students and special education students. In addition, to whole staff PD Balboa designed grade level PD's focusing on areas of growth in ELA, Math, ELD and Special Ed.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$37,000.00	\$44,544.30	0013-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Will support students while teachers are in professional development
Conference Local		\$5,000.00	\$5,000.00	0013-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Opportunities for teachers to attend conferences to further develop and support their learning and teaching.

**How will you monitor these strategies/activities?:**

This area is monitored in collaboration with the teachers through PLC the administration dialogues and partakes in the collaboration thus fully understanding teacher moves and by providing extra support or guidance when necessary.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

The RTI team is invested in supporting all students in collaboration with the teachers servicing Balboa students. Monthly all grade level teachers are encouraged to present at risk students in an effort to provide them with extra support in all areas positively affecting the whole child and their families. Some supports available to all students are through the counseling department where small groups are created to empower and develop skills in students to help them deal with every day stressors. Whole school assemblies on various topics (bullying, academics, cultural, leadership, 21<sup>st</sup> Century Skills etc.) are ongoing, classroom presentation are part of the specific trainings promoting healthy social and emotional habits for all children. Counseling upon request observe individual students in the classroom or whole classrooms to inform of possible interventions, modifications or both. Families are involved and steps to remediate situations follow. Counseling will push into classrooms for restorative circles sessions weekly.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.6250	\$17,798.75	\$40,461.10	0013-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	To support students school wide in social, emotional and parent involvement
Attendance Asst	0.1250	\$3,586.75	\$8,126.96	0013-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	To support students coming to school daily

**How will you monitor these strategies/activities?:**

By the number of referrals both for behavior or seeking help. By the number of student interventions recorded from whole groups to individual and the number of parent involvement success!

## Balboa Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

Balboa believes that informed parents can better serve their children and support the school. It is this reason why BES has develop a series of parental workshops on promoting academics in conjunction with UCSD parent involvement classes on Common Core, ESL academic classes in conjunction with San Diego Community College, District FACE department, workshops on health from obesity, diabetes, (CPR in progress), nutrition in conjunction with Family Health Centers of San Diego, by becoming Den Leaders for the Boys and Girls Scouts chapter at Balboa. Parents are also encouraged to become volunteers in the classrooms or to be part of the Parent Teacher's Association PTA to help create school events (movie nights, fundraisers, school wide activities) involving all children.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Conference Local		\$1,213.00	\$1,213.00	0013-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Visitations to a college or university
Other Support Prsnl PARAS Hrly		\$1,300.00	\$1,669.33	0013-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Child care provided when activities are presented at school
Supplies		\$250.00	\$250.00	0013-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent events and meetings

### How will you monitor these strategies/activities?

By the number of parents attending these events, signing sheets (when required), open forums such as Coffee with the Principal, comments left at our media platform Facebook

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Co-teaching Push-in support is provided to increase the number of students positively affected in meeting grade level standards as evidence by DRA and site developed assessments. The co-teaching model resource teacher works with the primary instructor to strengthened Tier I instruction and the development of lessons with scaffolds and support in guided reading as a result positively affecting all children in the classroom. Furthermore a series of monthly interim assessments pre and post assessments will guide our moves for the 2018-2019 school year.</p> <p><b>Identified Need::</b> There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in co-teaching support.</p> <p><b>Target Group::</b> Students not meeting grade level standards.</p> <p><b>Monitoring::</b> DRA scores and results of site-developed assessments, Illuminate, SBAC, when applicable.</p> <p><b>Personnel Responsible::</b> Principal, ILT, Grade Level Instructional Leaders, classroom teachers, Push-in co-teaching resource teachers</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> To increase access to grade level standards and improve learning, basic supplies are necessary.</p> <p><b>Identified Need::</b> All students are in need of basic classroom supplies.</p> <p><b>Target Group::</b> All students are in need of basic supplies for learning.</p> <p><b>Monitoring::</b> Administrative approval of instructional request will be based on academic rational provided.</p> <p><b>Personnel Responsible::</b> Principal, classroom teachers, and ILT.</p>
<p><b>Goal 3: Professional Development</b> Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>

**Professional Development Goal:**

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments. The plan is to differentiate and target teacher learning through PLCs. The instructional Leadership Team in collaboration with teachers, identified staff development sessions revolving around the four cycles and presented during PLC to make sure there is a differentiation between grade levels targeting specific areas of growth.

**Identified Need::**

Teachers benefit from additional PD time to analyze student achievement DATA, develop SMART Goals, develop targeted lessons using Illuminate and collaboratively plan instruction to meet the needs of all students.

**Target Group::**

All students.

**Monitoring::**

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative PLC. Additional monitoring is conducted through the evaluation and observation process by the Administration.

**Personnel Responsible::**

Principal, ILT, Resource Teacher, classroom teachers.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.6000	\$53,362.80	\$75,355.46	0013-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Provides lesson studies, leads PLC's helps with analyzing student data and recommends lessons, co teaching and Tier I and II interventions
Noon Duty Assistant	0.1000	\$2,183.60	\$2,810.18	0013-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Supervision before and after school and at recess to monitor safety
Prof&Curriclm DevHrlyClrmTchr		\$2,500.00	\$3,009.75	0013-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	curriculum planning and event planning such as report card night
Interprogram Svcs/Postage		\$100.00	\$100.00	0013-09800-00-5726-2495-0000-01000-0000	LCFF Intervention Support	LCFF 1	Sending flyers for welcoming letters and special events
Supplies		\$599.00	\$599.00	0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To support students in all academic areas.

## Balboa Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr		\$8,500.00	\$10,233.15	0013-09800-00-1192- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Visiting teachers help release classroom teachers for PLC
Short Term Leave Visiting Tchr		\$10,000.00	\$12,039.00	0013-09800-00-1162- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing
Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0013-09800-00-5735- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To expose students to an extension of their academics through the arts, technology, and more via fieldtrips
Software License		\$3,000.00	\$3,000.00	0013-09800-00-5841- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supporting students through Achieve 3000 reading program, RAZ Plus and other online licenses for students' academic support
Contracted Svcs Less Than \$25K		\$3,000.00	\$3,000.00	0013-09800-00-5853- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support VAPA teachers to continue services of arts in our school

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.





**2015-2017 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Balboa  
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	220	22.3	236	33.5	229	27.1	4.8	-6.4	228	12.3	237	22.8	240	20.0	7.7	-2.8
Female	113	24.8	117	41.0	111	35.1	10.3	-5.9	116	12.9	120	23.3	120	24.2	11.3	0.9
Male	107	19.6	119	26.1	118	19.5	-0.1	-6.6	112	11.6	117	22.2	120	15.8	4.2	-6.4
African American	9	-	3	-	4	-	-	-	9	-	4	-	5	-	-	-
Asian	2	-	1	-	2	-	-	-	2	-	2	-	3	-	-	-
Filipino	1	-	0	-	3	-	-	-	1	-	0	-	3	-	-	-
Hispanic	193	22.3	223	32.7	211	25.1	2.8	-7.6	201	11.9	221	22.6	220	18.6	6.7	-4.0
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	11	27.3	7	-	7	-	-	-	11	27.3	8	-	7	-	-	-
Multiracial	4	-	2	-	2	-	-	-	4	-	2	-	2	-	-	-
English Learner	123	8.1	126	17.5	97	2.1	-6.0	-15.4	131	5.3	129	11.6	105	3.8	-1.5	-7.8
English-Speaking	97	40.2	110	51.8	132	45.5	5.3	-6.3	97	21.6	108	36.1	135	32.6	11.0	-3.5
Reclassified†	40	50.0	55	69.1	71	52.1	2.1	-17.0	39	30.8	55	45.5	72	40.3	9.5	-5.2
Initially Eng. Speaking	57	33.3	55	34.5	61	37.7	4.4	3.2	58	15.5	53	26.4	63	23.8	8.3	-2.6
Econ. Disadv.*	220	22.3	222	33.8	219	26.9	4.6	-6.9	228	12.3	220	22.7	228	20.2	7.9	-2.5
Non-Econ. Disadv.	0	-	14	28.6	10	30.0	-	1.4	0	-	17	23.5	12	16.7	-	-6.8
Gifted	33	42.4	48	64.6	32	62.5	20.1	-2.1	33	36.4	47	57.4	32	50.0	13.6	-7.4
Not Gifted	187	18.7	188	25.5	197	21.3	2.6	-4.2	195	8.2	190	14.2	208	15.4	7.2	1.2
With Disabilities	26	0.0	35	2.9	0	-	-	-	26	0.0	0	-	0	-	-	-
WO Disabilities	194	25.3	201	38.8	198	31.3	6.0	-7.5	202	13.9	205	26.3	209	23.0	9.1	-3.3
Homeless	10	40.0	47	36.2	56	30.4	-9.6	-5.8	9	-	47	21.3	60	13.3	-	-8.0
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	2	-	1	-	-	-	6	-	2	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	76	21.1	82	32.9	76	22.4	1.3	-10.5	78	12.8	83	27.7	79	19.0	6.2	-8.7
Female	47	19.1	32	43.8	31	29.0	9.9	-14.8	48	14.6	33	30.3	33	27.3	12.7	-3.0
Male	29	24.1	50	26.0	45	17.8	-6.3	-8.2	30	10.0	50	26.0	46	13.0	3.0	-13.0
African American	4	-	1	-	2	-	-	-	4	-	2	-	2	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Hispanic	65	21.5	81	33.3	67	19.4	-2.1	-13.9	67	11.9	81	28.4	70	15.7	3.8	-12.7
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	6	-	0	-	2	-	-	-	6	-	0	-	2	-	-	-
Multiracial	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
English Learner	51	13.7	55	20.0	41	2.4	-11.3	-17.6	53	9.4	57	14.0	42	4.8	-4.6	-9.2
English-Speaking	25	36.0	27	59.3	35	45.7	9.7	-13.6	25	20.0	26	57.7	37	35.1	15.1	-22.6
Reclassified†	5	-	10	100.0	12	58.3	-	-41.7	5	-	10	100.0	13	53.8	-	-46.2
Initially Eng. Speaking	20	30.0	17	35.3	23	39.1	9.1	3.8	20	10.0	16	31.3	24	25.0	15.0	-6.3
Econ. Disadv.*	76	21.1	77	32.5	72	23.6	2.5	-8.9	78	12.8	78	28.2	75	20.0	7.2	-8.2
Non-Econ. Disadv.	0	-	5	-	10	30.0	-	-	0	-	5	-	12	16.7	-	-
Gifted	17	23.5	15	73.3	5	-	-	-	17	17.6	15	73.3	5	-	-	-
Not Gifted	59	20.3	67	23.9	71	19.7	-0.6	-4.2	61	11.5	68	17.6	74	14.9	3.4	-2.7
With Disabilities	8	-	35	2.9	0	-	-	-	8	-	0	-	0	-	-	-
WO Disabilities	68	23.5	75	36.0	65	26.2	2.7	-9.8	70	14.3	76	30.3	68	22.1	7.8	-8.2
Homeless	5	-	17	29.4	19	21.1	-	-8.3	5	-	17	23.5	21	4.8	-	-18.7
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	21.5	73	30.1	80	28.7	7.2	-1.4	80	17.5	74	21.6	84	21.4	3.9	-0.2
Female	36	25.0	47	40.4	34	38.2	13.2	-2.2	36	16.7	49	24.5	38	26.3	9.6	1.8
Male	43	18.6	26	11.5	46	21.7	3.1	10.2	44	18.2	25	16.0	46	17.4	-0.8	1.4
African American	3	-	1	-	2	-	-	-	3	-	1	-	2	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	1	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	72	22.2	66	27.3	77	27.3	5.1	0.0	73	17.8	66	19.7	81	21.0	3.2	1.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	6	-	0	-	-	-	2	-	6	-	0	-	-	-
Multiracial	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
English Learner	47	0.0	42	11.9	29	3.4	3.4	-8.5	48	2.1	43	11.6	32	0.0	-2.1	-11.6
English-Speaking	32	53.1	31	54.8	51	43.1	-10.0	-11.7	32	40.6	31	35.5	52	34.6	-6.0	-0.9
Reclassified†	12	83.3	14	92.9	28	50.0	-33.3	-42.9	12	66.7	14	57.1	28	35.7	-31.0	-21.4
Initially Eng. Speaking	20	35.0	17	23.5	23	34.8	-0.2	11.3	20	25.0	17	17.6	24	33.3	8.3	15.7
Econ. Disadv.*	79	21.5	72	30.6	75	28.0	6.5	-2.6	80	17.5	72	20.8	77	20.8	3.3	0.0
Non-Econ. Disadv.	0	-	14	28.6	5	-	-	-	0	-	2	-	7	-	-	-
Gifted	15	60.0	16	50.0	13	53.8	-6.2	3.8	15	53.3	15	40.0	13	61.5	8.2	21.5
Not Gifted	64	12.5	57	24.6	67	23.9	11.4	-0.7	65	9.2	59	16.9	71	14.1	4.9	-2.8
With Disabilities	10	0.0	35	2.9	0	-	-	-	10	0.0	0	-	0	-	-	-
WO Disabilities	69	24.6	61	36.1	72	31.9	7.3	-4.2	70	20.0	62	25.8	76	23.7	3.7	-2.1
Homeless	1	-	18	44.4	19	21.1	-	-23.3	1	-	19	15.8	19	10.5	-	-5.3
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	65	24.6	81	37.0	73	30.1	5.5	-6.9	70	5.7	80	18.8	77	19.5	13.8	0.7
Female	30	33.3	38	39.5	46	37.0	3.7	-2.5	32	6.3	38	15.8	49	20.4	14.1	4.6
Male	35	17.1	43	34.9	27	18.5	1.4	-16.4	38	5.3	42	21.4	28	17.9	12.6	-3.5
African American	2	-	1	-	0	-	-	-	2	-	1	-	1	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	2	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	56	23.2	76	36.8	67	28.4	5.2	-8.4	61	4.9	74	18.9	69	18.8	13.9	-0.1
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	1	-	5	-	-	-	3	-	2	-	5	-	-	-
Multiracial	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
English Learner	25	12.0	29	20.7	27	0.0	-12.0	-20.7	30	3.3	29	6.9	31	6.5	3.2	-0.4
English-Speaking	40	32.5	52	46.2	46	47.8	15.3	1.6	40	7.5	51	25.5	46	28.3	20.8	2.8
Reclassified†	23	30.4	31	48.4	31	51.6	21.2	3.2	22	4.5	31	22.6	31	38.7	34.2	16.1
Initially Eng. Speaking	17	35.3	21	42.9	15	40.0	4.7	-2.9	18	11.1	20	30.0	15	6.7	-4.4	-23.3
Econ. Disadv.*	65	24.6	73	38.4	72	29.2	4.6	-9.2	70	5.7	70	18.6	76	19.7	14.0	1.1
Non-Econ. Disadv.	0	-	8	-	1	-	-	-	0	-	10	20.0	12	16.7	-	-3.3
Gifted	1	-	17	70.6	14	71.4	-	0.8	1	-	17	58.8	14	28.6	-	-30.2
Not Gifted	64	23.4	64	28.1	59	20.3	-3.1	-7.8	69	4.3	63	7.9	63	17.5	13.2	9.6
With Disabilities	8	-	16	6.3	0	-	-	-	8	-	0	-	0	-	-	-
WO Disabilities	57	28.1	65	44.6	61	36.1	8.0	-8.5	62	6.5	67	22.4	65	23.1	16.6	0.7
Homeless	4	-	12	33.3	18	50.0	-	16.7	3	-	11	27.3	20	25.0	-	-2.3
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	-	-	2	-	0	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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*Balboa Elementary School*  
**TITLE I PARENT INVOLVEMENT POLICY**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*Balboa* has developed a written Title I parental involvement policy with input from Title I parents. ***Before our Back to School Night the Title I policy was presented to the SSC where parent input was solicited.***

It has distributed the policy to parents of Title I students.

***The policy was presented in via documents distributed at our Back to School Night. Copies were available for parents to take with them. Also on our first Family Fridays/Principal Coffee copies were available for parents to take. Copies of the policy are available in the main office for anyone that wants one. Furthermore, the information was shared via ClassDojo.***

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at *Balboa* the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- ***Flyers are sent home advertising the Back to School Night***
- ***The Principal uses the School Messenger phone system and ClassDojo to advertise the meeting***
- ***Principal uses the first Family Fridays/Principal Coffee to inform parent if they missed Back to School Night***
- ***More information is shared during our weekly Wednesday assemblies***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Yes, Back to School night is in the evening and Family Fridays are in the morning. The administration will always meet with parents if they cannot make it to a meeting.***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, \*review, and improvement of the school's Title I programs and the Title I parental involvement policy. ***Sometime between the end of January and the end of February parents are surveyed on what their priorities are for the school. Parents on the SSC and ELAC are given surveys directly to them for their input. (We will attempt to merge SSC and ELAC to become one entity.)***
- The school provides parents of Title I students with timely information about Title I programs. ***Through the SSC, Back to School Night and Family Fridays/Principal Coffee***

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- ***Back to School Night***
- ***Family Fridays/Principal Coffee***
- ***Parent Teacher Conferences***
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- ***SSC Meetings***
- ***Family Fridays/Principal Coffees***
- ***ELAC Meetings***

***\*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.***

***\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

## **School-Parent Compact**

**Balboa** distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

***Before our Back to School Night the Title I policy was presented to the SSC where parent input was solicited. The policy was distributed and explained at our Back to School Night. Copies were available for parents to take with them. Also on our first Family Fridays/Principal Coffee copies were available for parents to take. Copies of the policy are available in the main office for anyone that wants one.***

## **Building Capacity for Involvement**

**Balboa** engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- ***SSC Meetings***
- ***Family Fridays/Principal Coffees***
- ***ELAC Meetings***
- ***Parent classes from FACE***
- ***Parent classes from South East Early prevention Program***
- ***Parent classes from First Five***
  
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  
- ***SSC Meetings***
- ***Family Fridays/Principal Coffees***
- ***ELAC Meetings***
- ***Parent classes from FACE***
- ***Parent classes from South East Early prevention Program***
- ***Parent classes from First Five***
  
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.



- *First Staff Meeting of the year Teachers, Parent/Volunteer, Principal and office staff encourages staff to seek out parent volunteers*
- *Provides volunteer applications*
- *Administration encourages staff to build the home school relationship*
- *Research articles provided to staff promoting parent involvement*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- *We provide spaces for Parents to meet*
- *Family Fridays/Principal Coffees*
  
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.  
*Flyers and phone calls are often sent in two languages*
  
- The school provides support for parental involvement activities requested by Title I parents.
- *SSC Meetings*
- *Family Fridays/Principal Coffees*
- *ELAC Meetings*
- *Parent classes from FACE*
- *Parent classes from South East Early prevention Program*
- *Parent classes from First Five*

#### **Accessibility**

*Balboa* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.  
*Translators are used during large meetings (Back to School Night) Flyers sent home are translated too.*

**APPENDIX C**

**HOME/SCHOOL COMPACT**



# San Diego Unified School District

**BALBOA ELEMENTARY**  
1844 South 40<sup>th</sup> Street, San Diego, CA 92113

(619) 362-4100  
Fax: (619) 362-4149

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## **HOME and SCHOOL COMPACT**

Balboa Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2018-2019 school year.

### **School Responsibilities**

Balboa Elementary will:

**Provide High Quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

“All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.”

Balboa Elementary has an expert and talented teaching staff. As part of the San Diego Unified School District, we have educational standards and objectives in all curriculum areas. The standards for each curriculum area at each grade level are provided by the state of California. Our students are consistently exposed to extensions of curriculum and enrichment experiences on a daily basis.

**Hold Parent-Teacher conferences to discuss each child's academic achievement and provide frequent reports on their child's progress.**

Teachers expect to meet with every parent to establish the communication between home and school to better meet the needs of each student. Parent- Teacher conferences are held twice a year to discuss student progress and establish academic goals. The first conference, is held in December and the second conference is in March. There are three report cards per year, but both parents and teachers can call a meeting to discuss academic performance at any time by making an appointment in advance.

**Provide parents reasonable access to staff.**

It is always our intent to resolve concerns at the lowest possible level. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern by meeting with the classroom teacher at an agreed upon time before or after school. If the concern is not resolved, the principal

may be contacted and a meeting between the parties involved will be arranged in an effort to resolve the issue.

**Provide parent opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Research shows that children do better in school when parents communicate often with teachers and become involved at school. At Balboa Elementary, there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic programs, such as participation in governance committees, special events, fundraising, parent organization, parent-teacher meetings and classrooms.

**Parent Responsibilities**

**I, as parent, will support my child's learning by**

- *Committing to continued enrollment in Balboa's Dual Language Program through fifth grade*
- Monitoring attendance to make sure my child arrives to school on time
- Making sure that homework is completed and that my child reads daily in both English and Spanish
- Staying informed about my child's education and communicating with the school promptly
- Attending School events
- Volunteering in my child's classroom

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I have read and understand the above stated Parent responsibilities and will do my part to fulfill these duties to the best of my ability.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_



# San Diego Unified School District

BALBOA ELEMENTARY  
1844 South 40<sup>th</sup> Street, San Diego, CA 92113

(619) 362-4100  
Fax: (619) 362-4149

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## **COMPACTO de Hogar y Escuela**

Balboa Primaria y los padres de los estudiantes que participan en las actividades , servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA ) están de acuerdo en que este pacto se describe cómo los padres, todo el personal de la escuela , y los estudiantes compartirán la responsabilidad de mejorar el logro académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares de California.

**Este compacto Hogar / escuela es, en efecto, durante el año escolar 2018-2019 .**

### **Responsabilidades de la escuela**

Balboa Primaria hará lo siguiente:

**Proveer un currículo de alta calidad e instrucción en un ambiente de aprendizaje propicio y eficaz que permite a los niños participantes para cumplir con los estándares estatales de aprovechamiento académico de California de la siguiente manera :**

*" Todos los alumnos de San Diego se graduarán con las habilidades , la motivación, la curiosidad y la capacidad de recuperación para tener éxito en la elección de la universidad y la carrera con el fin de participar y dirigir la sociedad del mañana . "*

La Escuela Primaria de Balboa tiene un profesorado experto y talentoso . Como parte del Distrito Escolar Unificado de San Diego , tenemos estándares y objetivos educativos en todas las áreas del currículo. Las normas para cada área del currículo en cada grado son proporcionados por el Estado de California. Nuestros alumnos están expuestos constantemente a las extensiones de plan de estudios y experiencias de enriquecimiento en una base diaria .

**Realizar conferencias de padres y maestros para discutir el rendimiento académico de cada niño y proporcionar informes frecuentes sobre el progreso de sus hijos.**

Los maestros planean reunirse con todos los padres para establecer la comunicación entre el hogar y la escuela para satisfacer mejor las necesidades de cada estudiante . Las conferencias de padres y maestros se llevan a cabo dos veces al año para discutir el progreso del estudiante y establecer metas académicas. La primera conferencia, se llevó a cabo en diciembre y la segunda conferencia es en marzo. Hay tres tarjetas de calificaciones por año, pero los padres y los maestros pueden llamar a una reunión para discutir el desempeño académico en cualquier momento al hacer una cita con anticipación.

**Proveer a los padres acceso razonable al personal.**

Siempre es nuestra intención de resolver los problemas en el nivel más bajo posible. Si un padre tiene una preocupación sobre el salón de clases, se espera que él/ella traten de resolver la

preocupación a través de una reunión con el maestro/a de la clase a tiempo acordado antes o después de la escuela. Si no se resuelve, el director puede llevar a cabo una reunión entre las partes involucradas para resolver el problema.

**Proporcionar oportunidades a los padres para hacerse voluntarios y participar en la clase del niño/a y para observar las actividades de clase .**

Las investigaciones demuestran que los niños les va mejor en la escuela cuando los padres se comunican frecuentemente con los maestros y se involucran en la escuela. En la escuela primaria de Balboa hay muchas oportunidades para que los padres participen en el proceso de tomar de decisiones, como voluntarios para apoyar a los programas académicos, como su participación en comités de gobierno , eventos especiales, recaudación de fondos, organizaciones de padres como el PTA, reuniones y aulas de padres y maestros .

**Responsabilidades de los Padres**

**Yo como padre voy a apoyar el aprendizaje de mi hijo/a**

- Compromiso con la inscripción continua en el Programa de Lenguaje Dual de Balboa hasta el quinto grado
  - Supervisión de la asistencia para asegurar que mi hijo llegue a la escuela a tiempo
  - Asegurarse de que la tarea se ha completado y que mi hijo lea todos los días tanto en Inglés y Español
  - Mantenerse informado sobre la educación de mi hijo y la comunicación con la escuela inmediatamente
  - Asistir eventos escolares o ser voluntario/a en la clase.
- 

He leído y entendido las responsabilidades de los padres anteriormente indicadas y haré mi parte para cumplir con estos deberes a lo mejor de mi capacidad.

Firma \_\_\_\_\_ Fecha: \_\_\_\_\_

Imprimir Nombre: \_\_\_\_\_

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Balboa Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.6000	\$ 53,362.80
		1162	Short Term Leave Visiting Tchr			\$ 10,000.00
		1170	Prof&Curriclm DevHrlyClstrmTchr			\$ 2,500.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 8,500.00
		2905	Other Nonclstrm PARAS	Noon Duty Assistant	0.1000	\$ 2,183.60
		3000	Employee Benefits			\$ 26,901.14
		4301	Supplies			\$ 599.00
		5726	Interprogram Svcs/Postage			\$ 100.00
		5735	Interprogram Svcs/Field Trip			\$ 1,000.00
		5841	Software License			\$ 3,000.00
		5853	Contracted Svcs Less Than \$25K			\$ 3,000.00
	<b>09800 Total</b>				<b>0.7000</b>	<b>\$ 111,146.54</b>
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.4000	\$ 35,575.20
		1192	Prof&Curriclm Dev Vist Tchr			\$ 37,000.00
		2404	Guidance/Attendance Asst	Attendance Asst	0.1250	\$ 3,586.75
				Guidance Asst	0.6250	\$ 17,798.75
		3000	Employee Benefits			\$ 49,408.63
		4301	Supplies			\$ 24,637.00
		5209	Conference Local			\$ 5,000.00
		5841	Software License			\$ 15,000.00
	<b>30100 Total</b>				<b>1.1500</b>	<b>\$ 188,006.33</b>
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 1,300.00
		3000	Employee Benefits			\$ 369.33
		4301	Supplies			\$ 250.00
		5209	Conference Local			\$ 1,213.00
	<b>30103 Total</b>					<b>\$ 3,132.33</b>



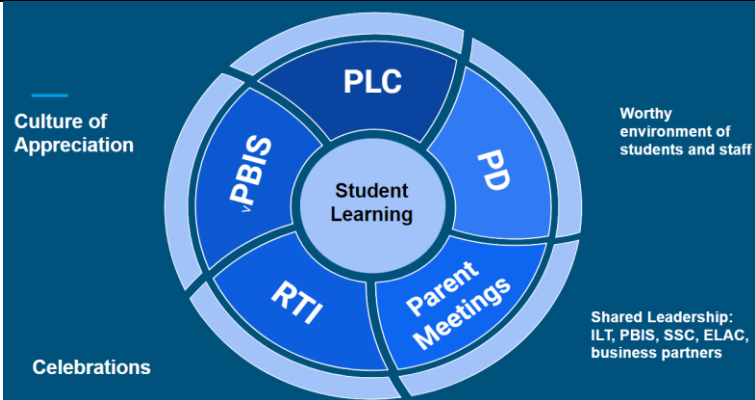
**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Balboa Elementary School

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME- SUBSTANTIALLY</p>	<p>Instructional programs are aligned to the CCSS in ELA and math. Research based strategies have been clearly articulated in PLCs and PD. Teachers use School wide grades TK-4<sup>th</sup> Benchmark Adelante and Advanced, Achieve 3000, RAZ Plus Kids, Read Naturally for Special Ed classrooms and other computer programs to strengthen reading, pacing guides for each grade level to assist them in planning, school wide focus walls to keep them on pace and across the school strategies. Furthermore, school wide we have immerse in learning around the Habits of Interaction and Equity Levers.</p> <p>We will continue to use the district adopted materials/pacing from Benchmark for Dual Language currently used at grade levels K-2 in both strands Spanish and English. We plan on purchasing this curriculum for the entire grade levels K-3 and in the future 4<sup>th</sup> and 5<sup>th</sup> grades. Interventions in Tier I and II are built into the master calendar and executed by the primary teacher. The school develops common formative assessments to ensure that students' areas of need are being addressed and supplemented by tests developed through Illuminate.</p>
<p>CLOSING THE ACHIEVEMENT GAP FULLY</p>	<p>RTI time is built into the master calendar. We have one resource teacher fulltime, whose primary goals are to co-teaching, co-develop lessons and skills along each teacher serviced. Programs designed for individual needs have been purchased to supplement quality Tier 1 instruction (Learning upgrade, RazKids, and Phonics). Teachers have been supported to continue developing integrated lessons and continue with lesson designs school wide.</p> <p>Our Model:</p>

		
<p>PROFESSIONAL DEVELOPMENT SUBSTANTIALLY</p>	<p>Teachers and parents understand that Balboa’s PDs are aligned in support of the CCSS, focusing on the Habits of Interaction, yearlong inquiry and in support of the district equity levers. Balboa’s PD continues to build teachers capacity in all areas from leadership to pedagogical.</p> <p>Our Plan:</p> <div data-bbox="814 797 1346 1446" style="background-color: #004a87; color: white; padding: 10px;"> <p><b>How to bridge to Ideal State?</b></p> <p><b>PLC</b> to systematically:</p> <ul style="list-style-type: none"> <li>• monitor students - assure all students meet the 5 skills for success in math and ELA</li> <li>• Embedded PD</li> <li>• Embedded unit and lesson planning</li> </ul> <p><b>PD</b> followed with:</p> <ul style="list-style-type: none"> <li>• in-class coaching,</li> <li>• lesson studies,</li> <li>• public celebrations, and</li> <li>• classroom observations</li> </ul> <p><b>PBIS</b> for student behavior and engagement</p> <p><b>RTI</b> to work the tiers for student success</p> <p><b>Parent Meetings</b> to turn them into partners</p> </div>	

GRADUATION/PROMOTION FULLY	Support all English Learners and students with special needs. Emphasis on reclassifying students and closing the achievement gap. Students struggling will be supported through interventions.
PARENT ENGAGEMENT	At Balboa there is a heavy focus on parent involvement and as a result we have an active SSC, SGT in progress, ELAC part of SSC, PTA and next year planning to have a prep period committee. All communication is provided in both English and Spanish. We also provide Coffee With The Principal, Family Friday, a Parent Newsletter/Calendar, Facebook and Twitter and updated school website to ensure that parents are connected to the school and ClassDojo. Parents are able to gather in multiple places to meet or research information from the main office, Parent ESL room, PTA room, Computer Lab and Library. We are proud to service parents in all forms always seeking to offer quality services.