

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BALBOA ELEMENTARY** SCHOOL

2022-23

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
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: BALBOA ELEMENTARY PHONE: 619-362-4100 FAX: 619-362-4149

SITE CONTACT PERSON: HECTOR BRAVO - PRINCIPAL E-MAIL ADDRESS: hbravo1@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

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 composed correctly, and 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: <u>10/19/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>NA</u> |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>NA</u> |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>NA</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/19/22

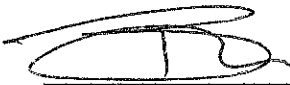
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Hector Bravo
Type/Print Name of School Principal

Marganita Rodriguez
Type/Print Name of SSC Chairperson

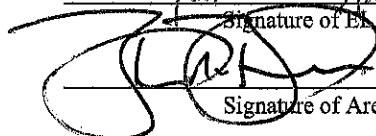
Ivette Amarillas
Type/Print Name of ELAC Representative

Bruce Bivins
Type/Print Name of Area Superintendent

 10/17/22
Signature of School Principal / Date

M Rodriguez 10/17/22
Signature of SSC Chairperson / Date

Ivette Amarillas 10/7/22
Signature of ELAC Representative / Date

 10/27/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program. The staff at Balboa Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Balboa work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, social emotional well-being and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all learners.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Balboa, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue, plan chart and to solicit input. These included SGT, SSC, ELAC, ILT, Coffee with the Principal and staff meetings held throughout the year.

2022-2023 Year in Progress

- August 21-22, 2022 ILT met to analyze data and provide recommendations of goals
- September 21, 2022 the Annual Title I Parent Meeting was held.
- **September 28**, 2022, Counseling/ Sped Department met to review data and provide input for goals
- **October 11** 2022 Staff/grade-level PLCs met to provide input for goals
- October 19, 2022 ELAC reviewed and provided feedback of 2022-23 SPSA
- October 19, 2022 SSC approved 2022-23 SPSA
- October 20, 2022 SSC met to review and approve the School Parent Compact and Parent Involvement Policy, provide input for SPSA goals

- October ---, 2022 SSC met to analyze data, ideas and provided recommendations
- November ---, 2022 SSC approved 2023-2024 SPSA
- October ---, 2022 SSC developed the School Parent Compact and Parent Involvement Policy
- December ---, 2022 and January 5, 2023 SSC met to analyze data, provide budget recommendations, and evaluate SPSA
- January ---, 2023 ELAC met to provide input for budget and goals for English Language Learners

2021-2022 School Year

- October 06 2021 SSC met to discuss SSC nominations for parent and support staff positions, SPSA
- October 6, 2021 ELAC met to provide input for English Language Learner goals
- February 20, 2021 SSC reviewed and approved the 2022-23 budget.
- March, 2021 SSC met to evaluate 2022-23 SPSA and make recommendations
- April, 2023 SSC met to monitor the budget and make recommendations

RESOURCE INEQUITIES

Balboa's root causes analysis involved examining data from 2021-22 CAASPP, the 2021-22 California Dashboard, 2021-22 California Healthy Kids Survey, and California Parent Survey, 2021-22 site data; and a review of the 2021-22 SPSA. The identified root causes are chronic absenteeism, Academic Gap, and lack of a full-time academic counselor.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Mavelyn Sixto-Rodriguez	Parent
Jose Antonio Herrerias	Community Member
Koneza Pereira	Parent
Hector Bravo	Principal
Margarita Rodriguez	Other School Personnel
Isabel Nunez	Classroom Teacher
Cristina Gonzalez	Classroom Teacher
Raul Guzman	Parent
Ramiro Ramirez	Classroom Teacher
Irene Barrera	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Chronic Absenteeism:

Due to COVID-19, we began the 2022-23 year with alarming data on attendance. In August 2022, we returned to campus with over 60% of students labeled as chronic absenteeism. This alarming data can only be attributed to strict COVID guidelines to keep students and staff safe. Many of the students in the chronic list, in previous years, had above-average attendance and several perfect attendance rates. Mandatory quarantine at home for up to 14 days forced these students to stay home thus impacting our attendance data. This greatly impacted attendance and did not provide accurate data. As a result, the data from the 2021-2022 school year was analyzed in creating the SPSA.

The District Counselor and Guidance Assistant collaboratively with students, parents, principal, attendance support, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies to **decrease chronic absenteeism despite the mandatory rules**. This allowed students to maximize their learning time and academics when they attended class. The Guidance Counselor and Guidance Assistant positively affected chronic absenteeism through April 2019 by reducing chronic absenteeism from **22%** as reported by District data system HOONUIT.

- African American chronic absenteeism rose to 75% in 2021-22.

- Hispanic chronic absenteeism rose to 67% 2021-22.

- Students with Disabilities' chronic absenteeism rose 72%

The District Counselor and Guidance Assistant supported student attendance by:

- familiarizing with students, their families, their school of origin (if applicable), their needs, their likes and dislikes, and struggles

- In a team approach Principal, attendance secretary, guidance counselor, resource teacher, special education specialist, and teachers worked collaboratively to monitor student attendance on a regular basis (weekly, bi-weekly, monthly-trimester.)

- Focusing on students with frequent and consecutive absences

- conducting as many possible home visits to offer to learn about the struggles and offer supports to students and families in support of returning to school on a daily basis

- providing assistance with connecting families to outside services such as Logan Heights, UPAC, SAY, San Diego, the Mexican Consulate, African Alliance among other institutions, Food 4 Kids, and Operation School Bell

- meeting with parents and students to determine needs and next steps

- serving on Attendance Committee:

- conducting as many and frequent meetings to review attendance data and including the conversations in the Student Study Team meetings (Principal, attendance secretary, guidance counselor, resource teacher, special education specialist, and teachers) involving families

- created positive reinforcements for students to increase attendance when welcoming students to school, priority walk to class, texting families celebrating changes, recognizing the student growth in public and the school as a whole in public

- addressing issues families with chronic absenteeism are facing, struggles and recommending agencies

- calling or texting frequently to determine the reason for the absence

- making frequent home visits

- referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support organizations.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Despite all of the counseling supports and outreach, the 2021-2022 was sought out a social worker for the high trauma and poverty at our site. The 2022-2023 school year is promising some changes through the added therapy support from San Diego State University.

The 2021-22 school year opened with all students invited to attend. As we transitioned to in-person learning in August 2022, we returned to campus with over 60% of students labeled as chronic absenteeism, a sharp spike from last school year. This alarming data can only be attributed to strict COVID guidelines to keep students and staff safe. Many of the students in the chronic list, in previous years had above average attendance and several perfect

attendance rates. Mandatory quarantine at home for up to 14 days forced these students to stay home thus impacting our attendance data. This greatly impacted attendance and did not provide accurate data.

In addition, students returning to campus with even higher levels of trauma and deregulation skills similar or higher than 2022-2023 school year. The 2021-2022 school year the counseling department spent a large portion of their day de-escalating students, locating trauma therapy, and counseling small groups of students. For this new school of 2022-2023 the cases are adding similar to last school year.

Tier 1 instruction focused on how to deescalate students using a variety of strategies and training students to deescalate while in class by visiting their classroom Zen corners. The success was minimal for the 2021-2022 school year. A renewed initiative has been created for the 2022-2023 reinforcing the message through the observation, reorganization and directive to teachers to accustom students to use their corners to deescalate.

We needed to attend to Maslow's Hierarchy of basic needs first. Then as Nobel Prize winner Herbert Simon stated students need to be introduced students to new ways of learning and understanding. New opportunities to understand or make sense our students need to be guided about their environment and how to organize it and interpret it. We plan on doing this through:

Counselor and Guidance Assistant:

- Continued to provide weekly whole class SEL lessons or the 2021-2022 school year using parts of Second Step curriculum for all students via classroom presentations and small group sessions and this trend continues for the 2022-2023 school year.
- Counselor and Guidance Assistant provided intervention services for students experiencing academic, personal and social barriers. This was done through home visits, referrals to trauma therapy and mental health support centers, providing site based small group counseling and reaching out to all families. We partnered with the district's CYT (Child Youth in Transition) program and county programs for the 2021-2022 school and the trend continues for the 2022-2023 school with additional ideas and support from CYT district personnel.
- Counselor and Guidance Assistant provided guidance and information to students and families to ensure success in student attendance, behavior, future graduation, and prevention of drug use and violence by reaching out to families in need on a daily basis, and having one on one check in with students needing extra support and the trend continues for the 2022-2023 school with additional ideas.
- Held monthly first Friday of every month is Coffee with the Principal for the 2021-2022 school year. These informational sessions offer a variety of news shared from school Wellness practices, family events to promote student and family physical, mental and emotional wellbeing, academic opportunities such as district sponsored supports, PrimeTime and the trend continues for the 2022-2023 school with additional ideas and support. For the 2022-2023 school another layer of support has been identified to bridge the learning gap "tutoring." Other critical levels of information shared describe the steps Balboa takes when students (families) need to be referred for in our school or outside supports through the counseling department. Counseling at Balboa shared the counselor 3 days per week. Their primary objective is to work on disseminating social-emotional data to make informed referrals to mental health, social-emotional therapy, physical, emotional and even family and community involvement towards improving the quality of life many of our families could benefit. Teachers and admin, guidance assistant, school police and educational specialists conduct home visits to ensure student health and wellness.

- Plans are ready to provide SEL and positive behavior management resources and training to staff to ensure that school is a family-friendly environment. Research shows that often best practices aim at changing the child in their ways, but fail to look at the adults and their many ways their actions trigger or fail to recognize the needs of students. This is the main reason Balboa plans on offering voluntary SEL involvement and training for staff working with children.
- Support staff by providing other resources and supports from academics, personal health through the district initiatives in various formats, zoom, while attending staff meetings and staff professional learning, along with offering consultations for all staff and in person attending workshops.
- Led a lengthy conversation on the impact the after pandemic had on Attendance. The Committee composed of district personnel, attendance clerk, principal looked at the data, identified specific strategies in supporting teachers, students and parents, which led to an increase in chronic absenteeism for the year 2021 and even a bigger change in 2021-2022, where chronic absenteeism rose to 64%.
- The changes in chronic absenteeism for the last two years led us to make a deep analysis of the reasons. We noticed that we had our frequent absent students and know of families missing more days. Another major discovery was to find students in the chronic absenteeism list that were model student coming to school daily with perfect attendance in previous years. Upon looking at their absences all were related to Covid 19 District Protocols to stay quarantining at home multiple times adding to the 64%.

Moving forward this school year, Balboa is meticulously supporting the whole student making sure that absences are only for real and necessary circumstances such as illness (frequent illnesses requires a doctor's note), family emergencies (in which case we offer independent studies if planned ahead or if the situation requires it such as a death in the family), if student/s is a frequent flyer we will focus on them offering morning calls, bus passes, home visits, modified days, Wednesdays of tutoring, Saturday school, modified restorative practices to avoid suspensions and decrease referrals in 2021-2022 to 1.4% from 1.9% in previous years.

- Our method to connect with families include flyers sent home, phone calls, texts, zoom and home visits, school wide Classdojo, Facebook, Twitter, and Instagram.
- Continued to check in on high needs students and families over summer break 2022 via ClassDojo and connecting them with community services and events.
- Responded to the needs of parents on holidays and weekends with phone calls, home visits and delivery of donated food and gift cards when appropriate.
- Provided community resources to procure food, food cards, housing, essential items, parent workshops, and a modified holiday Toy Drive through PrimeTime CYT, Shop with the Cop, Perkins Christmas, and other organizations.

Suspension Rate:

Last year suspensions were low and we plan on supporting students in similar ways to maintain suspensions at a low rate for the 2022-2023 school year. Balboa is meticulously supporting the whole student making sure that suspensions are only Ed Code violations and unsafe that requires a sanction other than calling home, meeting with the student (counseling, guidance, or admin), removing their playtime with friends and turning it into a wellness break to reflect, modifying their day, asking parents to join us at the classroom/ lunch area or event such as field trip to support the student, Wednesdays after school reflection time and tutoring support, Saturday school reflection time and academic support. The modified restorative practices helped us reduce suspensions and decrease student discipline referrals in 2021-2022 from 1.9% to 1.4% from previous years.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This year we are back to on-site learning, nonetheless, the impact of strict COVID guidelines added to the learning loss. The impact continues affecting our daily attendance, student regulation, and student's academics. Many of the practices described above have been carefully drafted to support the students and now we are including detailed emergency adults support for dysregulated students. We have a full team analyzing and leading SSTs (student study teams) for attendance and behavior.

Included but not limited to:

- reviewing teacher notes, observations from previous years, and existing teacher information
- Other staff observing students
- Student Monitoring form completion
- Checking in in the morning for Maslow's needs
- Schedule for checking in (will be implemented and shared with adults)
- Zones of Regulation clearly posted in all classrooms
- Desk charts laminated, cards for whole body listening behaviors, stars for positive behavior, schedules, times to help students regulate developed by Ed Specialist, OT or Speech to support the students breaking down the day's work
- Specific and planned breaks are assigned to students in classrooms and at times pulling students from class for planned de-escalation breaks into the Zen room or Zen corners.
- Purposeful Zen corners in each classroom with specificity to de-escalate students as recommended by the counselor for a sensory time
- Boot camp (where students are taught how to be scholars targeting lining up, whole body listening)
- All teachers utilizing the Whole Body Listening Cards
- Observed and supported Transition to and from the classroom to everything else
- Velcro on desks, wiggly chairs, tension bands, manipulatives for hands and body

- Minimum days or flex days in some needed moments
- Immediate referral to Therapy (Logan Heights or SDSU)
- Referrals to CYT as first steps
- Independent Study Contracts

The Counseling and health teams work together to ensure students have access to ISC, and outside community resources for any health social related matters.

The counseling team pushes into classrooms for Tier 1 training. For the 21-22 school year Balboa used the Leader in Me curriculum during summer school and has been selected to receive it for the 2022-2023 school year. We will further support our students' social-emotional by welcoming the Dinosaur School (SEEP) supporting UTK-3rd grade and parent groups for the 2022-2023 school year. We created a counseling center for community circles and our Restorative Practices.

Teachers will continue their work through RJP training in four school-wide professional developments. We will continue implementing learned practices with fidelity. The most significant change will be to keep the allocated time offered by the district for counseling, to utilize the counselor and guidance assistant to push in daily to most impacted classrooms to support students. Furthermore, the goal has been to increase noon duty hours to push in to the primary grades as extra adults in the area help with supervision. Through a series of recorded sessions, the psychologist plans on training teachers in de-escalation of behaviors. We have been identifying struggling students through parent forms turned in to the main office with additional questions, observations to classrooms, asking teachers to use the Universal Screening forms, reaching out BSR in an effort to identify students early in need of extra support. Once identified they are immediately referred to an academic or behavior SST team for tailored interventions. This action will leave the counselor open to meet with small groups most of his time.

***Identified Need**

The 2021-22 CHKS showed that 76%, an increase of 6% from previous years of students feel that Social and Emotional learning supports are in place to assist them at school. We would like to increase this percentage to 80%.

Attendance data for the 2021-2022 school year shows that our attendance rate was 86% as of month 10. It also indicates that 32% were chronic absenteeism and for the 2022-23 school year, it rose to 64%.

Attendance data from PowerSchool for the 2021-2022 school year shows an overall attendance of 87.37%. English Learners, Students with Disabilities, Hispanic/Latino, Homeless/Foster, Socioeconomically disadvantaged, and black students in red with the following percentages for chronic absenteeism for the school year. All groups suffered significant increases in chronic absenteeism.

- English Learners 21.4%
- Student with Disabilities 27.3%
- Hispanic/Latino 66%
- Homeless/Foster 31.1%
- Socioeconomically Disadvantaged 23%

- African American or Blacks 72%
 (all groups increased in chronic absenteeism)

In-school data from Social and Emotional learning support demonstrate that our students entering the 2021-2022 school year, UTK and K joined us with significant scholarly behaviors. For this school year, we have seen the same trend. As we progress in in-school learning we saw a challenge to regulate students' behaviors. One of our yearly challenges is that these students often move to subsequent school years with minimal support due to limitations in personnel, reorganization of families, and a limited offering of social-emotional and health county services.

Anecdotally, we implemented systems to help us achieve the 80% goal such as behavior SSTs. To promptly address student behaviors with support, we adjusted classes throughout the year shuffling students to give them a fresh start and communicate with families. Balboa purposely identified student/teacher success connection, communicated with families promptly, and offered support from the many agencies. Every year we add more partners to our list. Balboa adjusted the academics to meet students at their level with the same rigor, offering more opportunities for success including after-school tutoring, home visits, and parent homeroom for training.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Social and Emotional learning supports	76%	80%	CAL-SCHLS (CHKS)	Annual
June 2023	UTK-5	Attendance	86%	95%	Attendance	Monthly
June 2023	UTK-5	Reduce Chronic Absenteeism	64%	11%	Chronic Absenteeism	Weekly
June 2023	UTK-5	Reduce Suspensions	1.2%	1%	Suspension	Weekly

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	reduce chronic absenteeism	21.4%	11%	Attendance	Daily
June 2023	UTK-5	Hispanic or Latino	reduce chronic absenteeism	20.3	10%	Attendance	Daily
June 2023	UTK-5	Homeless/Foster	reduce chronic absenteeism	31.1	16%	Attendance	Daily
June 2023	UTK-5	Black or African American	reduce chronic absenteeism	43.5%	22%	Attendance	Daily
June 2023	UTK-5	Students with Disabilities	reduce chronic absenteeism	27.3	13%	Attendance	Daily

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June 2023	UTK-5	Socioeconomically Disadvantaged	reduce chronic absenteeism	23%	11%	Attendance	Daily
June 2023	UTK-5	Students with Disabilities	reduce suspension rates	6.7%	3%	Suspension	Weekly
June 2023	UTK-5	English Learner	reduce suspension rates	2.2%	0%	Suspension	Weekly
June 2023	UTK-5	Hispanic or Latino	reduce suspension rates	2.6%	0%	Suspension	Weekly
June 2023	UTK-5	Homeless/Foster	reduce suspension rates	2.1%	0%	Suspension	Weekly
June 2023	UTK-5	Socioeconomically Disadvantaged	reduce suspension rates	2.1%	0%	Suspension	Weekly

Supporting Black Youth - Additional Goals

- ✓ 1. Balboa's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Balboa is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Balboa Elementary School site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Balboa will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Balboa will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Balboa's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Balboa will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Balboa will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1: Attendance/Chronic Absenteeism Monitoring

***Students to be served by this Strategy/Activity**

English Learners, Hispanic/Latino, Socioeconomically disadvantaged, Homeless/Foster, Blacks or African American

***Strategy/Activity - Description**

For the attendance goal, the attendance clerk, counselor and guidance assistant facilitates and/or participates in the following:

- Logan Heights Therapy
- CYT district support
- Home visits
- Monthly Attendance meetings
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N001330	Classroom Teacher Hrly		\$3,751.00	\$4,644.12	0013-30100-00-1157-1000-	Title I Basic Program	[no data]		Teachers identify chronic absenteeism students and communicate with families to offer after-school tutoring to support the

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					1110-01000-0000				academic gap, and further develop social-emotional skills and academic resiliency.
N001381	Interprogram Svcs/Field Trip		\$5,000.00	\$5,000.00	0013-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Students are informed of the possibilities to participate in field trips to expose students to learning experiences such as museums, educational places, cultural events, engineering and scientific spaces to inspire students.
N0013AL	Supplies		\$34,673.00	\$34,673.00	0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support student learning are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry-erase markers, art supplies, headphones, de-escalation materials, sensory materials, etc.
N0013FV	Classroom PARAS Hrly		\$2,000.00	\$2,740.20	0013-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paras are needed for small group interventions to support students in class. Paras intervene in small groups to make the connections to support social-emotional learning which allows students to access the content at different levels.

***Additional Supports for this Strategy/Activity**

- Partnership with organizations such as The Rotary Club of Southeast San Diego. In August 2022, backpacks and school supplies were donated to all of our students. For the previous year we were not able to receive any donations. CYT provided information for housing, medical support as well as clothing for the 2021-2022 school year. Logan Heights therapy services target chronic students with extreme home conditions by empowering and teaching them skills to help them regulate their emotions. Balboa has not missed an opportunity to refer students in need after careful identification by the teacher and counselor.
- Weekly and monthly attendance meetings will continue with the administrator, attendance clerk and guidance assistant to try to better understand the students daily attendance struggles through family communication. The goal is to meet students at phase I of chronic absenteeism and refer cases that require immediate involvement towards the Student Study Team for attendance that includes the counselor, attendance clerk, nurse, guidance assistant, and resource teacher and family. At these meetings historical absences would be reviewed, patterns and interventions used that worked and did not work. The team would decide on an additional plan of action for students who are escalating in the chronic absenteeism problem. Included with these interventions are incentives as well as supports available to families when available. The goal is to eradicate the absenteeism, but we are mindful that families are sometimes staying over the weekend outside San Diego (Tijuana) and traveling daily to school is difficult. We are mindful that families are homeless, that families have social-emotional episodes daily affecting them the following day, that families have accidents or setbacks like car trouble, illness, or environmental situations affecting the students and families. These conditions multiply when student's social emotional support systems fail. Balboa will be mindful and consider these circumstances to encourage and support students and families in these conditions.

Strategy/Activity 2: Counseling Supports/PBIS

***Students to be served by this Strategy/Activity**

All students will benefit English Learners, Hispanic/Latino, Socioeconomically disadvantaged, Homeless/Foster, Blacks or African American

***Strategy/Activity - Description**

In order to target the school connectedness goal, the counselor and Guidance Assistant facilitates the following activities on a school wide basis:

- Zones of Regulation
- Kindness week
- Bullying prevention lessons in the classroom
- PBIS Support
- Peace Patrol
- Future Leaders Awards
- SBAC Medal recipients for meeting and exceeding when testing (exception 2019-2020 due to COVID19)
- Caught Being Good honorable mention every Wednesday during morning assemblies
- Electronic marquee student celebration with a message
- Television located in the office will project student messages and tell their story
- Awards and certificates with prizes (when available) to celebrate social-emotional self-regulation
- Zen corners with manipulatives that students keep to regulate inside the classrooms
- Whole-body listening cards to support students and teachers

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001326	Guidance Asst	0.62500	\$21,540.63	\$49,117.23	0013-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant will support students in social emotional health to regulate emotions to support academic achievement
N0013FU	Guidance/Attend Asst Hrly		\$729.00	\$998.81	0013-30100-00-2454-	Title I Basic Program	[no data]		Hourly time was set aside to support students after school and to develop opportunities for engagement

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					3110-0000-01000-0000				
	Supplies				0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0013AL	Supplies to support student learning are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry-erase markers, headphones, de-escalation materials, sensory materials, etc.

***Additional Supports for this Strategy/Activity**

1. We are planning for a restorative practices classroom that identifies elements in schools that prevent student success, promote positive identification and celebration of groups, their culture, their heritage, their language and their contribution to society and our school.
2. We participate in partnerships with several organizations most recently we were the recipients of Think Big Carson Scholarship to promote STEAM thinking
 - Trauma informed training - Bullying prevention activities – Red Ribbon, One San Diego, Barnes and Noble, Balboa Museums, Logan Heights

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study. Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: 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.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

- In-School Resource Teacher (RT)
- Supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.
- Supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings
- Continued with the development of teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, Integrated and Designated ELD
- Provided support for English Learners in acquiring English and accessing grade level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning Tier 1 and Tier 2 instruction
 - working directly with parents and ELAC
 - working with teachers to Reclassify English Language Learners

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s)

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- The 2021-22 school year began in person. When we returned to campus the In-School Resource Teacher (RT)
- Supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Continued with the development of teacher effectiveness by providing professional development to all grade levels on effective instructional practices
- Provided support for English Learners in acquiring English and accessing grade-level content by
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning for Tier 1 and Tier 2 instruction
 - working directly with parents and ELAC.
 - working with teachers to Reclassify English Language Learners
 - planning for Integrated and Designated English Language Development

Identified LTEL

Collaborate with the OLA department on LTEL supports including support in academics, social/emotional, assessments, and direct instruction to potential at-risk LTELs

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- In-School Resource Teacher (RT)
- will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction

- will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- will continue to build teacher effectiveness by providing professional development to all grade levels on effective instructional practices, new curriculum adoption,
- will support research-based instruction and build capacity in partnerships with the district

- Will continue to provide support for English Learners in acquiring English and accessing grade-level content by
- Providing professional development of ELA/ELD Framework; Integrated and Designated ELD lessons
- Providing Designated ELD to newcomers
- Working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Plan Tier 1 and Tier 2 instruction
- Work directly with parents and ELAC.
- Work with teachers to Reclassify English Language Learners
- Will support PLCs in planning for Integrated and Designated English Language Development
- Will identify LTEL
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs
- Visiting teachers will provide monthly PLCs
- 2 hours of data analysis per month and planning collaboration during PD learning
- Data will be monitored using:
- Basic Phonics Skills test in grades TK-3rd each trimester
- Fountas and Pinnell reading assessments in TK-3 each trimester
- Lexile levels 3rd - 5th through Fast monthly
- Reading skills through FAST aReading each trimester 3rd-5th
- Grade-level SMART Goals every 6 weeks all grade levels
- Yearly ELPAC
- Yearly CAASPP

***Identified Need - English Language Arts**

In the 2021-2022 school year, the data indicates 21% of 3rd-5th grade students met or exceeded grade-level standards in ELA. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. In addition, the data shows that chronic absenteeism impacted the scores. The data also indicates that there is an achievement gap among students who are socioeconomically disadvantaged.

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Over 97% of Balboa's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

English Language Arts - all students

	2018	2019	2022
3rd grade	38%	20%	15%
4th grade	34%	38%	27%
5th grade	41%	38%	22%
total	38%	32%	20%

ELA Analysis:

- 3rd Grade:

- has shown a significant decrease for the year 2021

4th Grade:

- has shown a significant decrease for the year 2021

5th Grade:

- has shown a significant decrease for the year 2021

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	8%	10%	1.3% ⁰
SWD	11%	0%	1.6%
Hispanic	33%	29%	1.8%
African American	17%	NA	1.5%

Subgroups:

ELLs: Our English Learners had an increase, but 2021-2022 had a significant drop.

SWD: Our Students with Disabilities had fluctuations between increases and decreases, but 2021-2022 had a significant drop.

Hispanic: This has been the most consistent subgroup and makes up over 85% of our population. The Two Way Dual Language students had an increase, but 2021-2022 had a significant drop.

African American: While there was an increase in 2018 students made strong growth, but 2021-2022 had a significant drop.

2021-2022 data was derived from our district's initial FASTbridge aReading assessments.

FAST READING

FAST Level	3rd grade Spring 2022	4th grade Spring 2022	5th grade Spring 2022	3rd-5th Spring 2022
Advanced	1.7%	8.9%	12.5%	7.2%
Low Risk	18.6%	20%	16.7%	18.4%

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Some Risk	32.2%	28.9%	29.2%	30.3%
High Risk	47.5	42.2%	41.7%	44.1%

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	meet or exceed standards	15%	40	CAASPP ELA	annually
June 2023	4th	meet or exceed standards	27%	48	CAASPP ELA	annually
June 2023	5th	meet or exceed standards	22%	48	CAASPP ELA	annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Through guided reading interventions and small groups this will be accomplished	1.3%	25%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	Through guided reading interventions and small groups this will be accomplished	1.3%	25%	CAASPP ELA	annually
June 2023	3-5	Black or African American	Through guided reading interventions and small groups this will be accomplished	1.5%	34%	CAASPP ELA	annually
June 2023	3-5	Hispanic or Latino	Through guided reading	1.8%	53%	CAASPP ELA	annually

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			interventions and small groups this will be accomplished				
June 2023	3-5	Socioeconomically Disadvantaged	Through guided reading interventions and small groups this will be accomplished	1.7%	52%	CAASPP ELA	annually
*Identified Need - Math							
		2018		2019		2022	
3rd grade		35%		36%		16%	
4th grade		32%		37%		26%	
5th grade		36%		44%		15%	
total		31%		39%		22%	

- There was a significant drop in student's test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs
- There was a significant drop in EL student's test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs.
- There was a significant drop in Students with Disabilities test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs.
- There was a significant drop in African American/Black student's test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs.
- There was a significant drop in Latino/Hispanic student's test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs.
- There was a significant drop in Socio-economic student's test scores in grades 3-5 in the 2021-2022 school year. We will re-assess the growth using other measures in the months of September-November using FAST and Envision programs.

Math Analysis:

- 3rd Grade:

- Has shown a significant decrease in SBAC scores

4th Grade:

- Has shown a significant decrease in SBAC scores

5th Grade:

- Has shown a significant decrease in SBAC scores

	2018	2019	2022
ELL	14%	16%	1.4%
SWD	0%	0%	1.6%
Hispanic	35%	40%	1.7%
African American	0%	0%	2%

DEMI Level	3rd grade Incomplete-Proficient- Strong	4th grade Incomplete-Proficient- Strong	5th grade Incomplete-Proficient- Strong	
Total				
Knowledge	71 students scored in ranges of 12% to 40%	59 students scored in ranges of 12% to 40%	64 students scored in ranges of 12% to 40%	
Application	59 students scored in ranges of 57% to 0%	58 students scored in ranges of 74% to 0%	56 students scored in ranges of 58% to 0%	
Communication	64 students scored in ranges of 37% to 4%	64 students scored in ranges of 43% to 3%	62 students scored in ranges of 48% to 4%	

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	meet or exceed standard	22%	54	CAASPP Math	annually

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*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Through guided math interventions and small groups this will be accomplished	1.4%	32%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	Through guided math interventions and small groups this will be accomplished	1.6%	6%	CAASPP Math	annually
June 2023	3-5	Black or African American	Through guided math interventions and small groups this will be accomplished	2%	10%	CAASPP Math	annually
June 2023	3-5	Hispanic or Latino	Through guided math interventions and small groups this will be accomplished	1.7%	60%	CAASPP Math	annually
June 2023	3-5	Socioeconomically Disadvantaged	Through guided math interventions and small groups this will be accomplished	1.7%	58%	CAASPP Math	annually

***Identified Need - English Learners**

Due to the significant changes created by COVID19 in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as the baseline (not 17-18).

The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC

Our goal was to reclassify as many students as possible for the 2021-2022 school year and we reclassified 11%. The goal has been extended to 2022-2023

Balboa

Number of students 253

Number reclassified 29

Percentage 11%

We hope the support using the technology at home and the programs Balboa invested this year will help us support the students at Balboa further develop their English skills.

English Language Arts - all students

ELA	2018	2019	2022
3rd grade	38%	20%	15%
4th grade	34%	38%	27%
5th grade	41%	38%	22%
total	38%	32%	21%

English Language Arts: subgroups

Subgroups	2018	2019	2022
ELL	8%	10%	1.3%

Mathematics- all students

	2018	2019	2022
3rd grade	35%	36%	16%
4th grade	32%	37%	26%
5th grade	36%	44%	15%
total	31%	39%	22%

Math - subgroups							
	2018	2019	2022				
ELL	14%	16%	1.4%				
Subgroups: ELL: Our English Learners decreased for the 2021-2022 school year							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Reclassification	11%	46%	Reclassification Rates	Annually
*Identified Need - Graduation/Promotion Rate							
<p>The CA Dashboard notes that in 2021 Balboa 64% overall students chronically absent. English Learners were absent 63%, students with Disabilities were absent 74%, Hispanic or Latino were absent 66%, African American or Black were absent 72% and Low Socioeconomically Disadvantaged students were absent 64%.</p> <p>Students are invited to Saturday school to make up work and clear absences and get help in academics and social-emotional support through the planned activities.</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	5	will meet or exceed standard in ELA CAASSP	21%	35%	CAASPP ELA	annually	
June 2023	5	will meet or exceed standard in Math CAASSP	22%	48%	CAASPP Math	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th Grade	English Learner	will meet or exceed standard in ELA	1.3%	22%	CAASPP ELA	annually

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June 2023	3-5th Grade	Students with Disabilities	will meet or exceed standard in ELA	1.3%	10%	CAASPP ELA	annually
June 2023	3-5th Grade	Hispanic or Latino	will meet or exceed standard in ELA	1.8%	48%	CAASPP ELA	annually
June 2023	3-5th Grade	Black or African American	will meet or exceed standard in ELA	1.5%	48%	CAASPP ELA	annually
June 2023	3-5th Grade	Homeless/Foster	will meet or exceed standard in ELA	1.8%	48%	CAASPP ELA	annually
June 2023	3-5th Grade	Socioeconomically Disadvantaged	will meet or exceed standard in ELA	1.7%	48%	CAASPP ELA	annually

Strategy/Activity 1: In School Resource Teacher

*Students to be served by this Strategy/Activity

All students will be served in this activity Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantage, African American or Black

*Strategy/Activity - Description

- In-School Resource Teacher (RT)
- will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and Planning for Tier 1 instruction
- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
- Will continue to provide support for English Learners in acquiring English and accessing grade level content by
- Providing professional development of best practices and culturally responsive teaching
- Providing Designated ELD to newcomers
- Working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results

- Plan Tier 1 and Tier 2 instruction
- Work directly with parents and ELAC.
- Work with teachers to Reclassify English Language Learners
- Will support PLCs in planning for Integrated and Designated English Language Development
- Will identify LTEL
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 5 hours of release time monthly
- Bi-weekly 2.5 hours data analysis collaboration during online learning

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001327	Inschool Resource Tchr	0.20000	\$19,783.20	\$28,498.15	0013-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The Resource Teacher organizes and executes the ELPAC testing for our English Learners, will analyze the data and will identify students in need of extra support through the Guided Reading center, and coordinate with the ESL para to provide further instructional support for EL students.
F001328	Inschool Resource Tchr	0.80000	\$79,132.80	\$113,992.58	0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher supports classroom teacher with activities such as data analysis, PLCs, Tier I, and SSTs. Push into small group interventions and power hour

***Additional Supports for this Strategy/Activity**

We purchased licenses for Raz-PLUS, Renaissance Freckle, and BrainPOP. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level. These platforms have a diagnostic assessment component that helps teachers to monitor growth three times per year.

Strategy/Activity 2: Professional Learning

*Students to be served by this Strategy/Activity

All students will be served in this activity Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

*Strategy/Activity - Description

PLC:

All certificated staff work in Professional Learning Communities

They meet bi-weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide science, Visual and Performing Arts, typing, math routine lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus
- The adjustment after the pandemic prevented Balboa from having in school PLCs and we moved to after school with small success.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0013C	Prof&Curriclm Dev Vist Tchr		\$12,500.00	\$15,476.25	0013-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers release classroom teachers to collaborate, analyze student data, make informed decisions on instruction, develop lessons and plan strategies for social emotional support of all students.
N00137O	Prof&Curriclm Dev Vist Tchr		\$17,541.00	\$21,717.51	0013-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers release classroom teachers to collaborate, analyze student data, make informed decisions on instruction, develop

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									lessons and plan strategies for social emotional support of all students.
N00139J	Prof&Curriclm Dev Vist Tchr		\$13,488.00	\$16,699.50	0013-30106- 00-1192- 1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers release classroom teachers to collaborate, analyze student data, make informed decisions on instruction, develop lessons and plan strategies for social emotional support of all students.
N0013BU	Conference Local		\$1,500.00	\$1,500.00	0013-30100- 00-5209- 1000-1110- 01000-0000	Title I Basic Program	[no data]		Staff conferences such as CALSA, CABA others.
	Supplies				0013-09800- 00-4301- 1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0013AL	Supplies to support student learning are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry-erase markers, headphones, de-escalation materials, sensory materials, etc.

***Additional Supports for this Strategy/Activity**

No additional supports are needed at this time, teachers continue to train students on the use and navigation of the platforms and technology to academic learning.

Strategy/Activity 3: Technology Support, Supplies, and Additional Interventions

***Students to be served by this Strategy/Activity**

All students will be served in this activity Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

***Strategy/Activity - Description**

Students in UTK-2nd grade receive intervention through the LAP program and Guided Reading materials for Reading Foundational Skills. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Students in grades 3rd-5th receive online intervention through Renaissance Freckle and BrainPOP for reading comprehension. PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci. Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading

Supplemental Instructional Classroom Supplies:

- paper: chart paper, journals, writing paper, art paper
- writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils
- Books: diverse books for Black youth, Hispanic and other ethnicities to represent student population; high-frequency decodable books, guided reading books
- Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards
- Intervention supplies: adding to the library of Whole Body Listenings

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black. Paying particular attention to this population falling behind in their grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00133	Supplies		\$12,853.00	\$12,853.00	0013-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support student learning are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry-erase markers, headphones, de-escalation materials, sensory materials, etc.
N001368	Software License		\$5,000.00	\$5,000.00	0013-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software such as brain-pop Freckle, Reading A-Z, RAZ Kids, possibly I Ready
N00139C	Software License		\$1,162.00	\$1,162.00	0013-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software such as brain-pop Freckle, Reading A-Z, RAZ Kids, possibly I Ready
N0013FT	Classroom Teacher Hrly		\$2,423.00	\$2,999.91	0013-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classroom Teacher Hourly Small groups interventions to support students African American, English Learners, Students with Disabilities, Latinos and Social-Emotional students.
N0013FW	Supplies		\$1,000.00	\$1,000.00	0013-30100-00-4301-1000-	Title I Basic Program	[no data]		Supplies to support student learning are needed such as journals, pencils, markers, graph paper, calculators, manipulatives,

					1110-01000-0000				whiteboards, dry-erase markers, headphones, de-escalation materials, sensory materials, etc.
Strategy/Activity 4: In school Resource Teacher, PLCs and Professional Development									
*Students to be served by this Strategy/Activity									
All students will be served with this strategy including English Learners, Students with Disabilities, Black or African American, Hispanic or Latino, Socioeconomically Disadvantaged									
*Strategy/Activity - Description									
<p>In School Resource Teacher RT</p> <ul style="list-style-type: none"> - Did support students by working with classroom teachers in their professional learning communities (PLC) with DATA analysis and planning for Tier 1 instruction - Did support struggling students by working with classroom teachers in their professional development communities (PLC) with DATA analysis and planning for Tier 2 interventions - provide support for English Learners in acquiring English and accessing grade level content by - Providing Designated ELD to newcomers - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results - plan Tier 1 and Tier 2 instruction using integrated ELD strategies <p>Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs</p> <ul style="list-style-type: none"> - Visiting teachers will provide PLCs with 3 hours of release time monthly (as per subs availability) - weekly data analysis collaboration during the Project IMPACT time - 2.5 hours of monthly data analysis and planning 									
*Additional Supports for this Strategy/Activity									
<p>All certificated staff work in Professional Learning Communities.</p> <p>They meet bi-weekly to:</p> <ul style="list-style-type: none"> - create common formative assessments across grade-levels - analyze data - use data to plan instruction. <p>Visiting teachers are used when on campus to:</p>									

- provide science, typing, PE instruction bi-weekly so PLCs can meet for data analysis for 2.5 hours to support Tier I and Tier II instruction when subs are available

Strategy/Activity 5: Tutoring

***Students to be served by this Strategy/Activity**

All students will be served with this strategy including English Learners, Students with Disabilities, Black or African American, Hispanic or Latino, Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Provide after school tutoring opportunities to students needing support in mathematics, and mathematical practices using Universal Design for Learning that addresses the learning style of all students.

***Additional Supports for this Strategy/Activity**

Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers and more...

Strategy/Activity 6: Supplies

***Students to be served by this Strategy/Activity**

All students will be served in this activity Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

***Strategy/Activity - Description**

Classroom instructional supplies:

- Art supplies

Paper: chart paper, grid paper, journal, math journals, construction paper, sentence strips

- Writing utensils: pencils, markers, pens, dry erase markers and erasers

- White lap boards

- Math charts

- Math manipulatives: cubes, base 10, shapes, links and other hands on tactile math learning tools

- Headphones for testing

Strategy/Activity 7: Intervention and Instructional Supports

***Students to be served by this Strategy/Activity**

Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

***Strategy/Activity - Description**

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black paying particular attention to this population falling behind in their grade level. Furthermore, teachers have immediate access to parents for prompt conversations in support of the students and for the 2021-2022 school year we added an Early Intervention Conference date in Mid-October to support the most fragile students in each classroom. Language is sometimes a barrier, but we have a guidance assistant that is partnering with the teachers to relay the message when necessary. In addition, for the 2021-2022 school year Balboa added an ESL PARA to further support students in math language and translations.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00132W	Classroom PARAS Hrly		\$4,311.00	\$5,906.50	0013-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Paras are called to support the identified chronic absenteeism students and work in collaboration to form groups along with the teacher to offer extra academic support after-school tutorials to support the academic gap, and further develop social-emotional skills and academic resiliency.
N0013A2	Classroom Teacher Hrly		\$2,423.00	\$2,999.91	0013-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers identify chronic absenteeism students and communicate with families to offer after-school tutorials to support the academic gap, and further develop social-emotional skills and academic resiliency.
N0013BV	Classroom PARAS Hrly		\$3,275.00	\$4,487.09	0013-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Paras are called to support the identified chronic absenteeism students and work in collaboration to form groups along with the teacher to offer extra academic support after-school tutorials to support the academic gap, and further develop social-emotional skills and academic resiliency.

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N0013CE	PullOut/Push in Hrly		\$4,159.00	\$5,149.27	0013-30106-00-1159-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers identify chronic absenteeism students and communicate with families to offer after-school tutorials to support the academic gap, and further develop social-emotional skills and academic resiliency.
N0013F9	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0013-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplication of flyers, information, mind-mapping, templates and more for student engagement.
N0013FP	Non Clsrm Tchrr Hrly		\$3,311.00	\$4,099.35	0013-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Paras are called to support the identified chronic absenteeism students and work in collaboration to form groups along with the teacher to offer extra academic support after-school tutorials to support the academic gap, and further develop social-emotional skills and academic resiliency.
N0013FS	Equipment Non Capitalized		\$100.00	\$100.00	0013-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Equipment such as printers to support the academic needs of unduplicated students

Strategy/Activity 8: Bocon Arts Support Program

*Students to be served by this Strategy/Activity

All students with an emphasis on English Learners will be supported by this activity.

*Strategy/Activity - Description

Balboa has a full arts program through the BOCON organization and natural approaches to help students complement their access to the universal curriculum. Balboa is designed to develop students who are critical, creative, and innovative thinkers. We aim to nurture all 9 intelligence: *Naturalist, Musical, Logical-Mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-Personal, and Spatial*. Teachers will collaborate several times per year to make sure the art lesson complements their curriculum, supports English Learners learning English, and support social-emotional students including all student participation, especially the Black and Brown students as well as the students with disabilities and Latino students. The lessons are in conjunction with a co-teaching model where the artist and the teacher present.

BOCON is not a Contracted service provided by VAPA. It is an organization that Balboa has been collaborating with for the last five years. The integrated lessons with English Language arts are supporting literacy standards K-5. Service additionally supports our school's safe & collaborative inclusive goal by providing student access to their own voice, heritage, and multicultural experience using a variety of modalities and art supplies.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0013DY	Contracted Svcs > \$25K		\$45,000.00	\$45,000.00	0013-30106-00-5100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Bocon contract; see description including a variety of art supplies such as paint, brushes, markers, etc

Strategy/Activity 9: Technology

***Students to be served by this Strategy/Activity**

All English Learners will be supported by this activity.

***Strategy/Activity - Description**

Students in UTK-2nd grade have access to the online reading foundational skills intervention program Raz-Plus. Students receive instruction in phonemic awareness, phonological awareness, high-frequency words, and text reading through class sessions and small group interventions. Students in 3rd-5th grade receive reading comprehension intervention through Renaissance Freckle, BrainPOP, and Benchmark. Students requiring foundational literacy intervention also have access to Raz Kids Plus Ants. Teachers utilize data from the ongoing built-in assessments to determine small group intervention and one-on-one support.

During Grade Level Collaboration we are focusing on Fountas and Pinnel, (DRA), FAST (K-5) platform, Renaissance Freckle (-K-5), and BrainPOP (UTK-5) platforms as well as Benchmark Advanced and Adelante. This diagnostic assessment and curriculum programs will provide opportunities for students to practice their ELA reading, writing, listening, and speaking skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 2.5 hours per grade level for collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions for ELD.

Strategy/Activity 10: Professional Development

***Students to be served by this Strategy/Activity**

All English Learner students will be supported by this activity.

***Strategy/Activity - Description**

Hourly pay for professional development and training for Para educators during the 2021-2022 school year. ESL paraprofessional will work alongside all students in the classroom. Para educators will learn research based strategies for supporting ELLs in language development across curriculum. Instructional materials are used to support students in class as well.

Strategy/Activity 10: Instructional and Intervention Materials

***Students to be served by this Strategy/Activity**

Students with disabilities English Learners, Hispanic or Latinos, Black or African American, Socioeconomically Disadvantaged

***Strategy/Activity - Description**

Instructional supplies used to target the specific needs of students with disabilities which include Read Naturally and Math IXL. Education specialists will collaborate with all grade-level PLCs on UDL planning. Ed specialists, teachers, and Para educators will co-plan and co-teach core lessons. Para educators will be provided training on small group instruction. All Ed Specialists and Para educators will participate in professional development on culturally responsive teaching practices.

***Additional Supports for this Strategy/Activity**

A co-teaching model was piloted in previous years in as many classrooms as possible. This year our Special Education staff will push in to these online classrooms during Language Arts/ math to provide small group instruction.

Strategy/Activity 11: Equity Leadership Team***Students to be served by this Strategy/Activity**

African American or Black as well as other students including Hispanic, Multi-race, and dual identified students.

***Strategy/Activity - Description**

For the better incorporation of our African American or Black students counselor and guidance assistant (along with teachers) facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Student recognition through daily announcements
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

The goal is make sure our students feel invested in coming to school and celebrated to excel in academics.

Strategy/Activity 12 : Resource Teacher

***Students to be served by this Strategy/Activity**

All Students will be served by this strategy including 3rd-grade students who are English Language Learners, Hispanic, African American, Homeless, Socioeconomically Disadvantage and students with Disabilities.

***Strategy/Activity - Description**

- In-School Resource Teacher (RT)
 - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices using research based strategies
 - provide support for English Learners in acquiring English and accessing grade level content by:
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - planning Tier 1 and Tier 2 instruction
 - - providing small group intervention for ELL
- Will closely monitor, identify, group and support students in classrooms, small group intervention, parent support in conjunction with the OLA and ELAC.

***Additional Supports for this Strategy/Activity**

Counselor and guidance assistant will support students through whole class lessons with copies from The Leader in Me, Second Step and other social emotional learning resources.

Small group support will be given to students needing assistance with problem solving and self-regulation. Counseling center will support students and teachers in problem solving and restoring students to a place of learning.

Counseling room will be used for community circles, Restorative Circles, small group counseling and student check-ins.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

IMPLEMENTATION

In the SPSA, our goal is to effectively communicate with all parents regarding student progress. We share our data through formal and informal parent meetings, report cards, parent/teacher conferences, student study teams, ELPAC, and SBA parent workshops. We aim to reach out to at least 100% of families that would attend at least one school event and we purposely use a variety of methods: via print and online flyers, automated phone calls, Family Fridays, monthly calendars online and on print, online announcements through ClassDojo by teachers through Google Classroom, Seesaw, the marquee in different languages when possible, ClassDojo, Instagram, Twitter, and Facebook. We also communicated all of the events in both English and Spanish and when using School Messenger are shared in different languages.

In addition to the above, parent workshops are actively sought out and offered by the school site.

1. In the 2021-2022 school year we continued to look for partnerships to no avail. Balboa Parks and Recreation was a possibility, but never came to fruition
2. Field trip to UCSD to expose parents to college life was scheduled for May 2022. Due to COVID-19, the completion of the program ended earlier. This field trip has been scheduled for May 2023.
3. Understanding the ELPAC test and results workshop was scheduled and shared via zoom.

In order to encourage participation in groups such as ELAC and SSC, we had them via zoom.

Parent communication was facilitated through funding for duplication services of items such as the yearly family handbook and flyers for special events. Parent workshops are enhanced through funding for basic supplies such as paper, writing utensils, books, and binders, flyers, educational materials, and books to read.

EFFECTIVENESS OF STRATEGIES

In terms of our parent participation goal, the Cal Schools Parent Survey 2021-22 showed that 73% of parents said they attended a school event. Similarly, 73% said they attended a parent-teacher conference, and 86% said they attended a general school meeting. Due to COVID19, the data to demonstrate the effectiveness of parent engagement ended earlier. Nonetheless, we continue to meet via zoom, ClassDojo, Instagram, and Facebook several times per week to reach out to parents. In terms of our communication goal, the Cal Schools Parent Survey 2021-2022 showed that 73% of parents feel that the school informs them how their child is progressing at school between report cards. We are not meeting the expected communication goal.

In addition, the following is data for the category of "Parental Involvement" on the Cal Schools Parent Survey 2021-22:

- School allows **input** and welcomes parents' contributions, needs to improve
- School **encourages** me to be an active partner with the school in educating my child, needs to improve
- School actively seeks the input of parents before making **important decisions**, needs to improve
- Parents feel welcome to **participate** at this school, needs to improve

When looking at the combined percentages of Strongly Agree and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement. We would like to see an increase in the category of Strongly Agree. Due to COVID19, the data to demonstrate the effectiveness of parent communication ended earlier. Nonetheless, we continue to encourage communication and meet via zoom, ClassDojo, Instagram, and Facebook several times per week to reach out to parents.

Admin, counseling and support staff get involved with families:

- Conducted home visits with teachers, guidance assistant, and ed specialists to ensure student health and wellness.
- Supported staff by providing resources and supports while attending staff meetings and staff professional learning, along with offering consultations for all staff.
- Reached out to all families during campus closure via phone, zoom and home visits. Located students out of the city and state to ensure they were safe.
- Continued to check in on high needs students and families over summer break.
- Responded to the needs of parents on holidays and weekends with phone calls, home visits and delivery of donated food and gift cards
- Provided community resources to procure food, food cards, housing, essential items, parent workshops, and a holiday Toy Drive by partnering with outside agencies such as:
 - Diamond Educational Excellence Partnership
 - SAY San Diego
 - Logan Heights

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Despite all of the efforts, we were not able to reach 100% of families to attend at least one school event even using a variety of methods: via print and online flyers, automated phone calls, Family Fridays, virtually via zoom, monthly calendars online and on print, home visits, website, SST, IEPs, online announcements by teachers through Google Classroom, Seesaw, the marquee in different languages when possible, ClassDojo, Instagram, Twitter, and Facebook. We also communicated all of the events in both English and Spanish and when using School Messenger messages are shared in different languages and virtually while on online learning.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The site will aim at empowering families through parent training opportunities through the district and the community. For the 2022-23 school year we are attempting to find workshops opportunities around health, wellness and continue with the partnership similar to the workshops offered by PIQE parents institute for quality education for families three years ago. Our budget constraints will determine who will be invited. We will continue to seek partnership with the neighboring colleges to take classes, ESL, certifications and finally continue with city involvement and academic growth presentations.

***Identified Need**

In order to support students academically, parents will have access to the Power School Parent Portal program. When parents are monitoring grades and attendance, students will be able to increase academic achievement

2021-2022 data from CHKS demonstrated that Balboa, allows input and welcomes parents' contributions Strongly Agree 73%. Balboa encourages parents to be active partners with the school in educating students, we actively seeks the input of parents before making important decisions. Parents feel welcome to participate at this school we will continue to build a strong parental involvement.

The goal for the 2022-23 school year is to improve in all of the Agree responses to Strongly Agree.

Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
February 2023	Other (Describe in Objective)	All parents/guardians will have an email in PowerSchool system to receive regular communication from the school	80%	100%	Other - Describe in objective
February 2023	SSC	Parents/guardians will have the opportunity to attend monthly SSC/SGT/Weekly virtual parent coffee meetings at Balboa	100%	100%	CAL - SCHLS (CSPS)
February 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	present levels to at least 50%	50%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will participate in at least three school event.	81%	100%	Attendance
June 2023	ELAC	Parents will participate in ELAC and support in the recommendations proposed	81	95	Meeting Attendance

Strategy/Activity 1: Capacity Building/ Parent Workshops

***Families to be served by this Strategy/Activity**

All families will be served by these strategies including families of students who are English Language Learners, Hispanic, African American, Homeless, Students with Disabilities, and Socioeconomically disadvantaged.

***Strategy/Activity - Description**

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - Attendance
 - School wide Academic Performance
 - Safety Plan
 - Explaining the role of support staff (counselor, resource teacher, PE teacher)
 - Health and Wellness
 - Zones of Regulation
 - The PIT, Sphere of Success and Alliances
 - Parent institute will be invited to support parents

Balboa School has a dedicated parent volunteer center ready to welcome families with computers, printers welcoming environment, supplies and at time child care.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0013M	Inservice supplies		\$512.00	\$512.00	0013-30103-00-4304-2495-	Title I Parent Involvement	[no data]		Light refreshments such as pastries and water to be available at parent meetings and events.

Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					0000-01000-0000				
N00136G	Software License		\$500.00	\$500.00	0013-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Software licenses such as Rosetta Stone.
N00139D	Supplies		\$948.00	\$948.00	0013-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent supplies such as books, classroom materials and supplies, and some electronics to support parents working away from home at school in the resource parent center.
N00139R	Interprogram Svcs/Paper		\$300.00	\$300.00	0013-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Duplication of flyers for parent engagement sent home.
N0013BA	Conference Local		\$500.00	\$500.00	0013-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]		One goal is for parents to attend such as the CABA Conference and or parenting conferences at local universities.
N0013FO	Interprogram Svcs/Field Trip		\$600.00	\$600.00	0013-30103-00-5735-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Parents are informed of the possibilities to participate in field trips to expose them to university life to support their students in academics, instruction, and goal setting.

***Additional Supports for this Strategy/Activity**

The school will encourage participation through effective communication strategies:

- all site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls
- Marquee
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal
- Social media: Twitter, Facebook, Instagram, ClassDojo

APPENDICES

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

APPENDIX A
BUDGET SUMMARY

Balboa Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 209,979
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 392,175

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 92,708
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 92,708

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 89,488
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 89,488

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 392,175

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Balboa Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.2	\$19,783.20
Balboa Elementary			3000 Benefits		0	\$8,714.95
Balboa Elementary		Inschool Resource Tchr Total			0.2	\$28,498.15
Balboa Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,423.00
Balboa Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$12,500.00
Balboa Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$2,000.00
Balboa Elementary			3000 Benefits		0	\$4,293.36
Balboa Elementary			4301 Supplies	Supplies	0	\$34,673.00
Balboa Elementary			4491 Equipment Non Capitalized	Equipment Non Capitalized	0	\$100.00
Balboa Elementary			5841 Software License	Software License	0	\$5,000.00
Balboa Elementary		(blank) Total			0	\$60,989.36
Balboa Elementary	09800 LCFF Intervention Support Total				0.2	\$89,487.51
Balboa Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.625	\$21,540.63
Balboa Elementary			3000 Benefits		0	\$27,576.60
Balboa Elementary		Guidance Asst Total			0.625	\$49,117.23
Balboa Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.8	\$79,132.80
Balboa Elementary			3000 Benefits		0	\$34,859.78
Balboa Elementary		Inschool Resource Tchr Total			0.8	\$113,992.58
Balboa Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$3,751.00
Balboa Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$17,541.00
Balboa Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$3,275.00
Balboa Elementary			2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	0	\$729.00
Balboa Elementary			3000 Benefits		0	\$6,551.53
Balboa Elementary			4301 Supplies	Supplies	0	\$1,000.00
Balboa Elementary			5209 Conference Local	Conference Local	0	\$1,500.00
Balboa Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$3,000.00
Balboa Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$5,000.00
Balboa Elementary			5841 Software License	Software License	0	\$1,162.00
Balboa Elementary		(blank) Total			0	\$43,509.53
Balboa Elementary	30100 Title I Basic Program Total				1.425	\$206,619.34
Balboa Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$948.00
Balboa Elementary			4304 Inservice supplies	Inservice supplies	0	\$512.00
Balboa Elementary			5209 Conference Local	Conference Local	0	\$500.00
Balboa Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$300.00
Balboa Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$600.00
Balboa Elementary			5841 Software License	Software License	0	\$500.00
Balboa Elementary		(blank) Total			0	\$3,360.00
Balboa Elementary	30103 Title I Parent Involvement Total				0	\$3,360.00
Balboa Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,423.00
Balboa Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$4,159.00
Balboa Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$13,488.00
Balboa Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$3,311.00
Balboa Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$4,311.00
Balboa Elementary			3000 Benefits		0	\$7,162.53
Balboa Elementary			4301 Supplies	Supplies	0	\$12,853.00
Balboa Elementary			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$45,000.00
Balboa Elementary		(blank) Total			0	\$92,707.53
Balboa Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0	\$92,707.53

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Balboa Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY
2022-23 SCHOOL YEAR

With approval from the local governing board, Balboa Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. Balboa initiates the conversation during the first Coffee with the Principal informing them of these documents. Then once the document is completed, it is shared with the parents via Classdojo, via email, via Facebook, and printed copies are available to parents in our main office.

The school-level parent and family engagement policy shall describe the means for how Balboa Elementary school shall carry out the following requirements:

Balboa Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. Our annual meeting was held during our Back to School Night, September 21, 2022. We shared with parents a description of the Title I program and its requirements. The meeting was an open invitation extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Balboa Elementary School. At this meeting the template for the Policy was discussed and the specifics regarding what should be included in the Policy were shared. Through open discussion, parents and principal reached consensus as to the information to be included. The Title I Parent & Family Engagement Policy will be distributed to parents on October 20, 2022, in English and Spanish through email, ClassDojo, and classroom teachers.

To involve parents in the parent and family engagement policy at Balboa Elementary, the following practices have been established:

- Balboa Elementary convenes an annual meeting to inform Title I parents about policy requirements and about the right of parents to be involved in the Title I program.
- SSC meetings are scheduled at a time that is convenient for parents and community members.
- Balboa Elementary 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 parent and family engagement policy.
- Balboa Elementary provides parents of Title I students with timely information about Title I programs through the school bulletin boards, school calendar, flyers, phone calls, marquee, and ClassDojo..

Balboa Elementary offers a flexible number of meetings for parents of Title I students including SSC, SGT (if available), ELAC, and Coffee with the Principal. Meetings are held at different times, based on parent input. All parents are encouraged to participate and provide input at these meetings. Parents are also welcomed to provide input through ClassDojo, Facebook, Instagram, and Twitter.

Balboa Elementary 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.

- We provide feedback to parents during Back to School Week, parent/teacher conferences and report cards.
- We provide parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment by district presenters. We are committing to presentations by the SEEP program on social regulation for our students in UTK-3rd grade.

- We also provide parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents are welcome at any time to visit classrooms, observe inside and outside the classrooms and we welcome feedback on safety, organization, and engagement.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements:

- We provide Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment through the district.
- We provide parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- Balboa promotes the importance of ongoing communication between parents and teachers through parent-teacher conferences Mid-October, the Fall and Spring, 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.
- Teachers adhere to the district's at-risk, identification, intervention and support timelines.
- The principal and teachers meet with parents when students are in severe academic jeopardy through Student Study Teams to develop strategies to support the student.

Balboa Elementary coordinates and integrates the Title I, Part A 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. When necessary the principal, school nurse, counselor, school psychologist, guidance, and instructional staff are aware of district central support services and make necessary contacts when student's needs cannot be appropriately addressed at the time.

At the beginning of the year all teachers have videos showing the inside of their classrooms, we have videos showing all entrances, protocols, camera systems to make sure our parents fully understand the commitment to safety, healthy protocols for all of our students. Teachers open their doors the first weeks allowing parents to converse before Back to School in September. This activity lends itself for prompt communication with parents.

We aim at full participation for our parents offering a variety of opportunities from volunteering at lunch to becoming essential parents in classrooms for all sorts of activities from fieldtrip chaperoning to classroom readers.

Balboa is proud to communicate with parents in a variety of ways. Primarily we use the Classdojo platform and messages are sent in Spanish and English. Occasionally in french, farsi, haitian or chinese when time permits it. The Classdojo platform has a translating mechanism. We send flyers in Spanish and English. We have Pockettalk portable translators . We use our Facebook and Twitter accounts to further extend the message and we are available before and after school for any conversation and via phone or text.

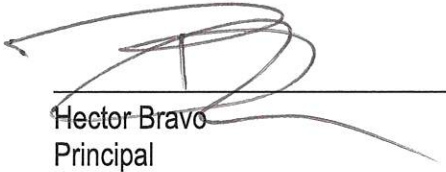
Balboa is a HUB of services from academics to social emotional. We aim at full service regardless of the nature of the need, we tap into our community stakeholders and district agencies to accomplish full support.

In carrying out the parent and family engagement requirements of Title I, Part A, Balboa Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required in a format and, to the extent practicable, in a language such parents understand.

- We distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents in English with Spanish translation either through district interpreters or school personnel.
- We offer a flexible number of meetings for parents of Title I students including SSC, SGT (when available), ELAC, and Coffee with the Principal. Meetings are held at different times, based on parent input.
- Student assemblies are open to all families starting in November via zoom
- We create and share a monthly Balboa calendar that includes meeting announcements and other important information.
- Balboa Elementary provides parents of Title I students with timely information about Title I programs through the school bulletin boards, school calendar, flyers, phone calls, marquee, and ClassDojo.

This policy was adopted by Balboa Elementary on September 21, 2022 and will be in effect for the 2022-23 school year.

Balboa Elementary will distribute the policy to all parents on or before October 20, 2022.



Hector Bravo
Principal

Approved by SSC: 10/19/22 SMR

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

**Balboa Elementary School
2022-23 Title I School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements:

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards.
- During Back to School week, classroom teachers provided a variety of ways to promote their learning classrooms and help parents feel at ease this school year. Videos of the environment were recorded highlighting areas such as the Focus Walls where all teacher/student actions live. This wall highlights the weekly goals and learning objectives in detail for students and families to know what will be learned. An in-depth outline of what students will be learning during the year and what standards students will be focusing on was shared via ClassDojo. During the Back to School week, teachers shared and demonstrated the different assessments that will be administered during the year and explained that there will be multiple opportunities during the year to discuss student progress.
- 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. Balboa Adheres to the Benchmark Curriculum for English and Spanish instruction. The curriculum is closely linked to the state testing SBA making it very reliable and versatile when instructing students.

Balboa Elementary promotes the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

- Balboa offered a Back to School week to promote participation in the fall and Spring. Teachers expect to meet with every parent during the first grading period to establish the communication between home and school to better meet the needs of each student.

- In addition, Balboa shared videos of the classroom environment and routines to accommodate families unable to visit the school. Balboa linked all schedules, zoom codes, parent letters in Spanish and English as well as welcoming videos to make it accessible for parents to stay informed.
- Furthermore, Balboa has additional parent student conferences Mid October to support students/ parents before the week long parent-teacher conferences at the end of November. This day is designed to continue strengthening the academic communication between the student, parent and school.
- Also, parents and teachers can call a meeting to discuss academic performance at any time by making an appointment in advance.

Balboa Elementary frequently reports to parents on their children's progress.

- Balboa uses ClassDojo as the platform where parents and teachers communicate. This platform allows classroom communication or individual parent-teacher-admin communication. Balboa teachers send frequent messages to parents alerting them how their students are progressing academically, ask for additional home support, and share successes.
- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework,, literacy, math, and understanding of assessments that are administered during the year such as CAASPP, ELPAC, Benchmark, FAST, Fountas and Pinnel and in some cases DRA.

Balboa Elementary provides reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

- Due to safety concerns in schools across the United States, Balboa informed parents that we are a closed campus. Nonetheless, we are open for monthly Coffee with the Principal, classroom visits after school, SEEP, ELAC, and SSC meetings, fundraising activities, classroom visits during instruction accompanied by a school representative, and classroom essential volunteers.

Balboa Elementary provides regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- Balboa purchased PocketTalk translation devices in the 2021-2022 school year to better communicate with parents in real time (the devices translate in most languages with clarity and real voice, except for Pashto, an Arabic dialect. These devices are in addition to scheduled translators for IEPs, special meetings such as SSC/ELAC/SSTs and more. We translate all messages in at least two languages, English and Spanish, but often we translate messages in the majority of languages we have at our school.
- Balboa convenes an annual Title I meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School Week parent meetings. Bulletin boards, school monthly calendars, flyers, phone calls, marquee, ClassDojo, FaceBook, Twitter, and Instagram are used to advertise parent meetings and training sessions offered at our school.
- In addition, we have a fully converted room for parent meetings and planning where parents can go and print, use computers and get informed about school activities.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	236	33.5	229	27.1	225	38.2	218	32.6	184	21.2	-12.3	-11.4	237	22.8	240	20.0	230	34.8	218	38.5	183	18.6	-4.2	-19.9
Female	117	41.0	111	35.1	111	39.6	112	38.4	79	21.5	-19.5	-16.9	120	23.3	120	24.2	112	32.1	113	32.7	77	11.7	-11.6	-21.0
Male	119	26.1	118	19.5	114	36.8	106	26.4	105	21.0	-5.1	-5.4	117	22.2	120	15.8	118	37.3	105	44.8	106	23.6	1.4	-21.2
African American	3	-	4	-	5	-	7	-	5	-	-	-	4	-	5	-	6	-	7	-	5	-	-	-
Asian	1	-	2	-	1	-	0	-	2	-	-	-	2	-	3	-	1	-	0	-	3	-	-	-
Filipino	0	-	3	-	1	-	3	-	4	-	-	-	0	-	3	-	1	-	3	-	4	-	-	-
Hispanic	223	32.7	211	25.1	212	38.2	201	32.3	166	19.9	-12.8	-12.4	221	22.6	220	18.6	216	34.3	200	39.0	163	17.2	-5.4	-21.8
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	7	-	7	-	4	-	4	-	4	-	-	-	8	-	7	-	4	-	4	-	5	-	-	-
Multiracial	2	-	2	-	2	-	3	-	2	-	-	-	2	-	2	-	2	-	4	-	2	-	-	-
English Learner	126	17.5	97	2.1	115	20.0	106	20.8	113	8.0	-9.5	-12.8	129	11.6	105	3.8	119	20.2	107	24.3	114	9.6	-2.0	-14.7
English-Speaking	110	51.8	132	45.5	110	57.3	112	43.8	71	42.3	-9.5	-1.5	108	36.1	135	32.6	111	50.5	111	52.3	69	33.3	-2.8	-19.0
Reclassified†	55	69.1	71	52.1	44	77.3	46	63.0	25	52.0	-17.1	-11.0	55	45.5	72	40.3	44	68.2	46	78.3	24	45.8	0.3	-32.5
Initially Eng. Speaking	55	34.5	61	37.7	66	43.9	66	30.3	46	37.0	2.5	6.7	53	26.4	63	23.8	67	38.8	65	33.8	45	26.7	0.3	-7.1
Econ. Disadv.*	222	33.8	219	26.9	218	37.2	212	31.6	171	18.7	-15.1	-12.9	220	22.7	228	20.2	222	33.8	211	37.9	170	16.5	-6.2	-21.4
Non-Econ. Disadv.	14	28.6	10	30.0	7	-	6	-	13	53.8	25.2	-	17	23.5	12	16.7	8	-	7	-	13	46.2	22.7	-
Gifted	48	64.6	32	62.5	20	85.0	11	72.7	2	-	-	-	47	57.4	32	50.0	20	85.0	11	90.9	2	-	-	-
Not Gifted	188	25.5	197	21.3	205	33.7	207	30.4	182	20.3	-5.2	-10.1	190	14.2	208	15.4	210	30.0	207	35.7	181	18.2	4.0	-17.5
With Disabilities	35	2.9	31	0.0	21	9.5	28	7.1	25	8.0	5.1	0.9	32	0.0	31	0.0	21	4.8	26	3.8	24	16.7	16.7	12.9
WO Disabilities	201	38.8	198	31.3	204	41.2	190	36.3	159	23.3	-15.5	-13.0	205	26.3	209	23.0	209	37.8	192	43.2	159	18.9	-7.4	-24.3
Homeless	47	36.2	56	30.4	43	23.3	48	27.1	52	17.3	-18.9	-9.8	47	21.3	60	13.3	44	29.5	49	32.7	38	13.2	-8.1	-19.5
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	2	-	1	-	-	-	2	-	1	-	2	-	2	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	32.9	76	22.4	81	38.3	0	-	65	15.4	-17.5	-	83	27.7	79	19.0	82	35.4	71	35.2	64	15.6	-12.1	-19.6
Female	32	43.8	31	29.0	47	34.0	0	-	30	20.0	-23.8	-	33	30.3	33	27.3	48	27.1	39	33.3	29	17.2	-13.1	-16.1
Male	50	26.0	45	17.8	34	44.1	0	-	35	11.4	-14.6	-	50	26.0	46	13.0	34	47.1	32	37.5	35	14.3	-11.7	-23.2
African American	1	-	2	-	2	-	0	-	1	-	-	-	2	-	2	-	3	-	2	-	1	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	0	-	2	-	1	-	-	-
Hispanic	81	33.3	67	19.4	77	40.3	0	-	62	16.1	-17.2	-	81	28.4	70	15.7	77	37.7	63	36.5	61	16.4	-12.0	-20.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	1	-	1	-	-	-
Multiracial	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	3	-	0	-	-	-
English Learner	55	20.0	41	2.4	54	31.5	0	-	45	6.7	-13.3	-	57	14.0	42	4.8	54	29.6	31	12.9	44	11.4	-2.6	-1.5
English-Speaking	27	59.3	35	45.7	27	51.9	0	-	20	35.0	-24.3	-	26	57.7	37	35.1	28	46.4	40	52.5	20	25.0	-32.7	-27.5
Reclassified†	10	100.0	12	58.3	5	-	0	-	3	-	-	-	10	100.0	13	53.8	5	-	21	71.4	3	-	-	-
Initially Eng. Speaking	17	35.3	23	39.1	22	40.9	0	-	17	23.5	-11.8	-	16	31.3	24	25.0	23	34.8	19	31.6	17	23.5	-7.8	-8.1
Econ. Disadv.*	77	32.5	72	23.6	78	37.2	0	-	62	14.5	-18.0	-	78	28.2	75	20.0	79	34.2	70	34.3	61	14.8	-13.4	-19.5
Non-Econ. Disadv.	5	-	4	-	3	-	0	-	3	-	-	-	5	-	4	-	3	-	1	-	3	-	-	-
Gifted	15	73.3	5	-	2	-	0	-	2	-	-	-	15	73.3	5	-	2	-	1	-	2	-	-	-
Not Gifted	67	23.9	71	19.7	79	36.7	0	-	65	15.4	-8.5	-	68	17.6	74	14.9	80	33.8	70	35.7	64	15.6	-2.0	-20.1
With Disabilities	35	2.9	11	0.0	7	-	0	-	9	-	-	-	7	-	11	0.0	7	-	10	0.0	8	-	-	-
WO Disabilities	75	36.0	65	26.2	74	41.9	0	-	56	16.1	-19.9	-	76	30.3	68	22.1	75	38.7	61	41.0	56	16.1	-14.2	-24.9
Homeless	17	29.4	19	21.1	12	25.0	0	-	15	13.3	-16.1	-	17	23.5	21	4.8	13	38.5	12	25.0	12	16.7	-6.8	-8.3
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	1	-	-	-	0	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	30.1	80	28.7	65	35.4	0	-	56	26.8	-3.3	-	74	21.6	84	21.4	68	33.8	83	37.3	58	25.9	4.3	-11.4
Female	47	40.4	34	38.2	28	42.9	0	-	22	22.7	-17.7	-	49	24.5	38	26.3	28	35.7	45	26.7	22	9.1	-15.4	-17.6
Male	26	11.5	46	21.7	37	29.7	0	-	34	29.4	17.9	-	25	16.0	46	17.4	40	32.5	38	50.0	36	36.1	20.1	-13.9
African American	1	-	2	-	1	-	0	-	2	-	-	-	1	-	2	-	1	-	3	-	2	-	-	-
Asian	0	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Hispanic	66	27.3	77	27.3	59	33.9	0	-	52	25.0	-2.3	-	66	19.7	81	21.0	62	30.6	79	36.7	52	23.1	3.4	-13.6
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	0	-	2	-	0	-	0	-	-	-	6	-	0	-	2	-	1	-	1	-	-	-
Multiracial	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
English Learner	42	11.9	29	3.4	31	12.9	0	-	31	16.1	4.2	-	43	11.6	32	0.0	34	17.6	49	28.6	33	15.2	3.6	-13.4
English-Speaking	31	54.8	51	43.1	34	55.9	0	-	25	40.0	-14.8	-	31	35.5	52	34.6	34	50.0	34	50.0	25	40.0	4.5	-10.0
Reclassified†	14	92.9	28	50.0	12	83.3	0	-	10	40.0	-52.9	-	14	57.1	28	35.7	12	75.0	10	80.0	10	40.0	-17.1	-40.0
Initially Eng. Speaking	17	23.5	23	34.8	22	40.9	0	-	15	40.0	16.5	-	17	17.6	24	33.3	22	36.4	24	37.5	15	40.0	22.4	2.5
Econ. Disadv.*	72	30.6	75	28.0	65	35.4	0	-	50	20.0	-10.6	-	72	20.8	77	20.8	67	34.3	78	37.2	52	21.2	0.4	-16.0
Non-Econ. Disadv.	14	28.6	5	-	7	-	0	-	6	-	-	-	2	-	7	-	1	-	5	-	6	-	-	-
Gifted	16	50.0	13	53.8	5	-	0	-	2	-	-	-	15	40.0	13	61.5	5	-	5	-	2	-	-	-
Not Gifted	57	24.6	67	23.9	60	31.7	0	-	56	26.8	2.2	-	59	16.9	71	14.1	63	28.6	78	33.3	58	25.9	9.0	-7.4
With Disabilities	35	2.9	8	-	6	-	0	-	9	-	-	-	12	0.0	8	-	6	-	8	-	9	-	-	-
WO Disabilities	61	36.1	72	31.9	59	39.0	0	-	47	29.8	-6.3	-	62	25.8	76	23.7	62	37.1	75	40.0	49	24.5	-1.3	-15.5
Homeless	18	44.4	19	21.1	16	25.0	0	-	21	14.3	-30.1	-	19	15.8	19	10.5	16	25.0	15	33.3	14	7.1	-8.7	-26.2
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	81	37.0	73	30.1	79	40.5	0	-	63	22.2	-14.8	-	80	18.8	77	19.5	80	35.0	64	43.8	61	14.8	-4.0	-29.0
Female	38	39.5	46	37.0	36	44.4	0	-	27	22.2	-17.3	-	38	15.8	49	20.4	36	36.1	29	41.4	26	7.7	-8.1	-33.7
Male	43	34.9	27	18.5	43	37.2	0	-	36	22.2	-12.7	-	42	21.4	28	17.9	44	34.1	35	45.7	35	20.0	-1.4	-25.7
African American	1	-	0	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	2	-	2	-	-	-
Asian	1	-	1	-	0	-	0	-	2	-	-	-	1	-	2	-	0	-	0	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Hispanic	76	36.8	67	28.4	76	39.5	0	-	52	19.2	-17.6	-	74	18.9	69	18.8	77	33.8	58	44.8	50	12.0	-6.9	-32.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	5	-	1	-	0	-	3	-	-	-	2	-	5	-	1	-	2	-	3	-	-	-
Multiracial	2	-	0	-	0	-	0	-	2	-	-	-	2	-	0	-	0	-	1	-	2	-	-	-
English Learner	29	20.7	27	0.0	30	6.7	0	-	37	2.7	-18.0	-	29	6.9	31	6.5	31	6.5	27	29.6	37	2.7	-4.2	-26.9
English-Speaking	52	46.2	46	47.8	49	61.2	0	-	26	50.0	3.8	-	51	25.5	46	28.3	49	53.1	37	54.1	24	33.3	7.8	-20.8
Reclassified†	31	48.4	31	51.6	27	70.4	0	-	12	50.0	1.6	-	31	22.6	31	38.7	27	59.3	15	86.7	11	54.5	31.9	-32.2
Initially Eng. Speaking	21	42.9	15	40.0	22	50.0	0	-	14	50.0	7.1	-	20	30.0	15	6.7	22	45.5	22	31.8	13	15.4	-14.6	-16.4
Econ. Disadv.*	73	38.4	72	29.2	75	38.7	0	-	59	22.0	-16.4	-	70	18.6	76	19.7	76	32.9	63	42.9	57	14.0	-4.6	-28.9
Non-Econ. Disadv.	8	-	1	-	4	-	0	-	4	-	-	-	10	20.0	1	-	4	-	1	-	4	-	-	-
Gifted	17	70.6	14	71.4	13	84.6	0	-	2	-	-	-	17	58.8	14	28.6	13	76.9	5	-	2	-	-	-
Not Gifted	64	28.1	59	20.3	66	31.8	0	-	61	19.7	-8.4	-	63	7.9	63	17.5	67	26.9	59	39.0	59	13.6	5.7	-25.4
With Disabilities	16	6.3	12	0.0	8	-	0	-	7	-	-	-	13	0.0	12	0.0	8	-	8	-	7	-	-	-
WO Disabilities	65	44.6	61	36.1	71	42.3	0	-	56	25.0	-19.6	-	67	22.4	65	23.1	72	37.5	56	50.0	54	16.7	-5.7	-33.3
Homeless	12	33.3	18	50.0	15	20.0	0	-	16	25.0	-8.3	-	11	27.3	20	25.0	15	26.7	22	36.4	12	16.7	-10.6	-19.7
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION



Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: BALBOA ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

For the attendance goal, the attendance clerk, counselor and guidance assistant facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.62500	\$46,538.73	30100-2404	Guidance assistant supports students with their social emotional needs.	The integration of this employee to our team has been key to the Escalade students the support students in classrooms the bridge communication with families and staff and to plan activities year long.	What is that working is the timing we wish to have this person for a 6 hours of the day from the beginning to the end without impacting our budget.	We will continue the plan activities to support all students at Balboa, add more services in the social-emotional areas where the guidance assistant is involved.
Conference Local		\$1,500.00	30100-5209	Conferences such as CAFE to support parents in the learning of our students at home.	Balboa's plan is to send a group of teachers and parents 2 this year conference continue burning a ball dual language benefits and supports available	Unfortunately we are unable to send people outside San Diego conference to 2 monetary constraints	We will continue to collaborate with the County Office of Education and the dual-language department to bring about ideas from CAFE to implement at Balboa
Interprogram Svcs/Paper		\$3,000.00	30100-5733	Copies to send home flyers	Copies of the flyers sent home	The cost to make flyers gets pricier	We will continue to educate our

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				inviting families to school events, information about students, information about family growth and training	are one way we communicate with our families	Every year impacting Balboa budget	families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa
Contracted Svcs > -- \$25K	--		30106-5100	Through arts, students develop camaraderie, teamwork, friendship, and skills to help them feel accomplished especially when performing.	Bocon Is the entity hired to present artistic activities at Balboa through dance through visual arts and through theater.	Due to the cost of this program we are only able to resend 20 lessons for each classroom per year	Bocon is invested in Balboa and they have been looking for scholarships to supplement the cost and offer more weeks of training to our students and engagement in the Arts
Interprogram Svcs/Field Trip	--	--	30100-5735	Field trips to expose students to learning experiences such as museums, educational plays, cultural, engineering and scientific spaces to inspire students.	One way we are able to offer experiences to our students besides the academic environment is through field trips to various places in San Diego from museums to aquariums to fairs and more	At the present time we are only able to offer two field trips per grade level usually at the same places.	Balboa hopes to fundraise through parents by creating a PTA to be able to find more field trips and experiences for students
Interprogram Svcs/Paper	--	--	30103-5733	Copies to send home flyers inviting families to school events, information about	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			students, information about family growth and training			on paper copies to inform them of the activities and events planned at Balboa
Software License --	--	30100-5841	A computer program such as FRECKLE has culturally relevant stories supporting English and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Software License --	--	30103-5841	Computer program such as FRECKLE has culturally relevant stories supporting English and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies --	--	30106-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators manipulatives, whiteboards, dry	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				erase markers, headphones, de-escalation materials, sensory materials and more...			student regulation and support.
Supplies	--	--	30100-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials, computers for parent	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.



Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

involvement to
check on student
reports, power
school and more...

Goal 2 - English Language Arts

Strategy/Activity 1: In School Resource Teacher

*Strategy/Activity - Description

- In-School Resource Teacher (RT)
 - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
 - will continue to provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC.
 - work with teachers to Reclassify English Language Learners
- Will support PLCs in planning for Integrated and Designated English Language Development
- Will identify LTEL
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 5 hours of release time monthly
- bi-weekly 2.5 hours data analysis collaboration during online learning

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	\$4,013.65	30100-1157	Tutorial services	Tutorial services are offered to all students in need and those students wishing to advancing their academics after school. Teachers from all grades volunteer their time to participate end tutorials after school.	Due to their family constraints many times we do not have enough teachers to provide services in the form of tutorial after school for all of our students Black, African-American students, Latino students, EL and socio-emotional students in need.	Balboa has a tremendous collaboration with primetime and they offer extra support to Black, African-American students, Latino students, EL and socio-emotional students
Prof&Curriclm Dev Vist Tchr	\$47,924.00	30100-1192	PLC release time.	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Field Trip	\$5,000.00	30100-5735	Field trips to educational museums such as NASA/ Aviation museum.	<p>of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students</p> <p>One way we are able to offer experiences to our students besides the academic environment is through field trips to various places in San Diego from museums to aquariums to fairs and more</p>	<p>At the present time we are only able to offer two field trips per grade level usually at the same places.</p>	<p>Balboa hopes to fundraise through parents by creating a PTA to be able to find more field trips and experiences for students</p>
Prof&Curriclm Dev Vist Tchr	\$20,008.27	30106-1192	PLC release time	<p>The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American</p>	<p>The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.</p>	<p>The PLC turned into planning at their own time and this yield better results and production of data.</p>

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inschool Resource -- Tchr	--	30100-1109	IRT will work with classroom teachers to focus on data analysis and Tier I planning.	and socio-emotional students The resource teacher worked to develop interventions for struggling Black, African American, Latino, ELs and students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.	One complication we saw was when teachers were absent the intervention rotation did not happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	The rotations worked as planned and the intervention team visited the classrooms as planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.
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Strategy/Activity 2: Professional Learning Communities

*Strategy/Activity - Description

PLC:

All certificated staff work in Professional Learning Communities.

They meet bi-weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide science, Visual and Performing Arts, typing, math routine lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

*Proposed Expenditures for this Strategy/Activity

Directions:

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons	African-American and socio-emotional students The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Supplies	--	--	30106-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	materials and more... Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
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Strategy/Activity 3: Resource Teachers

*Strategy/Activity - Description

Currently, we fund a Resource Teacher who works in reading with English Learners, newcomers, at-risk LTELs, and at-risk students implementing interventions, assessing students to identify their ELA levels, supports teachers in co-teaching, and supports in the Student Study Team. The resource teacher collects pre and post data which shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from an additional support staff who might work with students who are also struggling in ELA and mathematics. The resource teacher's pre and post data showed gains in reading levels, but it was observed that 3rd grade for the year 2018-2019 came into grade with at least 56% below grade level. This significant factor was a possible cause for a projected drop in SBAC scores for 2019-2020, but due to COVID19 the SBAC was not performed. The California Dash Board demonstrated that Balboa had a decline in ELA of 4.9 points overall in ELA. From this data it was revealed that our students with disabilities had a 19.1 pts decline. English Learners although significantly behind, maintained their ELA status, Hispanic students had a decline of 6.3 pts. Our socioeconomically disadvantaged students have a decline of 4.3 pts. Our Black and African Americans had no significant changes and the homeless group increased by 16.8 pts.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.40000	\$53,895.14	30100-1109	Supports classroom teachers with activities such as data analysis, PLCS, Tier I, and SSTs. Push in small group interventions and power hour.	The resource teacher worked to develop interventions for struggling Black, African American, Latino, ELs and students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.	One complication we saw was when teachers were absent the intervention rotation did not happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	The rotations worked as planned and the intervention team visited the classrooms as planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.



Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	30100-1157	Tutorial services for struggling students	Additional dollar amounts were put aside to support pictures identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families
Interprogram Svcs/Field Trip	--	--	30100-5735	PLC release time.	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.	The PLC plan was created to support	The PLC plan did not work due to the	The PLC turned into planning at their

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.	<p>teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students</p> <p>The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students</p>	<p>lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.</p> <p>The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.</p>	<p>own time and this yield better results and production of data.</p> <p>The PLC turned into planning at their own time and this yield better results and production of data.</p>
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Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30100-5841	Pushing into classrooms for guided reading groups and Power hour support.	Supporting teachers continue to explore the software and teach students how to better utilize it for their growth	Students using the software at school is not supported at the home base	Through coffee with the principal we hope to support parents in training down on how to use the software at home.
Software License	--	--	30103-5841	Parent involvement nights to show parents how to support students at home.	Balboa is committed into training our parents are better use of Technology from email to opening software platforms to support our students	The number of parents interested continues to grow five more carrots are needed to learn how to use the software to support students at home	Through coffee with the principal we will continue to present lessons and trainings for parents
Supplies	--	--	30106-4301	Pushing into classrooms for guided reading groups and Power hour support.	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Pushing into classrooms for guided reading groups and Power hour support.	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Parent involvement	Supplies supported student	In an effort to re-inspire students	We planned for the new activities

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

nights to show parents how to support students at home.	achievement and we will continue to analyze the impact and adjust accordingly	some activities were created and additional supplies were needed adding to the cost	adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
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Strategy/Activity 4: Technology Support, Supplies, and Additional Interventions

*Strategy/Activity - Description

Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills.

PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.

Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension.

PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.

Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading, REWARDS, PALs.

Supplemental Instructional Classroom Supplies:

- paper: chart paper, journals, writing paper, art paper
- writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils
- Books: diverse books for Black youth, Hispanic and other ethnicities to represent student population; high-frequency decodable books, guided reading books
- Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards
- Intervention supplies: SIPPS kits, Phonics for Reading, 6 Minute Fluency Solution

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black. We will pay particular attention to these populations falling behind in their grade level.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and
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Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
Supplies	\$30,000.00	30100-4301	Instructional materials such as classroom library books, pencils, markers, journals, etc.	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Software License	\$1,162.00	30100-5841	Software licenses such as Brain Pop, Freckle, and Reading A-Z.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	\$18,389.00	30106-4301	Instructional materials such as classroom library books, pencils,	Supplies supported student achievement and we will continue to	In an effort to re-inspire students some activities were created and	We planned for the new activities adoption for the following year

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				markers, journals, etc.	analyze the impact and adjust accordingly	additional supplies were needed adding to the cost	22-23 because the pilot program yield positive results in student regulation and support.
Classroom Teacher Hrly	--	--	30100-1157	Small group Interventions to support students in class	Additional dollar amounts were put aside to support pictures identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families
Classroom Teacher Hrly	--	--	30106-1157	Small group Interventions to support students in class	Additional dollar amounts were put aside to support pictures identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families

Goal 3 - Mathematics

Strategy/Activity 1: In school Resource Teacher, PLCs and Professional Development

*Strategy/Activity - Description

In School Resource Teacher RT

- Did support students by working with classroom teachers in their professional learning communities (PLC) with DATA analysis and planning for Tier I instruction
 - Did support struggling students by working with classroom teachers in their professional development communities (PLC) with DATA analysis and planning for Tier 2 interventions
 - provide support for English Learners in acquiring English and accessing grade level content by
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction using integrated ELD strategies
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 3 hours of release time monthly (as per subs availability)
 - weekly data analysis collaboration during the Project Impact time
 - monthly 3.0 hours of data analysis and planning upon full return to campus

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

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					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly	--	--	30106-2151	Small group Interventions to support students in class	Additional dollar amounts were put aside to support pictures identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families
Classroom PARAS Hrly	--	--	30100-2151	Small group Interventions to support students in class	Additional dollar amounts were put aside to support paraprofessionals identifying Focus students to provide a specific instruction and support as well as communication with the families.	Due to the family constraints many PARAS are only able to support students for a few hours a year.	We hope that for the spring more PARAS will be able to work with their focus students and communicate with their families
Classroom Teacher Hrly	--	--	30100-1157	Small group Interventions to support students in class	Additional dollar amounts were put aside to support teachers identifying Focus students to	Due to the family constraints many teachers are only able to support	We hope that for the spring more teachers will be able to work with their focus students

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	students for a few hours a year.	and communicate with their families
Classroom Teacher Hrly	--	--	30106-1157	Small group Interventions to support students in class	Additional dollar amounts were put aside to support teachers identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families
Contracted Svcs > \$25K	--	--	30106-5100	Through arts students develop mathematical especially when constructing props, counting steps for performances	Bocon Is the entity hired to present artistic activities at Balboa through dance, visual arts and through theater.	Due to the cost of this program we are only able to resend 20 lessons for each classroom per year	Bocon is invested in Balboa and they have been looking for scholarships to supplement the cost and offer more weeks of training to our students and engagement in the Arts

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Interprogram Svcs/Field Trip	--	--	30100-5735	Field trips to expose students to learning experiences such as museums, educational plays, engineering and scientific spaces to inspire students.	One way we are able to offer experiences to our students besides the academic environment is through field trips to various places in San Diego from museums to aquariums to fairs and more	At the present time we are only able to offer two field trips per grade level usually at the same places.	Balboa hopes to fundraise through parents by creating a PTA to be able to find more field trips and experiences for students
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to	The PLC plan did not work due to the lack of available subs. There was a proposal to have	The PLC turned into planning at their own time and this yield better results

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	teachers work after school PLC, but we were only able to meet a few times after school.	and production of data.
PullOut/Push in Hrly	--	--	30106-1159	Small group Interventions to support students in class	A group of teachers in all grade levels plan lessons to accelerate Black, African-American, Latinos, EL, and social-economic struggling students in academics in all areas to support them through a push in model co-teaching or after school tutorial model	The availability of teachers volunteering started strong, but lasted a few weeks only due to adult illnesses, student absences, and overall adult change of family dynamics	The alternative we started looking to PARAS to help us sustain the support. The progress continued supporting the most needy students with the help of paraprofessionals
Software License	--	--	30100-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					developed interest in diverse topics.		FRECKLE making it a supporting platform not a supplanting platform.
Software License	--	--	30103-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	30106-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

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Supplies	--	--	30103-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	analysis of the impact and adjust accordingly Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
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Strategy/Activity 2: Tutoring

*Strategy/Activity - Description

Provide after school tutoring opportunities to students needing support in mathematics, and mathematical practices using Universal Design for Learning that addresses the learning style of all students.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly	--	--	30106-2151	Tutorial services after school	Additional dollar amounts were but aside to support paraprofessionals identifying Focus students to provide a specific instruction and support as well as communication with the families.	Due to the family constraints many PARAS are only able to support students for a few hours a year.	We hope that for the spring more PARAS will be able to work with their focus students and communicate with their families
Classroom PARAS Hrly	--	--	30100-2151	Tutorial services after school	Additional dollar amounts were put aside to support paraprofessionals identifying Focus students to provide a specific instruction and support as well as communication with the families.	Due to the family constraints many PARAS are only able to support students for a few hours a year.	We hope that for the spring more PARAS will be able to work with their focus students and communicate with their families
Classroom Teacher Hrly	--	--	30100-1157	Tutorial services after school	Additional dollar amounts were put aside to support teachers identifying Focus students to provide a specific instruction and	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	30106-1157	Tutorial services after school	<p>support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.</p> <p>Additional dollar amounts were put aside to support teachers identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.</p>	<p>Due to the family constraints many teachers are only able to support students for a few hours a year.</p>	<p>We hope that for the spring more teachers will be able to work with their focus students and communicate with their families</p>
Software License	--	--	30100-5841	Computer programs FRECKLE to support students.	<p>The program was offered to all participants in grades 3-5th. Students using it with fidelity demonstrated a developed interest in diverse topics.</p>	<p>The data shows that a small percentage of students used the program in grades 3rd to 5th.</p>	<p>The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.</p>
Software License	--	--	30103-5841	Computer programs	<p>The program was offered to all</p>	<p>The data shows that a small</p>	<p>The modification is within the training</p>

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				FRECKLE to support students.	participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	percentage of students used the program in grades 3 rd to 5 th .	for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	30106-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 3: Supplies

*Strategy/Activity - Description

Classroom instructional supplies:

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Paper: chart paper, grid paper, journal, math journals, construction paper, sentence strips
- Writing utensils: pencils, markers, pens, dry erase markers and erasers
- White lap boards
- Math charts
- Math manipulatives: cubes, base 10, shapes, links and other hands on tactile math learning tools
- Headphones for testing

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators,	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success	In an effort to re-inspire students some activities were created and additional supplies	We planned for the new activities adoption for the following year 22-23 because the pilot program yield

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	and achievement of our students will be through constant analysis of the impact and adjust accordingly	were needed adding to the cost	positive results in student regulation and support.
Supplies	--	--	30100-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

materials and
more...

Strategy/Activity 4: Intervention and Instructional Supports

*Strategy/Activity - Description

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black paying particular attention to these populations falling behind in their grade level. Furthermore, teachers have immediate access to parents for prompt conversations in support of the students and for the year 2021-2022 we added an additional conference date in Mid October; Early Intervention Conference to support the most fragile students in each classroom. Language is sometimes a barrier, but we have a guidance assistant that is partnering with the teachers to relay the message when necessary. In addition for the 2021-2022, Balboa added an ESL PARA to further support students in math language and translations.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$2,995.25	30106-1157	Small group interventions	Additional dollar amounts were put	Due to the family constraints many	We hope that for the spring more

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				aside to support teachers identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	teachers are only able to support students for a few hours a year.	teachers will be able to work with their focus students and communicate with their families
PullOut/Push in Hrly	\$4,972.13	30106-1159	Tutorial services	A group of teachers in all grade levels plan lessons to accelerate Black, African-American, Latinos, EL, and social-economic struggling students in academics in all areas to support them through a push in model co-teaching or after school tutorial model	The availability of teachers volunteering started strong, but lasted a few weeks only due to adult illnesses, student absences, and overall adult change of family dynamics	The alternative we started looking to PARAS to help us sustain the support. The progress continued supporting the most needy students with the help of paraprofessionals
Contracted Svcs > \$25K	\$45,000.00	30106-5100	PLCs for teachers to plan for students development, check data,	Teachers met to plan for the delivery of art lessons for the year to support social emotional and the artistic	Balboa pays for the program and is able to support up to 20 yearly lessons for all students	We are working with Bocon organization to partner with artistic organizations for donations and more lessons

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Supplemental supplies for math such as math manipulatives, journals, markers, white boards, etc.	aspects of Balboa students. Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Supplemental supplies for math such as math manipulatives, journals, markers, white boards, etc.	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Software License	--	--	30100-5841	Computer programs FRECKLE, etc to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30103-5841	Computer programs FRECKLE, etc to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	not a supplanting platform. The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	30103-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers and more...	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be through constant analysis of the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Goal 4- Supporting English Learners

Strategy/Activity 1: In School Resource Teacher, reading interventions, and ELL monitoring

*Strategy/Activity - Description

Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lesson.

Inschool resource teacher will plan and facilitate professional development on the culturally responsive teaching strategies.

Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	A resource teacher (supported by an intervention visiting teacher) is being funded to	The resource teacher worked to develop interventions for struggling Black, African American,	One complication we saw was when teachers were absent the intervention rotation did not	The rotations worked as planned and the intervention team visited the classrooms as

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically, she will work with at-risk LTELs and newcomers	Latino, ELs and students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.	happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.
Classroom Teacher Hrly	--	--	30100-1157	Tutorial services after school	Additional dollar amounts were put aside to support teachers identifying Focus students to provide a specific instruction and support as well as communication with the families. We hope that teachers will also utilize this extra support to do home visits.	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families
Classroom Teacher Hrly	--	--	30106-1157	Tutorial services after school	Additional dollar amounts were put aside to support teachers identifying Focus students to provide a specific instruction and support as well as communication	Due to the family constraints many teachers are only able to support students for a few hours a year.	We hope that for the spring more teachers will be able to work with their focus students and communicate with their families

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					with the families. We hope that teachers will also utilize this extra support to do home visits.		
Contracted Svcs > \$25K	--	--	30106-5100	Through arts students develop English skills			
Inservice supplies	--	--	30103-4304	Refreshments for parents to attend sessions on how to help their students at home			
Interprogram Svcs/Field Trip	--	--	30100-5735	Field Trips for students exposure			
Interprogram Svcs/Paper	--	--	30103-5733	Paper for flyers to inform families	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons			
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons			

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

PullOut/Push in Hrly	--	--	30106-1159	Small group Interventions to support students in class.	A group of teachers in all grade levels plan lessons to accelerate Black, African-American, Latinos, EL, and social-economic struggling students in academics in all areas to support them through a push in model co-teaching or after school tutorial model	The availability of teachers volunteering started strong, but lasted a few weeks only due to adult illnesses, student absences, and overall adult change of family dynamics	The alternative we started looking to PARAS to help us sustain the support. The progress continued supporting the most needy students with the help of paraprofessionals
Software License	--	--	30100-5841	Computer programs such as FRECKLE, RAZ Kids Plus to support all students	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Software License	--	--	30103-5841	Computer programs Rosetta Stone to support students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	not a supplanting platform. We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 2: Technology

*Strategy/Activity - Description

Students in grades TK-2nd grade have access to the online reading foundational skills intervention program Raz Kids Plus. Students receive instruction in phonemic awareness, phonological awareness, high-frequency words, and text reading through class sessions and small group interventions. Students in grades 3rd - 5th receive reading comprehension intervention through FRECKLE and NewsELA, Benchmark. Students requiring foundational literacy intervention also have access to Raz Kids Plus Ants. Teachers utilize data from the ongoing built-in assessments to determine small group intervention and one-on-one support.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

During Grade Level Collaboration we are focusing on Fountas and Pinnel for 2021-2022 school year(DRA), FAST (K-5) platform, FRECKLE (-K-5), and Newsela (3-5) platforms as well as Benchmark Advanced and Adelante. This diagnostic assessment and curriculum programs will provide opportunities for students to practice their ELA reading, writing, listening, and speaking skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 2.5 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions for ELD.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.			
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.			

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30100-5841	Computer program such as FRECKLE has culturally relevant stories supporting English Learners and culture in support of students and parents.			
Software License	--	--	30103-5841	Computer program such as FRECKLE has culturally relevant stories supporting English Learners and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	30106-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials, diverse classroom libraries, Spanish	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	books that represent our student population and more... Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials, diverse classroom libraries, Spanish books that represent our student population and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Libraries to be sent home, manipulatives, computer programs and more are supplies we share with families to support our ELD students.	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 3: Professional Development

*Strategy/Activity - Description

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Hourly pay for the professional development and training of para educators this year 2021-2022 ESL PARA who work along side all students in the classroom. Para educators will learn research based strategies for supporting ELLs in language development across the curriculum. Instructional materials are used to support students in class as well.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly	--	--	30106-2151	Small group Interventions to support ELD students in class			
Classroom PARAS Hrly	--	--	30100-2151	Small group Interventions to support ELD students in class			

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Contracted Svcs > \$25K	--	--	30106-5100	Through arts ELD students develop camaraderie, teamwork, friendship, and skills to help them feel accomplished especially when performing.	Bocon Is the entity hired to present artistic activities at Balboa through dance, visual arts and through theater.	Due to the cost of this program we are only able to resend 20 lessons for each classroom per year	Bocon is invested in Balboa and they have been looking for scholarships to supplement the cost and offer more weeks of training to our students and engagement in the Arts
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons to support ELD students.			
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons to support ELD students.			

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1: Instructional and Intervention Materials

*Strategy/Activity - Description

Instructional supplies used to target the specific needs of students with disabilities Read Naturally and Math IXL.

Education specialists will collaborate with all grade-level PLCs on UDL planning.

Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.

Para educators will be provided training on small group instruction.

All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly	--	--	30106-2151	Small group Interventions to			

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly	--	--	30100-2151	support students in class Small group Interventions to support students in class			
Classroom Teacher Hrly	--	--	30100-1157	Small group Interventions to support students in class			
Classroom Teacher Hrly	--	--	30106-1157	Small group Interventions to support students in class			
Contracted Svcs > \$25K	--	--	30106-5100	Through arts students develop camaraderie, teamwork, friendship, and skills to help them feel accomplished especially when performing.	Bocon Is the entity hired to present artistic activities at Balboa through dance, visual arts and through theater.	Due to the cost of this program we are only able to resend 20 lessons for each classroom per year	Bocon is invested in Balboa and they have been looking for scholarships to supplement the cost and offer more weeks of training to our students and engagement in the Arts
Interprogram Svcs/Field Trip	--	--	30100-5735	Field trips to expose students to learning experiences such as museums, educational plays, engineering and scientific spaces to inspire students.	One way we are able to offer experiences to our students besides the academic environment is through field trips to various places in San Diego from museums to aquariums to fairs and more	At the present time we are only able to offer two field trips per grade level usually at the same places.	Balboa hopes to fundraise through parents by creating a PTA to be able to find more field trips and experiences for students

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Interprogram Svcs/Paper	--	--	30100-5733	Copies to send home flyers inviting families to school events, information about students, information about family growth and training	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa
Interprogram Svcs/Paper	--	--	30103-5733	Copies to send home flyers inviting families to school events, information about students, information about family growth and training	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino,	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons	<p>Black or African-American and socio-emotional students. The principal attended all PLCs to guide the conversation, to support ideas and needs and to collaboratively analyze the data.</p> <p>The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students. The principal attended all PLCs to guide the conversation, to support ideas and needs and to</p>	<p>The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.</p>	<p>The PLC turned into planning at their own time and this yield better results and production of data.</p>
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Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30100-5841	Computer programs IMath, accelerated reading, FRECKLE, RAZ Plus, Stone, etc to support students with disabilities.	collaboratively analyze the data. The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Software License	--	--	30103-5841	Computer programs IMath, accelerated reading, FRECKLE, RAZ Plus, Stone, etc to support students with disabilities.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	30106-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				materials and more... Computer programs Rosetta Stone to support students and parents. Computer program such as FRECKLE has culturally relevant stories supporting English and culture in support of students and parents.			
Supplies	--	--	30100-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Supplies to support students are needed such as journals, pencils, markers, graph	Supplies supported student achievement and we will continue to analyze the impact	In an effort to re-inspire students some activities were created and additional supplies	We planned for the new activities adoption for the following year 22-23 because the

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

paper, calculators, and adjust
manipulatives, accordingly
whiteboards, dry
erase markers,
headphones,
de-escalation
materials, sensory
materials and
more...

were needed
adding to the cost

pilot program yield
positive results in
student regulation
and support.

Goal 7 - Family Engagement

Strategy/Activity 1: Capacity Building/ Parent Workshops

*Strategy/Activity - Description

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Safety Plan
 - Explaining the role of support staff (counselor, resource teacher, PE teacher)
 - Health and Wellness
 - Zones of Regulation
 - The PIT, Sphere of Success and Alliances

PIQE: parent institute for quality education

Balboa School has a dedicated parent volunteer center. As soon as we are back to brick and mortar, this center will have a parent room for workshop component.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	\$300.00	30103-4301	Parent supplies such as books for the parent resource center.	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Inservice supplies	\$1,512.00	30103-4304	Light refreshments such as pastries and water.	When we have coffee with the principal we like to lighten up the sessions with refreshments offering parents coffee, juice, water and snacks as they listen to presenters	Many of our parents work at a time we offered coffee with the principal unable to join us in person.	We have modified our sessions by sharing it on zoom and recording the sessions to share them later via ClassDojo our parent platform 4 News with tremendous success
Conference Local	\$500.00	30103-5209	Parent conferences such as CABE.	Balboa's goal is to expose parents to copy conference California Association for Bilingual Education	It is difficult to accomplish copy conferences because the fees for enrollment are expensive	We will plan for a trip to the University of UC San Diego

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	\$500.00	30103-5841	Software licenses such as Rosetta Stone.	to continue with the support of our dual language program. Other options are to expose parents to visit UC San Diego to continue developing the dream to send students to the university upon graduating from high school	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Interprogram Svcs/Paper	\$300.00	30103-5733	Duplication of flyers for parent engagement.	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa

Goal 6 - Supporting Black Youth

Strategy/Activity 1 Equity Leadership Team

*Strategy/Activity - Description

For the better incorporation of our African American or Black students counselor and guidance assistant (along with teachers) facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

The goal is to make sure our students feel invested in coming to school and celebrated to excel in academics.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly	\$4,358.70	30100-2151	Small group Interventions to support students in class.	Additional dollar amounts were put aside to support paraprofessionals identifying Focus students to provide a specific instruction and support as well as communication with the families.	Due to the family constraints many PARAS are only able to support students for a few hours a year.	We hope that for the spring more PARAS will be able to work with their focus students and communicate with their families
Classroom PARAS Hrly	\$9,981.75	30106-2151	Small group Interventions to support students in class.	Additional dollar amounts were put aside to support paraprofessionals identifying Focus students to provide a specific instruction and support as well as communication with the families.	Due to the family constraints many PARAS are only able to support students for a few hours a year.	We hope that for the spring more PARAS will be able to work with their focus students and communicate with their families
Inschool Resource Tchr	--	--	30100-1109	Supports the implementation of	The resource teacher worked along the	One complication we saw was when teachers were sometimes

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				the restorative practice program.	restorative and equity team to develop an inclusive campus for all students Black, African American, Latino, ELs and students with disabilities in different cycles throughout the year.	absent and the training was scheduled they could not participate. Another complication we saw was teacher movement or transfers due to their employee status.	recorded to be shared.
Guidance Asst	--	--	30100-2404	Supports the implementation of the restorative practice program.	The guidance assistant worked along the restorative and equity team to develop an inclusive campus for all students Black, African American, Latino, ELs and students with disabilities in different cycles throughout the year in all common spaces	One complication we saw was we have the guidance assistant for parts of the day 5 hr. employee.	The planning for kindness week for example takes place via emails, text, and in person to be able to accomplish all restorative plans.
Classroom Teacher Hrly	--	--	30100-1157	Small group Interventions to support students in class.	Teachers plan lesson to support the equity for all students	Due to the academic demands we limit the trainings to first thing in the morning as a welcoming opening day session	We hope that Leader in Me can be extended to all classrooms

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	30106-1157	Small group Interventions to support students in class.	Teachers plan lesson to support the equity for all students	Due to the academic demands we limit the trainings to first thing in the morning as a welcoming opening day session	We hope that Leader in Me can be extended to all classrooms
Contracted Svcs > \$25K	--	--	30106-5100	Through arts students develop stronger English skills	Bocon Is the entity hired to present artistic activities at Balboa through dance, visual arts and through theater. The activities are geared towards developing the whole child that is caring, sensitive, resilient, and a dreamer`	Due to the cost of this program we are only able to resend 20 lessons for each classroom per year	Bocon is invested in Balboa and they have been looking for scholarships to supplement the cost and offer more weeks of training to our students and engagement in the Arts
Inservice supplies	--	--	30103-4304	refreshments for parents to attend sessions on how to help their students at home	When we have coffee with the principal we like to lighten up the sessions with refreshments offering parents coffee, juice, water and snacks as they listen to presenters	Many of our parents work at a time we offered coffee with the principal unable to join us in person.	We have modified our sessions by sharing it on zoom and recording the sessions to share them later via ClassDojo our parent platform 4 News with tremendous success
Interprogram Svcs/Field Trip	--	--	30100-5735	Field Trips to expose students to learning experiences such	One way we are able to offer experiences to our students besides	At the present time we are only able to offer two field trips per grade level	Balboa hopes to fundraise through parents by creating a PTA to be able to

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				as museums, educational plays	the academic environment is through field trips to various places in San Diego from museums to aquariums to fairs and more	usually at the same places.	find more field trips and experiences for students
Interprogram Svcs/Paper	--	--	30103-5733	Copies to send home flyers inviting families to school events, information about students	Copies of the flyers sent home are one way we communicate with our families	The cost to make flyers gets pricier Every year impacting Balboa budget	We will continue to educate our families about the use of technology so we do not rely on paper copies to inform them of the activities and events planned at Balboa
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers to look at DATA, development of lessons	<p>socio-emotional students. The principal attended all PLCs to guide the conversation, to support ideas and needs and to collaboratively analyze the data.</p> <p>The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students. The principal attended all PLCs to guide the conversation, to support ideas and needs and to collaboratively analyze the data.</p>	<p>The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.</p>	<p>The PLC turned into planning at their own time and this yield better results and production of data.</p>
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Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

PullOut/Push in Hrly	--	--	30106-1159	Small group Interventions to support students in class	A group of teachers in all grade levels plan lessons to accelerate Black, African-American, Latinos, EL, and social-economic struggling students in academics in all areas to support them through a push in model co-teaching or after school tutorial model	The availability of teachers volunteering started strong, but lasted a few weeks only due to adult illnesses, student absences, and overall adult change of family dynamics	The alternative we started looking to PARAS to help us sustain the support. The progress continued supporting the most needy students with the help of paraprofessionals
Software License	--	--	30100-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Software License	--	--	30103-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform

Balboa Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	not a supplanting platform. We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30100-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Supplies	--	--	30103-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

What are my leadership strategies in service of the goals?



Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: BALBOA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

For the attendance goal, the attendance clerk, counselor and guidance assistant facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	09800-5841	Computer program such as FRECKLE has culturally relevant stories supporting English and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics thus highlighting and supporting their culture and language and teaching others about the diversity of Balboa.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry	Supplies supported students culturally and in their language as well as the diversity at Balboa. Success and achievement of our students will be	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

erase markers,
headphones,
de-escalation
materials, sensory
materials and
more...
through constant
analysis of the
impact and adjust
accordingly

student regulation
and support.

Goal 2 - English Language Arts

Strategy/Activity 1: In School Resource Teacher

*Strategy/Activity - Description

- In-School Resource Teacher (RT)
 - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
 - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
 - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
 - will continue to provide support for English Learners in acquiring English and accessing grade level content by
 - providing professional development of best practices and culturally responsive teaching
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction
 - work directly with parents and ELAC.
 - work with teachers to Reclassify English Language Learners
- Will support PLCs in planning for Integrated and Designated English Language Development
- Will identify LTEL
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 5 hours of release time monthly
- bi-weekly 2.5 hours data analysis collaboration during online learning

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	\$11,142.33	09800-1192	PLC Release Time	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Inschool Resource -- Tchr	--	09800-1109	IRT will work with classroom teachers to focus on data analysis and Tier I planning.	The resource teacher worked to develop interventions for struggling Black, African American, Latino, ELs and	One complication we saw was when teachers were absent the intervention rotation did not happen. When	The rotations worked as planned and the intervention team visited the classrooms as planned and the

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.

students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.

way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.

Strategy/Activity 2: Professional Learning Communities

*Strategy/Activity - Description

PLC:

All certificated staff work in Professional Learning Communities.

They meet bi-weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide science, Visual and Performing Arts, typing, math routine lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Supplies	--	--	09800-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators,	Supplies supported student achievement and we will continue to analyze the impact	In an effort to re-inspire students some activities were created and additional supplies	We planned for the new activities adoption for the following year 22-23 because the pilot program yield

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

manipulatives, and adjust were needed positive results in
whiteboards, dry accordingly adding to the cost student regulation
erase markers, and support.
headphones,
de-escalation
materials, sensory
materials and
more...

Strategy/Activity 3: Resource Teachers

*Strategy/Activity - Description

Currently, we fund a Resource Teacher who works in reading with English Learners, newcomers, at-risk LTELs, and at-risk students implementing interventions, assessing students to identify their ELA levels, supports teachers in co-teaching, and supports in the Student Study Team. The resource teacher collects pre and post data which shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from an additional support staff who might work with students who are also struggling in ELA and mathematics. The resource teacher's pre and post data showed gains in reading levels, but it was observed that 3rd grade for the year 2018-2019 came into grade with at least 56% below grade level. This significant factor was a possible cause for a projected drop in SBAC scores for 2019-2020, but due to COVID19 the SBAC was not performed. The California Dash Board demonstrated that Balboa had a decline in ELA of 4.9 points overall in ELA. From this data it was revealed that our students with disabilities had a 19.1 pts decline. English Learners although significantly behind, maintained their ELA status, Hispanic students had a decline of 6.3 pts. Our socioeconomically disadvantaged students have a decline of 4.3 pts. Our Black and African Americans had no significant changes and the homeless group increased by 16.8 pts.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).		
Inschool Resource Tchr	0.60000	\$80,842.70	09800-1109	Supports classroom teachers with activities such as data analysis, PLCS, Tier I, and SSTs. Push in small group interventions and power hour.	The resource teacher worked to develop interventions for struggling Black, African American, Latino, ELs and students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.	One complication we saw was when teachers were absent the intervention rotation did not happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	The rotations worked as planned and the intervention team visited the classrooms as planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students		
Software License	--	--	09800-5841	Programs used for Pushing into classrooms for guided reading groups and Power hour support.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Pushing into classrooms for guided reading groups and Power hour support.	The Supplies supported student achievement carefully planned by the pushing in model and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 4: Technology Support, Supplies, and Additional Interventions

*Strategy/Activity - Description

Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills.

PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.

Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension.

PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.

Tutoring for all students using small group intervention using reading intervention programs: Phonics for Reading, REWARDS, PALs.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplemental Instructional Classroom Supplies:

- paper: chart paper, journals, writing paper, art paper
- writing utensils: pencils, crayons, markers, dry erase markers, dry erasers, colored pencils
- Books: diverse books for Black youth, Hispanic and other ethnicities to represent student population; high-frequency decodable books, guided reading books
- Interventions materials: tactile learning tools: magnetic letters, word building activity cards, connecting letters, sandpaper letters, whiteboards
- Intervention supplies: SIPPS kits, Phonics for Reading, 6 Minute Fluency Solution

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black. We will pay particular attention to these populations falling behind in their grade level.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,053.00	09800-4301	Instructional materials such as	Supplies supported student	In an effort to re-inspire students	We planned for the new activities

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

			classroom library books, pencils, markers, journals, etc.	achievement and we will continue to analyze the impact and adjust accordingly	some activities were created and additional supplies were needed adding to the cost	adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
Software License	\$3,000.00	09800-5841	Software licenses such as Brain Pop, Freckle, and Reading A-Z.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the programs in grades Kinder to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.

Goal 3 - Mathematics

Strategy/Activity 1: In school Resource Teacher, PLCs and Professional Development

*Strategy/Activity - Description

In School Resource Teacher RT

- Did support students by working with classroom teachers in their professional learning communities (PLC) with DATA analysis and planning for Tier I instruction
 - Did support struggling students by working with classroom teachers in their professional development communities (PLC) with DATA analysis and planning for Tier 2 interventions
 - provide support for English Learners in acquiring English and accessing grade level content by
 - Providing Designated ELD to newcomers
 - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
 - plan Tier 1 and Tier 2 instruction using integrated ELD strategies
- Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 3 hours of release time monthly (as per subs availability)
 - weekly data analysis collaboration during the Project Impact time
 - monthly 3.0 hours of data analysis and planning upon full return to campus

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Software License	--	--	09800-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the programs in grades Kinder to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Materials such as journals, pencils,	Supplies supported student	In an effort to re-inspire students	We planned for the new activities

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

graph paper etc, to support all learners in the class	to achievement and we will continue to analyze the impact and adjust accordingly	some activities were created and additional supplies were needed adding to the cost	adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.
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Strategy/Activity 2: Tutoring

*Strategy/Activity - Description

Provide after school tutoring opportunities to students needing support in mathematics, and mathematical practices using Universal Design for Learning that addresses the learning style of all students.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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Software License	--	--	09800-5841	Computer programs FRECKLE to support students.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics. Particularly when supporting students for extra practice during tutoring sessions.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 3: Supplies

*Strategy/Activity - Description

Classroom instructional supplies:

- Paper: chart paper, grid paper, journal, math journals, construction paper, sentence strips
- Writing utensils: pencils, markers, pens, dry erase markers and erasers
- White lap boards
- Math charts
- Math manipulatives: cubes, base 10, shapes, links and other hands on tactile math learning tools
- Headphones for testing

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 4: Intervention and Instructional Supports

***Strategy/Activity - Description**

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black paying particular attention to these populations falling behind in their grade level. Furthermore, teachers have immediate access to parents for prompt conversations in support of the students and for the year 2021-2022 we added an additional conference date in Mid October; Early Intervention Conference to support the most fragile students in each classroom. Language is sometimes a barrier, but we have a guidance assistant that is partnering with the teachers to relay the message when necessary. In addition for the 2021-2022, Balboa added an ESL PARA to further support students in math language and translations.

***Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Software licenses such as Freckle.	The programs were offered to all participants in grades 3-5 th . Students using it	The data shows that a small percentage of students used the	The modification is within the training for teachers to explore better ways to connect other

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					with fidelity demonstrated a developed interest in diverse topics. Particularly when supporting students for extra practice as identified by the intervention team and to be applied during tutoring sessions or in-class push in support.	program in grades 3 rd to 5 th .	platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Supplemental supplies for math such as math manipulatives, journals, markers, white boards, etc.	Supplies supported student achievement particularly identifying supplies that could support students during their intervention in class or after school. We will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Goal 4- Supporting English Learners

Strategy/Activity 1: In School Resource Teacher, reading interventions, and ELL monitoring

*Strategy/Activity - Description

Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lessons.

Inschool resource teacher will plan and facilitate professional development on culturally responsive teaching strategies.

Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	09800-1109	A resource teacher (supported by an intervention visiting teacher) is being funded to	The resource teacher worked to develop interventions for struggling Black, African American,	One complication we saw was when teachers were absent the intervention rotation did not	The rotations worked as planned and the intervention team visited the classrooms as

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically, she will work with at-risk LTELs and newcomers	Latino, ELs and students with disabilities in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder.	happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.
Software License	--	--	09800-5841	Computer programs such as FRECKLE, RAZ Kids Plus to	The program was offered to all participants in grades 3-5 th . Students using it	The data shows that a small percentage of students used the	The modification is within the training for teachers to explore better ways to connect other

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				support all students	with fidelity demonstrated a developed interest in diverse topics.	program in grades 3 rd to 5 th .	platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 2: Technology

*Strategy/Activity - Description

Students in grades TK-2nd grade have access to the online reading foundational skills intervention program Raz Kids Plus. Students receive instruction in phonemic awareness, phonological awareness, high-frequency words, and text reading through class sessions and small group interventions. Students in grades 3rd - 5th receive reading comprehension intervention through FRECKLE and NewsELA, Benchmark. Students requiring foundational literacy intervention also have access to Raz Kids Plus Ants. Teachers utilize data from the ongoing built-in assessments to determine small group intervention and one-on-one support.

During Grade Level Collaboration we are focusing on Fountas and Pinnel for 2021-2022 school year(DRA), FAST (K-5) platform, FRECKLE (-K-5), and Newsela (3-5) platforms as well as Benchmark Advanced and Adelante. This diagnostic assessment and curriculum programs will provide opportunities for students to practice their ELA reading, writing, listening, and speaking skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 2.5 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions for ELD.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.

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Software License	--	--	09800-5841	Computer program such as FRECKLE has culturally relevant stories supporting English Learners and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Supplies to support students are needed such as journals, pencils, markers, graph paper, calculators, manipulatives, whiteboards, dry erase markers, headphones, de-escalation materials, sensory materials, diverse classroom libraries, Spanish books that represent our student population and more...	Supplies supported student achievement and we will continue to analyze the impact and adjust accordingly	In an effort to re-inspire students some activities were created and additional supplies were needed adding to the cost	We planned for the new activities adoption for the following year 22-23 because the pilot program yield positive results in student regulation and support.

Strategy/Activity 3: Professional Development

*Strategy/Activity - Description

Hourly pay for the professional development and training of para educators this year 2021-2022 ESL PARA who work along side all students in the classroom. Para educators will learn research based strategies for supporting ELLs in language development across the curriculum. Instructional materials are used to support students in class as well.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look at DATA, development of lessons to support ELD students.	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.



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disabilities, EL
students, Latino,
Black or
African-American
and
socio-emotional
students

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1: Instructional and Intervention Materials

*Strategy/Activity - Description

Instructional supplies used to target the specific needs of students with disabilities Read Naturally and Math IXL.

Education specialists will collaborate with all grade-level PLCs on UDL planning.

Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.

Para educators will be provided training on small group instruction.

All Ed Specialists and para educators will participate in professional development on culturally responsive teaching practices.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
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Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLCs for teachers to look		The PLC plan was created to	The PLC plan did not work due to	The PLC turned into planning at
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Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				at DATA, development of lessons		support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students	the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	their own time and this yield better results and production of data.
Software License	--	--	09800-5841	Computer programs IMath, accelerated reading, FRECKLE, RAZ Plus, Stone, etc to support students with disabilities.	Computer program such as FRECKLE has culturally relevant stories supporting English Learners and culture in support of students and parents.	The program was offered to all participants in grades 3-5 th . Students using it with fidelity demonstrated a developed interest in diverse topics.	The data shows that a small percentage of students used the program in grades 3 rd to 5 th .	The modification is within the training for teachers to explore better ways to connect other platforms including benchmark with FRECKLE making it a supporting platform not a supplanting platform.
Supplies	--	--	09800-4301	Computer programs IMath,		Supplies supported student	In an effort to re-inspire students some	We planned for the new activities adoption for the

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

accelerated reading, FRECKLE, RAZ Plus, Stone, etc to support students with disabilities.

achievement and activities were following year we will continue created and 22-23 because to analyze the additional the pilot program impact and adjust supplies were yield positive accordingly needed adding to results in student the cost regulation and support.

Goal 6 - Supporting Black Youth

Strategy/Activity 1 Equity Leadership Team

*Strategy/Activity - Description

For the better incorporation of our African American or Black students counselor and guidance assistant (along with teachers) facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

The goal is to make sure our students feel invested in coming to school and celebrated to excel in academics.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Balboa Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource -- Tchr	--	09800-1109	Supports the implementation of the restorative practice program.	The resource teacher worked to develop interventions for struggling students in cycles. Fall cycle was for students in grade 3-5th. Winter for 2nd and 1st and Spring for Kinder. A particular focus was to identify struggling Black or African-American students.	One complication we saw was when teachers were absent the intervention rotation did not happen. When students missed school the rotation was incomplete and students' growth stalled in some cases. When the IRT was called to sub for a class the whole intervention did not happen.	The rotations worked as planned and the intervention team visited the classrooms as planned and the way we were able to maintain the rotations for semester two was through the RVT and an additional student support sub to cover for absences.	
Prof&Curriclm -- Dev Vist Tchr	--	09800-1192	PLCs for teachers to look at DATA, development of lessons	The PLC plan was created to support teachers with frequent PLC days. The plan was to analyze data, plan designated and integrated ELD lessons as well as ELA and math	The PLC plan did not work due to the lack of available subs. There was a proposal to have teachers work after school PLC, but we were only able to meet a few times after school.	The PLC turned into planning at their own time and this yield better results and production of data.	

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					lessons in support of students with disabilities, EL students, Latino, Black or African-American and socio-emotional students. The principal attended all PLCs to guide the conversation, to support ideas and needs and to collaboratively analyze the data.		
Software License	--	--	09800-5841	Computer programs FRECKLE, RAZ Plus, Stone, etc to support students	The administrative team paid close attention to the data provided by these platforms and the use of students.	The data showed that as a school we need additional training to integrate the technology to daily lessons	Teacher leaders were invited to collaborate and present to the rest of the staff on integration of technology in classes.
Supplies	--	--	09800-4301	Materials such as journals, pencils, graph paper etc, to support all learners in the class	The administration paid particular attention to the materials and the impact to make sure all students had access.	The administration observed that more activities are needed to keep students involved beyond the academic day.	New learning spaces were created to invite students to participate.

What are my leadership strategies in service of the goals?