



2023-2024

Herrera Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC 22-23 ELA Data:

Herrera Overall: 40% met or exceeded (2% decrease)

3rd: 28% (5% decrease)

4th: 32% (11% decrease)

5th: 57% (7% increase)

AA: 26% (6% increase)

EL: 20% (6% increase)

SPED: 7% (4% decrease)

District: 48%

The priority is to continue to focus on closing the achievement gap that exists between the lowest performing sub-groups (A/A, EL, and SpEd) and the highest performing sub-groups. We have areas of success with our AA students and our 5th graders, but there is still a large achievement gap that seems to persist. The large gains for 5th grade and our AA population are encouraging.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By June 2024, all students in Kindergarten will be at grade level in ELA as measured by the FRSA and given fidelity to instructing in the Science of Reading. Students in Grades 1-5 will achieve at least one year of growth as measured by iReady and given quality core instruction. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC 22-23 Math Data:

Herrera Overall: 28% (4% increase)

3rd: 22% (5% decrease)
 4th: 23% (3% decrease)
 5th: 36% (17% increase)
 AA: 17% (7% increase)
 EL: 14% (6% increase)
 SPED: 7% (4% decrease)

Math continues to be an area for growth at Herrera Elementary. We do see encouraging results for 5th grade, our AA students and our Sped students. We have a site Math Lead TOSA this year helping coach teachers and working with small groups of students to recover math skills. We also have our outside tutoring group working on math with our struggling students. We've implemented a Math Club for after school enrichment. Our 3-5 teachers are attending Quality Core Instruction PD centered around engaging math instruction with the 5 E lesson format.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June 2024, all students in Kindergarten will be at grade level in math as measured by iReady. Students in Grades 1-5 will achieve at least one year of growth as measured by iReady and given fidelity to coherence, focus, and rigorous math instruction. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

ELs: 218
RFEP:20 (monitored) 0 full
LTEL:10
Newcomers: 15

Support for our multilingual learners continues to be an area of growth for Herrera. There is concern about our increasing number of Newcomers who speak little to no English. These students need to be prepared to take the ELPAC at the end of 5th and to reclassify as English proficient as soon as possible. We need to funnel more services and intervention support to these students.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

EL students will meet their stretch goals on the i-Ready Reading. All students in grades K-2 will progress towards meeting or exceeding proficiency levels on the Foundational Reading Skills Assessment. All students in Grades 1-5 will complete the Wonders weekly assessments or other formative assessments identified by a grade level team. EL Students in the area of Math will complete formative and interim assessments in mathematics aligned with their grade level standards. All students in Grades 3-5 will complete at least one SBAC-IAB (as available). Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

With intentional ELD instruction, an emphasis on student engagement, and improved access to content, Herrera will see an increase in the rate of students being reclassified as RFEP as designated by the ELPAC.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Panorama Survey 22-23:

Overall Scores

Climate of Support for Academic Learning: 80% (-5)
Sense of Belonging: 72% (-1)
Knowledge and Fairness of Discipline, Rules, and Norms: 74% (+2)
Sense of Belonging (School Connectedness): 72% (-1)
Safe and Civil: 70% (-1)
Safety: 69% (+5)

Average # of Parents attending SSC Meetings in 22-23: 4
Average # of Parents attending ELAC Meetings in 22-23: 8

Scores remained nearly the same in most areas on the Core survey. Our Pulse Survey results show a greater trend in student satisfaction and sense of belonging. We anticipate that the dedicated SEL Facilitator as well as the consistent Harmony SEL practices will help these scores to improve.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

SEL goal: By implementing the Harmony SEL curriculum with fidelity, Herrera students' sense of personal identity, belonging and agency will increase.

Culture/Climate goal(s): Parent participation in SSC, ELAC, and parent workshop opportunities will increase by at least 10% as evidenced by the number of parents or caregivers participating in meetings, fundraisers, campus activities, etc.

Chronic absenteeism will decrease by 5% points.

Progress will be monitored by discipline, attendance, and Pulse and Core Survey data reviewed in monthly Climate & Culture meetings.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With intentional Quality Core Instruction, students at Herrera will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated by RTI data, iReady Diagnostic 3, and SBAC.	Goal Partially or Not Met	Our students made great progress toward their goals. According to i-Ready, 57% of students in grades 1-5 met their typical growth goal in reading and 28% reached their stretch goal. Our SBAC scores do not reflect the growth we see K-5 on the i-Ready assessments. We are encouraged by the growth for our 5th grade, EL, and AA subgroups on the SBAC assessment.	We are focusing on instructing in the science of reading and have a renewed effort school-wide to get all of our students reading before they leave First Grade. We have modified the manner that our intervention teachers select students for interventions and we are closely monitoring the results. There is an increased emphasis on school-wide best practices including Gradual Release of Responsibility, Small Group Instruction, and Exit Tickets as formative assessment.

Math	1) With intentional Quality Core Instruction, students at Herrera will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated by performance on math unit assessments, iReady Diagnostic 3, and SBAC. (Stretch goal: double math rate for AA students)	Goal Partially or Not Met	Math is another area where students met their i-Ready goals, but their skills are still far below grade level, which is impacting our SBAC scores. According to i-Ready, 52% of students in grades 1-5 met their typical growth goal in math and 22% reached their stretch goal. Our 5th grade students had a significant increase, we contribute this to the 5th grade split, each teacher specializes in math or literature, and this switch has strengthened their teaching practices and has resulted in student achievement in both ELA and Math.	We are focusing on utilizing the 5E math lesson format in Grades 3-5 and encouraging our students to grapple with the math problems. We have added a Math Site Lead to coach teachers and help them in planning in the 5E lesson format. The Math Site lead is also pulling small groups of students to recover math skills. We have an outside tutoring agency supporting math instruction with small groups of students. There is an increased emphasis on school-wide best practices including Gradual Release of Responsibility, Small Group Instruction, and Exit Tickets as formative assessment. We are offering parent workshops to assist parents in reviewing math skills at home with their students.
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English Learner	<p>1) EL students will meet their stretch goals on the i-Ready Reading. All students in grades K-2 will progress towards meeting or exceeding proficiency levels on the Foundational Reading Skills Assessment. All students in Grades 1-5 will complete the Wonders weekly assessments or other formative assessments identified by a grade level team. EL Students in the area of Math will complete formative and interim assessments in mathematics aligned with their grade level standards. All students in Grades 3-5 will complete at least one SBAC-IAB (as available). 2) With intentional ELD instruction, an emphasis on student engagement, and improved access to content, Herrera will see an increase in the rate of students being reclassified as RFEP as designated by the ELPAC.</p>	Goal Partially or Not Met	Support for our multilingual learners continues to be an area of growth for Herrera. There is concern about our increasing number of Newcomers who speak little to no English. Last year, 54% of our EL students met the typical growth goal in ELA and 45% met the typical growth goal in Math.	Our IIC has formed a newcomer group and she works with these students 5 days a week to improve written and spoken communication. We have a renewed interest in our ELAC parent group and these parents have expressed an interest in Dual Immersion education. We will provide Saturday School and tutoring options for our EL students as the year continues.
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<p>Culture/Climate</p>	<p>1) SEL goal: Herrera students sense of identity, agency, and belonging will increase based 10% on the continuation of transformative social emotional learning skills and strategies, as measured by Panorama survey and school-site data.</p> <p>Culture/Climate goal(s): Parent participation in SSC, ELAC, and parent workshop opportunities will increase by at least 25% as evidenced by the number of parents or caregivers participating in meetings, fundraisers, campus activities, etc.</p> <p>Chronic absenteeism will decrease by 5% points.</p>	<p>Goal Partially or Not Met</p>	<p>Scores remain nearly the same or slightly lower in many areas on the Pulse survey. We attribute this to students not fully understanding the question or not fully understanding the answers available to them.</p> <p>We did see an increase in the number of parents attending the ELAC and SSC meetings as well as an increase in parent involvement at on-campus activities such as the school play, Read with a Loved One, Holiday program, etc.</p> <p>Attendance continues to be a concern at Herrera and greatly contributes to learning loss.</p>	<p>Our SEL Facilitator is working with small groups of students and provides a safe space during recess at the Care Center for any students who may need additional support with social and emotional learning. Our SEL Facilitator is also working with teachers to implement PBIS strategies. Our 4th and 5th grade teachers will take greater care in administering the survey and will work with the students to define the questions well in advance of the survey.</p> <p>We will continue to encourage our parents and caregivers to attend school events including ELAC and SSC.</p> <p>We are offering an increased number of attendance incentives this year including class trophies, attendance workshops for parents, and attendance brag tags for students.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Website updates for SCC, Title I, ELAC to inform and engage parents surrounding school activities, trainings, and meetings. (PI 1)</p>	<p>Somewhat Impactful</p>	<p>Somewhat Impactful</p>	<p>Somewhat Impactful</p>	<p>Strong Positive Impact</p>

<p>The position of assistant principal will be utilized to support student achievement through schoolwide practices aimed to reduce the achievement gaps.</p> <p>Herrera School SSC approved to provide additional funding to allow for a .5 FTE Assistant Principal. Herrera in collaboration with the District allotment of .5 FTE which shall equal 100% for an Assistant Principal for the 2022-23 school year.</p> <p>The Assistant Principal of Herrera will support the Principal by monitoring instruction as directed by the Principal. The assistant principal will also monitor academic interventions and teachers providing interventions in class or outside of class. The assistant principal will collaborate with the school counselor to monitor the SST process which occurs throughout the year.</p> <p>The Assistant Principal of Herrera will lead development of the school's School Climate and Culture. Activities include leading Student Expectation Assemblies promoting school wide positive behavior, and reinforcements. The Assistant Principal will also provide daily or as needed intervention for students who are identified with needs in Social-Emotional Learning. The assistant principal will develop interventions to meet students' behavioral needs. The Assistant Principal will meet with parents and communicate with teachers about student progress in social-emotional skills.</p> <p>Student Engagement The Assistant Principal will work in collaboration with the Herrera School counselor to improve attendance, decrease the chronic absenteeism rate and monitor students who are referred to SARB.</p> <p>Common Core Standards The Assistant Principal will facilitate professional development with grade level teams, teacher coaches and, at times, during full staff meetings. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Herrera school will engage families in workshops that support caregivers' understanding of the academic standards and goals for learning. The literacy teachers will present two workshops ""For the Love of Reading"" using take- home materials of leveled books, magnetic letters and journals. (PI 2)</p>	Strong Positive Impact	Limited or no impact	Strong Positive Impact	Somewhat Impactful
<p>The School Nurse will support the needs of the Herrera students three days a week by providing health interventions to improve student attendance. The nurse and health assistant will assess the needs of the students and coordinate with students, teachers, families, and other health care providers so that students' health needs are met. The nurse will also participate in SST process to determine if students have health conditions that are impeding their academic progress in school and support families in ensuring the child attends school. (IN 4)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

<p>Librarian The librarian will supplement teacher lessons by providing additional instruction related to informational or literary texts for English learners. The librarian will provide additional support for students struggling with reading and will pull them in small group interventions 2-3 times per week. The librarian will work 3 days per week (.60). .20 Paid for by Title 1 (Herrera), .40 by district. (IN 5)</p>	Strong Positive Impact	Limited or no impact	Strong Positive Impact	Somewhat Impactful
<p>Purchase of student planners to improve communication between home and school. Planners will also help students develop executive functioning skills as they plan ahead and track academic progress. (PI 4)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
<p>The Counselor will increase student engagement by monitoring attendance data each month and establish monthly classroom incentives for students to improve their daily attendance and decrease chronic absenteeism. The counselor will organize and coordinate interventions to support the needs of students with social-emotional behavioral challenges. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with social, emotional, or behavior needs. Site funds support .40 FTE. District funds support .20 FTE. Total FTE is 60. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Teachers will participate in sub release days with job-alike colleagues to participate in professional development and collaborative planning. Teachers will learn strategies for student engagement in the classroom to meet the diverse needs of learners, especially our African American and multilingual learners (we do not expect to spend this money, we are using our Literacy TOSAs for substitution). (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
<p>Purchase of smore online newsletter subscription to provide parents with a digital newsletter to help keep them informed of school events and activities. (PI 3)</p>	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
<p>TOSA (1.0 FTE) To reduce the achievement gaps and positively impact ELA and Math achievement, A TOSA will provide instruction that integrates science, math, engineering and technology in a lab-setting for students in grades 2-5. Grade Level Common Core standards for ELA and Math will be integrated throughout science lessons in which students learn about real-world problem, collect evidence through reading and experiments, construct arguments (verbally and written) and apply newfound understanding. Instructional methods will include inquiry, dialogue, and critical thinking. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

<p>Senior Health Assistant Senior Health Assistant (District will fund 1 day = .095 FTE and Herrera will fund 1 days = .095 FTE. (Each day of service = 3.8 hours per day). Provide supplemental health information to parents at parent meetings/workshops. Research available community resources in order to help parents obtain appointments to access medical, vision, and dental services. Increase student engagement by reducing chronic absenteeism and increasing students' connection to school by ensuring students and parents have access to on site resources. Provide group counseling sessions for targeted students related to health problems that are interrupting academic, behavioral, or social/emotional growth. (IN 6)</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Somewhat Impactful</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

<p>Core Program - English Language Arts</p>		
<p>Curriculum/Instruction</p>	<p>Assessments</p>	<p>Resources/Materials</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
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<p>2022-23 data from i-Ready diagnostic assessments reveal comprehension of informational text as the lowest scoring domain. English learners and African American students represent a larger portion of these students. Core Curriculum 100</p>	<p>TOSA (1.0 FTE) To reduce the achievement gaps and positively impact ELA and Math achievement, A TOSA will provide instruction that integrates science, math, engineering and technology in a lab-setting for students in grades 2-5. Grade Level Common Core standards for ELA and Math will be integrated throughout science lessons in which students learn about real-world problem, collect evidence through reading and experiments, construct arguments (verbally and written) and apply newfound understanding. Instructional methods will include inquiry, dialogue, and critical thinking.</p>	<p>African-American, All Students, English Learners, Identified At-Risk Students, Low SES</p>	<p>Title 1 \$163,656 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>The TOSA will be responsible for developing the instructional program in collaboration with the principal and assistant principal.</p>	<p>i-Ready ELA mid-year and end-of-year assessment data in the domain of Comprehension of Informational Text. District ELA Assessments and TOSA Class Assessments. Core Curriculum 100</p>
<p>Students demonstrate</p>	<p>The position of</p>	<p>African-American, All</p>	<p>LCFF \$46,914 Title</p>	<p>08/01/2023 -</p>	<p>Principal</p>	<p>Weekly discipline</p>

<p>significant needs in self management and sense of belonging according to CORE survey data. Students demonstrates significant needs in ELA and Math based on diagnostic i-Ready assessments. Suspension/Expulsion Rate 30, SEL Survey 20, Core Curriculum 20, Other 30</p>	<p>assistant principal will be utilized to support student achievement through schoolwide practices aimed to reduce the achievement gaps. Herrera School SSC approved to provide additional funding to allow for a .5 FTE Assistant Principal. Herrera in collaboration with the District allotment of .5 FTE which shall equal 100% for an Assistant Principal for the 2023-24 school year. The Assistant Principal of Herrera will support the Principal by monitoring instruction as directed by the Principal. The assistant principal will also monitor academic interventions and teachers providing interventions in class or outside of class. The assistant</p>	<p>Staff, All Students, Identified At-Risk Students, Low SES, English Learners</p>	<p>1 \$46,913 Asst. Principal Elementary .5 FTE - LCFF 50%; Title 1 50%</p>	<p>06/30/2024 Daily</p>	<p>monitoring/reports to staff. Using feedback and observation, there will be a 100% classroom implementation of formative assessment strategies. Students self ratings on Social - Emotional Skills District/site/FRSA data will improve 5%. Student attendance rate will increase to 97%. Suspension/Expulsion Rate 30, SEL Survey 20, Core Curriculum 20, Other 30</p>
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principal will collaborate with the school counselor to monitor the SST process which occurs throughout the year. The Assistant Principal of Herrera will lead development of the school's School Climate and Culture. Activities include leading Student Expectation Assemblies promoting school wide positive behavior, and reinforcements. The Assistant Principal will also provide daily or as needed intervention for students who are identified with needs in Social-Emotional Learning. The assistant principal will develop interventions to meet students' behavioral needs. The Assistant Principal will meet with parents and

	<p>communicate with teachers about student progress in social-emotional skills. Student Engagement The Assistant Principal will work in collaboration with the Herrera School counselor to improve attendance, decrease the chronic absenteeism rate and monitor students who are referred to SARB.</p> <p>Common Core Standards The Assistant Principal will facilitate professional development with grade level teams, teacher coaches and, at times, during full staff meetings.</p>					
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<p>Students who have chronic or excessive absences due to illnesses, asthma, dental problems, vision problems or lack of care. Attendance/Chronic Absenteeism Rate 30, SEL Survey 30, Core Curriculum 40</p>	<p>The School Nurse will support the needs of the Herrera students four days a week by providing health interventions to improve student attendance. The nurse and health assistant will assess the needs of the students and coordinate with students, teachers, families, and other health care providers so that students' health needs are met. The nurse will also participate in SST process to determine if students have health conditions that are impeding their academic progress in school and support families in ensuring the child attends school.</p>	<p>All Students, Other Targeted Students, Targeted Parents</p>	<p>LCFF \$41,596 Title 1 \$13,866 Nurse Inspector .4 FTE - LCFF 75%; Title 1 25%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Nurse</p>	<p>Attendance data for students who have chronic absenteeism, attendance improvement plans, or SST Intervention Plans. Attendance/Chronic Absenteeism Rate 30, SEL Survey 30, Core Curriculum 40</p>
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<p>Students have reported an increase in cyber bullying and staff survey results indicate a need for improved technology supports and protocols. Core Curriculum 100</p>	<p>Technology aide will support student learning and access to materials. Will ensure devices are updated and available for student use. Will provide resources for digital citizenship and internet safety to teachers so they can provide the instruction.</p>	<p>All Students, All Staff</p>	<p>Title 1 \$1,750 Technology College Student Aide (1) for 80 hours annually - Title 1 100%</p>	<p>08/30/2023 - 06/15/2024 Monthly</p>	<p>Assistant Principal</p>	<p>AP will keep a running log of repairs needed and present to tech aide. Teachers will submit a technology survey indicating level of satisfaction with technology updates and repairs. Students will complete a pre and post survey indicating their awareness of digital citizenship and internet safety. Core Curriculum 100</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Pre-School/Headstart students will have 2 opportunities to visit Herrera this year. Students will go on a tour of campus with their pre-school teacher.</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and a modified version of MAP2D, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Grade 5 matriculation will be monitored and facilitated by the School Counselor. She will present to each 5th grade classroom so that students are able to fill out the applications. She will have parent meetings so that all fifth grade parents may attend and view the District created powerpoint of programs. Moreover, she is hosting technology classes so that each parent can sign on to ParentVUE to choose their child's Middle School. Fifth grade students will also visit Jefferson Middle School, Herrera's home school, in the spring. In addition, any middle school that would like to personally meet Herrera parents will be invited to come and speak to parents in a meeting held by the principal or Vice Principal.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Students targeted are in need of social-emotional intervention and support. Overall data reflects, 95.5% overall attendance rate which is below the district goal and 11% chronically absent students which is below the district goal. CORE Survey data shows students with needs in the social-emotional learning Attendance/Chronic Absenteeism Rate 100	The Counselor will increase student engagement by monitoring attendance data each month and establish monthly classroom incentives for students to improve their daily attendance and decrease chronic absenteeism. The counselor will organize and coordinate interventions to support the needs of students with social-emotional behavioral challenges. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with social, emotional, or behavior needs. Site funds support .40 FTE. District funds support .20 FTE. Total FTE is 60.	Title 1 \$90,621 Counselor .6 FTE - Title 1 100% 08/30/2021 - 06/16/2022 Weekly The counselor is responsible for duties assigned with supervision by the principal	All year	Counselor under supervision of the principal	Weekly/Monthly reports to monitor attendance and student behavior. Monthly report to reflect grade level attendance rates. Weekly counseling groups with targeted goals. Monthly monitoring of students at risk of retention. Attendance/Chronic Absenteeism Rate 100

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Expand on learning best practices in the area of differentiation. Identify practices to support English Language development, and instruction to refine practices for Early Learners (TK/K). Planning strategic interventions to assist all students in meeting the standards. Identify and uplift math practices and strategies leading to student success.	Teachers will be released during the school day for professional development in the areas of student engagement, developing their knowledge of Quality Core Instructional practices and strategies for supporting multilingual learners. Teachers will also receive PD to improve math instruction.	Herrera will utilize LLI personnel to cover teacher release days, so no funding is required at this time.	Fall: 10/24-26 Winter: 2/27-3/1 Spring: 5/8-10	The Principal will be responsible for the Professional Development working in collaboration with the ILT, the assistant principal, and teachers.	Administrators monitor the implementation by formal and informal classroom visits as well as internal learning walks and collaborative inquiry visit. In addition, agendas and exits slips collected during release time.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in decision making with regard to student achievement during bi-monthly grade level collaboration, ILT meetings, release days each trimester, and grade level chair meetings. In addition, teachers serve on Herrera Teacher Leadership decision-making committees including Instructional Leadership Team, Culture Climate Team, Sunshine Committee, and the Parent Involvement Team.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	231006
Title I Parent and Family Involvement (3008)	5799

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	88760

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Allison Kargas	06-30-2024
Staff	Classroom Teacher	Caitlin Ferguson	06-30-2025
Staff	Classroom Teacher	Alva Quinones	06-30-2025
Staff	Classroom Teacher	Carla Castro	06-30-2025
Staff	Non Classroom Teacher	Sherita Clemons	06-30-2025
Community	Parent	Aja [REDACTED]	06-30-2024
Community	Parent	Vicki [REDACTED]	06-30-2024
Community	Parent	Megan [REDACTED]	06-30-2024
Community	Parent	Sherry [REDACTED]	06-30-2025
Community	Parent	Jennifer [REDACTED]	06-30-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Miriam [REDACTED]
DELAC Representative	Parent of EL Student (required)	Sherry [REDACTED]
Principal or Designee	Staff Member (required)	Allison Kargas
Secretary	Parent of EL Student (required)	Anastasia [REDACTED]

Name	Representing
Griselda [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/27/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Additional support for newcomers Explore option of Dual Immersion program Classes for parent to learn English After-school support in learning English/homework help Mental health/parenting classes for parents of English Learners
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023

6. What was SSC's response to ELAC recommendations?	We have support for our newcomers through small group interventions with our IIC and K phonics instruction. We are currently in the process of fact finding for the Dual Immersion program, the District offices are involved, we had our community meeting last Wednesday. English classes for parents were difficult to implement in the past due to attendance and varied levels of English proficiency. But we will develop a resource list for English acquisition for parents guiding them to resources in the area. We are currently offering mental health and parenting classes for the parents through the Family Resource Center and these classes are held in Spanish. We can offer additional help with homework and after school tutoring through ELOP funding beginning in January of 2024.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/18/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/18/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/26/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

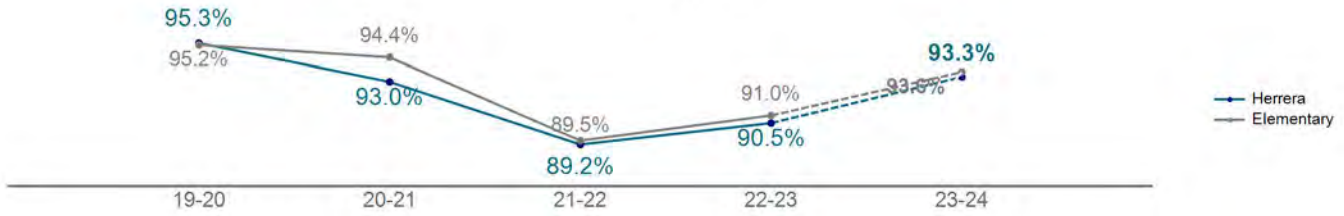
Printed Name: _____ Date: _____

ELAC Chair: _____

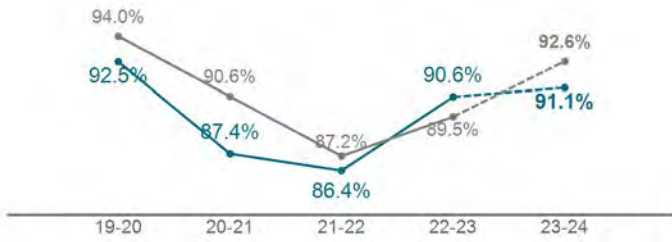
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Attendance Rate

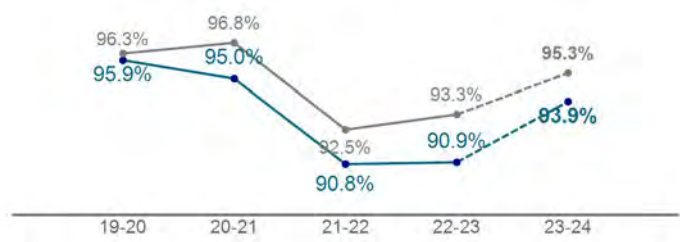
Herrera
All Students
N = 699



African American
N = 80



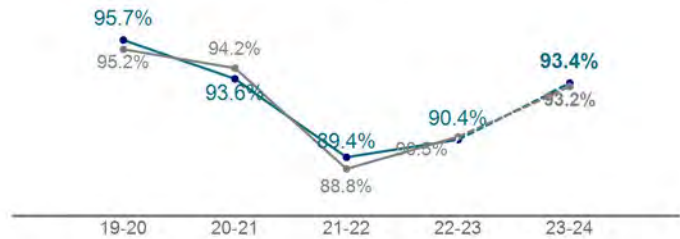
Asian
N = 73



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 484



Pacific Islander

Subgroup with fewer than 20 students.

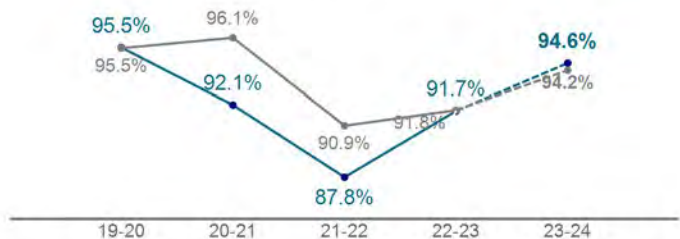
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

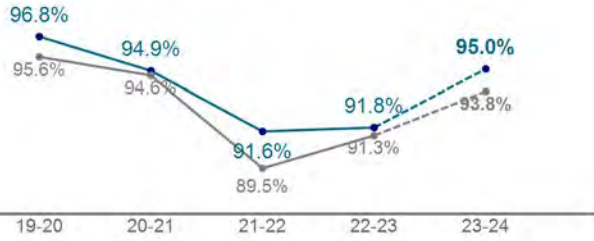
Other
N = 44



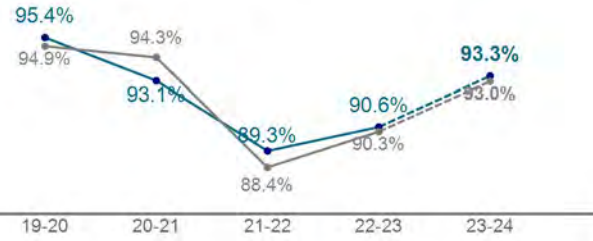
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

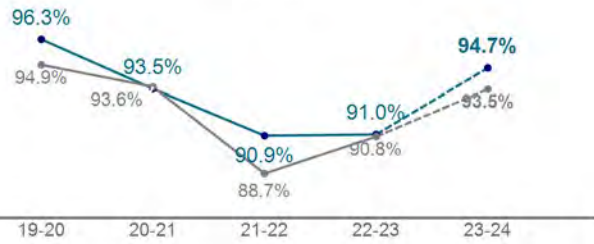
EL + RFEP
N = 239



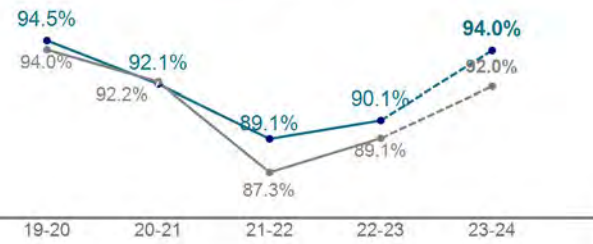
Low SES
N = 689



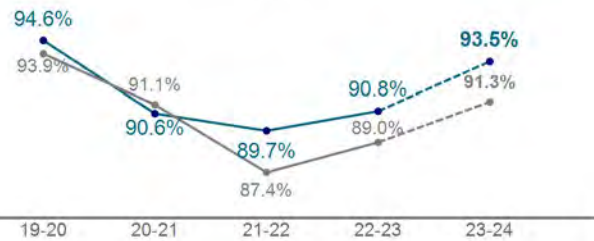
English Learner
N = 212



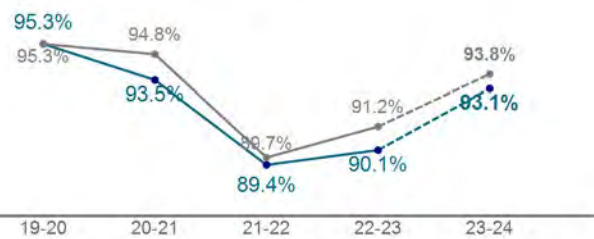
Special Education
N = 52



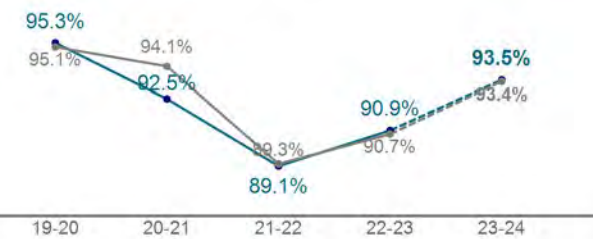
Homeless or Foster Youth
N = 94



Female
N = 321



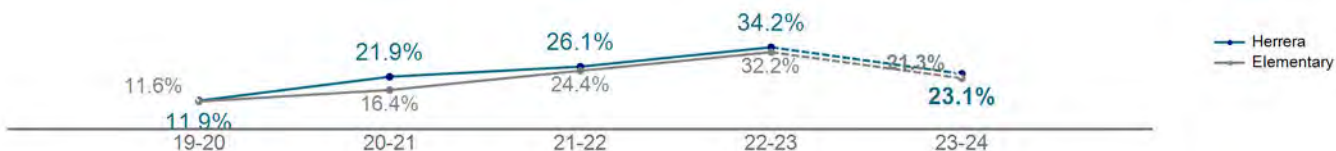
Male
N = 378



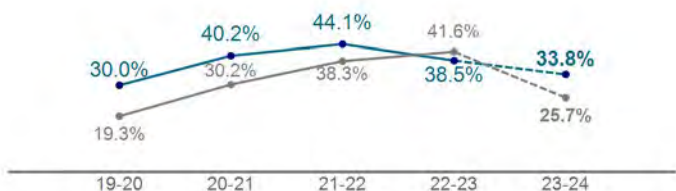
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Herrera
All Students
N = 687



African American
N = 77



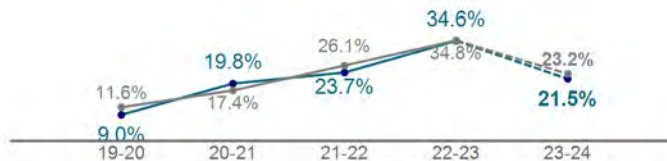
Asian
N = 73



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 475



Pacific Islander

Subgroup with fewer than 20 students.

White

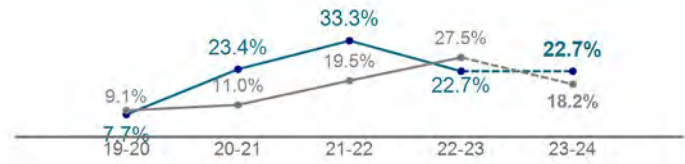
Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

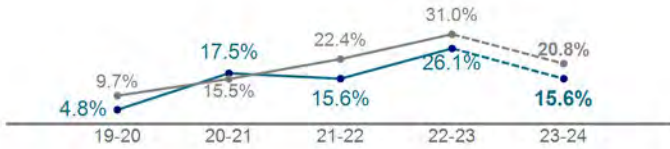
Other
N = 44



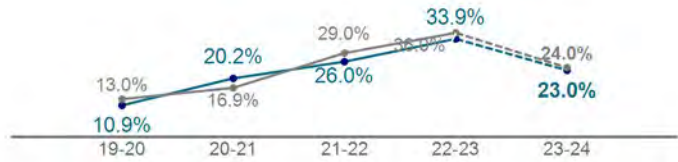
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

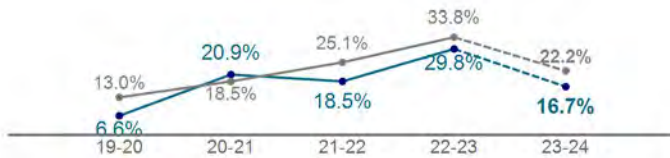
EL + RFEP
N = 237



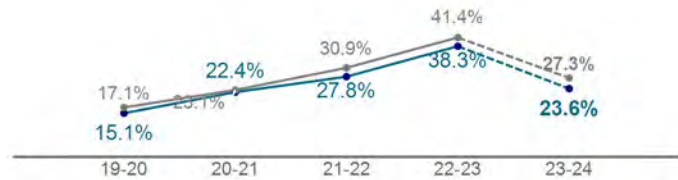
Low SES
N = 682



English Learner
N = 210



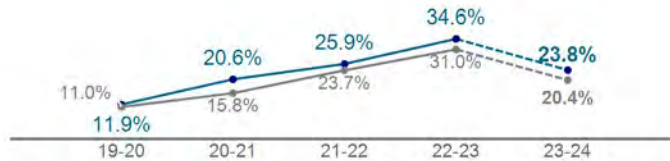
Special Education
N = 55



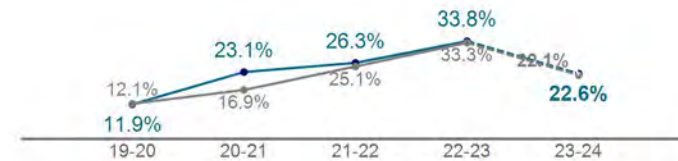
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 315



Male
N = 372



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Herrera

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	337	60%	36	23	23	17	40%	↓2		↑6	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	85	72%	45	27	19	9	28%	↓5		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	126	68%	48	20	17	15	32%	↓11		↓2
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	126	43%	18	25	33	25	57%	↑7		↑13
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	229	62%	38	24	23	15	38%	↓3		↑6
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	47	74%	51	23	17	9	26%	↑5		↑7
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Cambodian	42	38%	17	21	33	29	62%	↑7		↑8
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Asian	39	44%	23	21	23	33	56%	↓1		↑4
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1

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Herrera

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	18*	33%	11	22	33	33	67%	↑2		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	White	2*	50%	50		50		50%	↑25		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
Filipino	2*	0%			100	100%	100%	-		-	
	All Elementary	24%	12	11	27	49	76%	↑2		↑7	
	District	28%	11	17	31	41	72%	↑2		↑2	
Gender	Female	165	56%	30	26	25	19	44%	↓3		↑10
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	172	63%	42	21	22	15	37%	↓-		↑1
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	122	59%	39	20	23	18	41%	↑3		↑13
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	80	80%	55	25	18	3	20%	↑6		↑5
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
RFEP	42	19%	7	12	33	48	81%	↑21		↑23	

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SBAC ELA 2023 :: School Data by Subgroup

Herrera

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	3*	33%	33		67		67%	↑17		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	68	9%	17	38	53	91%	91%	↑6		-
		All Elementary	10%	28	23	67	90%	90%	↑2		↓-
		District	14%	311	32	54	86%	86%	↓-		↓3
	Homeless	44	64%	39	25	25	11	36%	↑5		↑5
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	47	62%	36	26	23	15	38%	↑4		↑4
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	328	59%	35	24	24	17	41%	↓2		↑6
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
District		59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	27	93%	85	7	4		7%	↓4		-	
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
	District	84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	27	93%	85	7	4		7%	↓4		-	
	All Elementary	77%	57	19	13	11	23%	↑2		↑5	
	District	79%	56	23	14	7	21%	↑2		↑2	

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SBAC Math 2023 :: School Data by Subgroup

Herrera

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	342	72%	40	32	20	8	28%	↑4		↑3	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	85	78%	42	35	20	2	22%	↓5		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	127	77%	43	35	17	8	23%	↓3		↓5
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	130	64%	36	28	22	14	36%	↑17		↑11
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	234	74%	41	32	20	7	26%	↑4		↑4
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	47	83%	49	34	13	4	17%	↑8		↑7
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	42	62%	29	33	24	14	38%	↑3		↓3
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Asian	39	64%	33	31	21	15	36%	↑4		↓3
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6

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Herrera

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	18*	56%	22	33	28	17	44%	↓11		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	2*	50%	50		50		50%	↑25		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	2*	0%			100		100%	↑50		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Gender	Female	167	75%	44	31	18	7	25%	↓1		↓2
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	175	69%	36	33	22	9	31%	↑8		↑9
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
	Special Populations	EL + RFEP	127	69%	45	24	20	11	31%	↑11	
All Elementary			73%	44	29	17	10	27%	↑2		↑-
District			77%	52	26	14	8	23%	↑1		↓5
ELL		85	86%	60	26	12	2	14%	↑6		↑3
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
RFEP		42	36%	14	21	36	29	64%	↑32		↑15

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Herrera

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	3*	67%	33	33	33		33%	↑33		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
	GATE/Excel	District	85%	62	23	13	2	15%	↑2		↓2
		68	25%	4	21	49	26	75%	↑23		-
	Homeless	All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless/Foster	45	76%	44	31	20	4	24%	↑2		↓4
		All Elementary	72%	44	27	18	11	28%	↑2		-
	Low SES	District	78%	52	26	14	8	22%	↑-		↓5
		48	75%	44	31	21	4	25%	↑5		-
	Special Ed.	All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Spec Ed. Speech/RSP	333	72%	39	32	20	8	28%	↑4		↑3
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
Special Ed.	District	73%	46	27	17	11	27%	↑2		↓5	
	27	93%	81	11	7		7%	↓4		-	
Spec Ed. Speech/RSP	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
	District	88%	72	16	8	5	12%	↑2		↓1	
Spec Ed. Speech/RSP	27	93%	81	11	7		7%	↓4		-	
	All Elementary	78%	55	23	12	10	22%	↑3		↓1	
Spec Ed. Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2	

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SBAC Science 2023 :: School Data by Subgroup

Herrera

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	130	68%	12	55	25	7	32%	↑5		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	68%	12	55	25	7	32%	↑5		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	89	66%	13	53	30	3	34%	↑5		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	18*	83%	22	61	6	11	17%	↑8		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Cambodian	17*	65%	65	24	12	35%	↑5		-	
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Asian	15*	60%	60	27	13	40%	↑15		-	
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Other	7*	57%	57	14	29	43%	↓7		-	
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
White	1*	100%	100			0%	-		-		
	All Elementary	42%	4	38	31	27	58%	↓2		-	
	District	51%	6	45	29	20	49%	↑1		-	

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SBAC Science 2023 :: School Data by Subgroup

Herrera

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Gender	Female	69	65%	10	55	23	12	35%	↑8		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	61	70%	15	56	28	2	30%	↑3		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-	
	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	62	69%	16	53	27	3	31%	↑8		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	32	97%	31	66	3		3%	↓2		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	30	40%		40	53	7	60%	↑29		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	2*	50%		50	50		50%	-		-
		All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	38	24%		24	58	18	76%	↑25		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
Homeless	16*	81%	19	63	19		19%	↑19		-	

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Herrera

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	18*	78%	17	61	17	6	22%	↑16		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
	Low SES	128	67%	13	55	26	7	33%	↑5		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
	Special Ed.	8*	100%	88	13			0%	↓11		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
	Spec Ed. Speech/RSP	District	93%	47	46	5	2	7%	↑1		-
		8*	100%	88	13			0%	↓11		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

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i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	108	31	69				
			2	103	10	78	8	5		
			3	104		2	63	16	18	
	Teacher	Brown, Y	1	26	31	69				
			2	28	18	79	4			
			3	28		4	68	25	4	
		Chambers, S	1	26	35	65				
			2	26	8	77	8	8		
			3	26			58	8	35	
		Chao, S	1	24	33	67				
			2	24	8	71	13	8		
			3	24			67	8	25	
		Martinez, M	1	23	26	74				
			2	23	4	83	9	4		
			3	26		4	65	19	12	
		Ethnicity	African American	1	11	36	55	9		
				2	8	13	88			
				3	8	13	88			
	American Indian		1	1		100				
			2	1		100				
			3	1		100				
	Asian		1	13	15	85				
			2	14		14	57	21	7	
			3	14			43	29	29	
	Filipino		1	1		100				
			2	1		100				
			3	1		100				
	Hispanic		1	73	34	66				
			2	71	8	79	7	6		
			3	70		1	67	13	19	
Other	1	9	11	89						
	2	8		100						
	3	10			40	40	20			

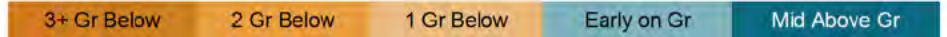


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	49	24	73	2		
			2	45	11	78	9	2	
			3	47	2	68	17	13	
		Male	1	59	36	64			
			2	58	9	78	7	7	
			3	57	2	60	16	23	
	Special Populations	Low SES	1	104	32	67			
			2	101	10	77	8	5	
			3	101	2	63	16	19	
		ELL	1	33	48	52			
			2	34	15	79	6		
			3	34	3	76	18	3	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	34	47	53			
			2	35	14	77	6	3	
			3	35	3	74	17	6	
			Special Ed.	1	6	50	50		
				2	6	17	67	17	
				3	6		83	17	
		Spec Ed. Speech/RSP	1	6	50	50			
			2	6	17	67	17		
			3	6		83	17		
Homeless	1	8	63	38					
	2	9	11	89					
	3	9		89	11				

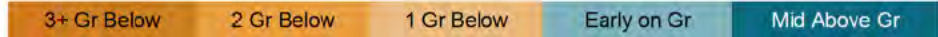


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	140	50	48	2			
			2	130	22	66	8	4		
			3	128	10	58	22	10		
	Teacher	Dillenbeck, K		1	27	74	26			
				2	27	33	59	7		
				3	27	11	44	33	11	
		Gibson, J		1	25	32	68			
				2	25	20	68	8	4	
				3	25	12	52	28	8	
		Lim, T		1	25	60	36	4		
				2	24	13	71	8	8	
				3	27	11	59	15	15	
		Miller, D		1	26	42	58			
				2	25	32	68			
				3	26	12	73	15		
		Ramirez, B		1	26	46	46	8		
				2	26	15	62	15	8	
				3	26	12	58	15	15	
		Ethnicity	African American		1	18	56	39	6	
					2	16	38	56	6	
					3	15	27	53	13	7
			Asian		1	18	39	61		
					2	16	19	69	6	6
					3	15		60	33	7
			Filipino		1	2	100			
					2	1	100			
					3	1			100	
Hispanic				1	91	52	46	2		
				2	86	21	66	9	3	
				3	86	10	57	22	10	
Pacific Islander			1	1	100					
			2	1	100					
			3	1	100					

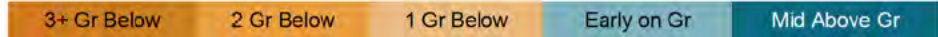


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 2

Legend

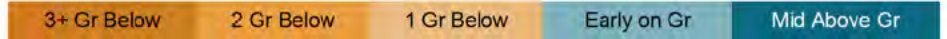


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Ethnicity	White	1	2	100					
			2	2	100					
			3	2	100					
		Other	1	8	50		50			
			2	8	25		63		13	
			3	8	63		13	25		
	Gender	Female	1	69	55		42		3	
			2	64	27		63		6	5
			3	64	9	59		23		8
		Male	1	71	45		54		1	
			2	66	18	70		9	3	
			3	64	11	56		20		13
	Special Populations	Low SES	1	134	49		49		2	
			2	127	22	66		8	4	
			3	123	10	58		22		11
		ELL	1	37	59		41			
			2	34	29	68		3		
			3	35	11	71		14	3	
		RFEP	1	10	30	60		10		
			2	9	78			11	11	
			3	9	44		33		22	
		EL + RFEP	1	47	53		45		2	
			2	43	23	70		5	2	
			3	44	9	66		18		7
		Special Ed.	1	12	83		17			
			2	12	25	75				
			3	11	27	64		9		
Spec Ed. Speech/RSP	1	12	83		17					
	2	12	25	75						
	3	11	27	64		9				
Foster	1	6	67		33					
	2	6	33	67						
	3	4	25	75						



i-Ready Math Overall Relative Placement
School Data by Subgroup
Herrera 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Homeless	1	14	86	7	7		
			2	12	50	42	8		
			3	15	27	53	13	7	
		GATE/Excel	1	11	9	64	27		
			2	11		36	18	45	
			3	11			45	55	

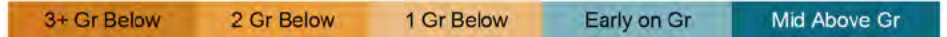


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	84	15	43	42		
			2	83	7	23	60	10	
			3	84	6	11	58	17	8
	Teacher	Beck, P	1	19	21	53	26		
			2	20	15	40	45		
			3	21	19	24	52	5	
		Castro, C	1	18	28	39	33		
			2	19	11	21	63	5	
			3	20	5	10	75	5	5
		Jamali, A	1	21	29	71			
			2	21		71		29	
			3	21		29		43	29
		Tejada, N	1	21	14	48	38		
			2	21	10	24	62	5	
			3	20	10	80	10		
	Ethnicity	African American	1	16	19	38	44		
			2	12	17	67	17		
			3	15	20	7	53	13	7
		Asian	1	8	13	38	50		
			2	8	13	13	75		
			3	8		13	13	25	25
		Filipino	1	1		100			
			2	1		100			
			3	1				100	
		Hispanic	1	55	15	47	38		
			2	58	9	28	53	10	
			3	56	2	11	68	14	5
Other		1	4	25	25	50			
		2	4		100				
		3	4		25	25	50		

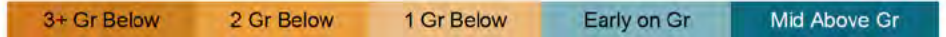


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	40	15	50	35		
			2	38	11	21	61	8	
			3	40	8	10	58	20	5
		Male	1	44	16	36	48		
			2	45	4	24	60	11	
			3	44	5	11	59	14	11
	Special Populations	Low SES	1	82	15	43	43		
			2	82	7	22	61	10	
			3	81	5	10	59	17	9
		ELL	1	19	5	53	42		
			2	20	5	30	65		
			3	19	5		79	16	
		RFEP	1	2		50	50		
			2	2			50	50	
			3	2				100	
		EL + RFEP	1	21	5	52	43		
			2	22	5	27	64	5	
			3	21		5	71	24	
		Special Ed.	1	6	33	50	17		
			2	6		33	33	17	17
			3	6		33	50	17	
		Spec Ed. Speech/RSP	1	6	33	50	17		
			2	6		33	33	17	17
			3	6		33	50	17	
		Homeless	1	12	33	50	17		
			2	14	7	29	57	7	
			3	15	13	13	60	13	
GATE/Excel		1	13	23	77				
		2	13			69	31		
		3	13			31	23	46	

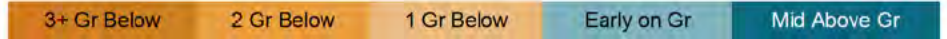
i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	131	23	31	39	6	
			2	125	14	20	54	8	4
			3	125		7	16	38	25
	Teacher	Corleto, E	1	31	16	45	39		
			2	31	10	19	65	3	
			3	31		10	13	42	32
		Ferguson, C	1	29	31	31	38		
			2	28	14	25	54	4	
			3	28		7	18	50	18
		Oblea, R	1	32	41		47	13	
			2	33	27	36	36		
			3	32	9	31	50	9	
		Salazar, A	1	34		33	68	24	3
			2	33			67	24	9
			3	34			33	15	38
	Ethnicity	African American	1	17	47	24	29		
			2	15	27	40	33		
			3	14		29	21	29	21
		Asian	1	15	7	33	40	20	
			2	14	7		71	14	7
			3	16			19	31	25
		Filipino	1	1		100			
			2	1					100
			3	1					100
		Hispanic	1	89	24	34	39	3	
			2	87	15	21	56	5	3
			3	86		6	16	44	23
White	1	1		100					
	2	1		100					
	3	1					100		
Other	1	8		13	50	25	13		
	2	7			43	43	14		
	3	7			14	29	57		

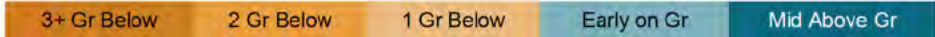


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	60	25	37	33	3	
			2	55	16	24	49	7	4
			3	56		2	21	46	21
		Male	1	71	21	27	44	8	
			2	70	11	17	59	9	4
			3	69		12	12	32	28
	Special Populations	Low SES	1	127	22	32	39	6	
			2	121	13	21	55	8	3
			3	121		7	17	39	25
		ELL	1	32	31	34	34		
			2	32	28	13	59		
			3	32	13	22	41	22	3
		RFEP	1	10		30	30	40	
			2	9		11	56	11	22
			3	10			20	30	50
		EL + RFEP	1	42	24	33	33	10	
			2	41	22	12	59	2	5
			3	42		10	17	36	24
		Special Ed.	1	12		50	25	17	8
			2	12		50	17	25	8
			3	11		36	45	9	9
		Spec Ed. Speech/RSP	1	12		50	25	17	8
			2	12		50	17	25	8
			3	11		36	45	9	9
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	14	14	29	57		
			2	13		31	54	15	
			3	14		7	50	43	
GATE/Excel		1	17			53	41	6	
		2	15			33	40	27	
		3	17			12	24	65	

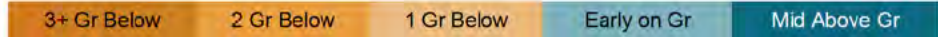


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	129	25	28	35	11	2
			2	128	11	14	52	18	5
			3	131	8	14	37	27	14
	Teacher	Campbell, D	1	33		61		33	6
			2	33	3	30		48	18
			3	33		6		52	42
		Lopez-Verdugo, S	1	30	23	43	30		3
			2	31	10	13	65		13
			3	33	3	24	52		21
		Perez, A	1	32	41	28	28		3
			2	31	29	16	55		
			3	31	19	13	45		23
	Rasmusson, F	1	32	31	44	22		3	
		2	32	6	25	56		9	
		3	33	12	15	45		15	
	Ethnicity	African American	1	17	41	29	12		18
			2	17	18	24	41		12
			3	18	17	28	33		11
		Asian	1	15	20	27	53		
			2	15	13		60		20
			3	15		13	33		40
		Hispanic	1	89	24	27	37		11
			2	88	13	11	52		19
			3	90	9	11	38		29
White		1	1		100				
		2	1		100				
		3	1					100	
Other		1	7	14	43	14		14	
		2	7	14		57		14	
		3	7		14	43		29	

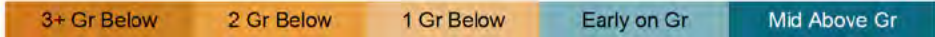


i-Ready Math Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	71	28	21	37	14	
			2	69	13	16	45	20	6
			3	70	7	17	33	30	13
		Male	1	58	21	36	33	7	3
			2	59	8	12	59	15	5
			3	61	10	10	41	25	15
	Special Populations	Low SES	1	127	24	28	35	11	2
			2	127	11	14	51	18	6
			3	129	8	13	37	28	14
		ELL	1	30	47	33	20		
			2	31	29	19	45	6	
			3	32	19	22	50	6	3
		RFEP	1	30	27	43	27	3	
			2	29		48	38	14	
			3	30		23	47	30	
		EL + RFEP	1	60	23	30	32	13	2
			2	60	15	10	47	22	7
			3	62	10	11	37	26	16
		Special Ed.	1	9	89	11			
			2	8	75	13	13		
			3	8	63	25	13		
	Spec Ed. Speech/RSP	1	9	89	11				
		2	8	75	13	13			
		3	8	63	25	13			
	Foster	1	2		50	50			
		2	2		50	50			
		3	2		50	50			
Homeless	1	14	43	29	29				
	2	15	20	13	60	7			
	3	16	19	13	50	19			
GATE/Excel	1	38	3	61	32	5			
	2	38		3	32	47	18		
	3	38		11	47	42			

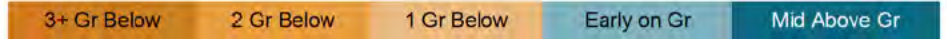
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr			
1	All Students	All	1	111	23	68	4	5				
			2	103	4	67	12	17				
			3	102		43	18	38				
	Teacher	Brown, Y		1	28	18	68	11	4			
				2	28	7	68	7	18			
				3	28		4	36	25	36		
		Chambers, S			1	26	15	77	4	4		
					2	26		4	54	19	23	
					3	26			38	12	50	
		Chao, S			1	24	38	50	13			
					2	24			71	8	21	
					3	24			50	13	38	
		Martinez, M			1	23	17	78	4			
					2	23			74	13	13	
					3	26			42	23	35	
	Ethnicity	African American			1	12	42	58				
					2	8	25	63	13			
					3	8			63	13	25	
		American Indian				1	1	100				
						2	1	100				
						3	1				100	
		Asian				1	14			71	7	21
						2	13			46	31	23
						3	13			23	23	54
		Filipino				1	1	100				
						2	1	100				
						3	1				100	
Hispanic					1	74	24	68	4	4		
					2	71			1	69	10	20
					3	69				1	48	14
Other				1	9	22	78					
				2	9	11	78	11				
				3	10			30	20	50		

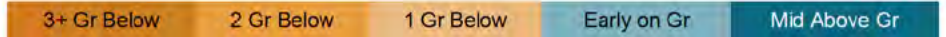
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Gender	Female	1	50	18	72	2	8		
			2	45		2	67	16	16	
			3	46			39	17	43	
		Male	1	61	26	66	5	3		
			2	58		5	67	9	19	
			3	56			2	46	18	34
	Special Populations	Low SES	1	107	21	69	4	6		
			2	101		3	67	12	18	
			3	99			1	42	18	38
		ELL	1	33	45	45	3	6		
			2	34	3	82	6	9		
			3	32		3	63	13	22	
		RFEP	1	1	100					
			2	1					100	
			3	1					100	
		EL + RFEP	1	34	44	47	3	6		
			2	35	3	80	6	11		
			3	33		3	61	12	24	
		Special Ed.	1	6	67	33				
			2	6	100					
			3	5	100					
Spec Ed. Speech/RSP	1	6	67	33						
	2	6	100							
	3	5	100							
Homeless	1	9	33	67						
	2	9		78		22				
	3	9			56	11	33			

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	139	50	40	4	6		
			2	132	23	47	16	14		
			3	124	10	42	16	32		
	Teacher	Dillenbeck, K	1	27	56	41	4			
			2	27	30	44	15	11		
			3	27	19	15	26	41		
		Gibson, J	1	25	24	60	8	8		
			2	25	12	40	28	20		
			3	25	4	36	12	48		
		Lim, T	1	25	52	40	8			
			2	24	21	46	17	17		
			3	27	7	52	15	26		
		Miller, D	1	26	54	38	4	4		
			2	26	35	50	8	8		
			3	26	15	54	19	12		
		Ramirez, B	1	26	54	27	12	8		
			2	26	19	50	12	19		
			3	25	8	52	12	28		
		Ethnicity	African American	1	20	70	20	10		
				2	16	19	56	13	13	
				3	12	8	33	33	25	
	Asian		1	17	35	59	6			
			2	17	12	29	29	29		
			3	16	6	38	19	38		
	Filipino		1	2	50	50				
			2	1				100		
			3	1				100		
Hispanic	1		89	47	43	6	4			
	2		87	25	48	13	14			
	3		84	11	44	13	32			
Pacific Islander	1	1	100							
	2	1	100							
	3	1				100				

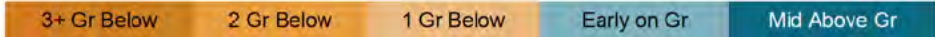
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Ethnicity	White	1	2	50	50				
			2	2	50	50				
			3	2		50	50			
		Other	1	8		75	13	13		
			2	8		25	50	25		
			3	8			63	38		
	Gender	Female	1	69		48	43	4	4	
			2	64		17	56	14	13	
			3	63			5	48	19	29
		Male	1	70		51	37	4	7	
			2	68			28	38	18	16
			3	61			15	36	13	36
	Special Populations	Low SES	1	131		47	42	5	6	
			2	129			23	46	16	15
			3	119			9	41	16	34
		ELL	1	37		59	38	3		
			2	34			29	65	6	
			3	35			11	60	17	11
		RFEP	1	10		20	70	10		
			2	9				33	44	22
			3	9				22	11	67
		EL + RFEP	1	47		51	45	2		
			2	43			23	58	14	5
			3	44			9	52	16	23
		Special Ed.	1	12		92	8			
			2	12		50	50			
			3	9		22	78			
		Spec Ed. Speech/RSP	1	12		92	8			
			2	12		50	50			
			3	9		22	78			
Foster	1	6		83	17					
	2	6		17	83					
	3	4			75	25				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Herrera 2022-2023 Grade 2**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
2	Special Populations	Homeless	1	14	86					7	7	
			2	13	62					31	8	
			3	14	50					36	7	7
		GATE/Excel	1	10						20	20	60
			2	11						100		
			3	11						9	91	

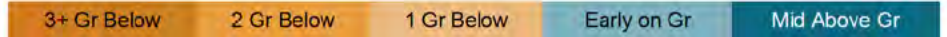
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
3	All Students	All	1	81	21	27	30	22			
			2	82		9	16	26	34	16	
			3	83			10	12	17	43	18
	Teacher	Beck, P		1	19	21	42	32	5		
				2	20		30	10	30	30	
				3	21		14	24	29	29	5
		Castro, C		1	18	33	11	50	6		
				2	19		5	16	32	37	11
				3	20			5	25	65	5
		Jamali, A		1	21			5	33	62	
				2	21				5	48	48
				3	21					38	62
	Tejada, N		1	21	29	48	14	10			
			2	21	5	33	33	29			
			3	21		19	29	14	38		
	Ethnicity	African American		1	15	27	40	20	13		
				2	12			25	8	50	17
				3	15		7	20	13	33	27
		Asian		1	8	25	25	38	13		
				2	8		13	13	25	38	13
				3	8		13	13	25	38	13
		Filipino		1	1					100	
				2	1					100	
				3	1					100	
		Hispanic		1	53	21	25	32	23		
				2	57		9	16	32	30	14
				3	55			11	9	18	45
Other			1	4		25	25	50			
			2	4			25	50	25		
			3	4			25	75			

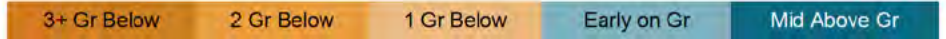
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Gender	Female	1	39	15	21	36	28		
			2	38		8	8	24	42	18
			3	40		8	8	18	48	20
		Male	1	42	26	33	24	17		
			2	44	9	23	27	27	14	
			3	43		12	16	16	40	16
	Special Populations	Low SES	1	79	20	27	30	23		
			2	81		9	15	26	35	16
			3	81		10	11	16	44	19
		ELL	1	19	26	11	37	26		
			2	20	15	25	15	30	15	
			3	19		11	11	16	42	21
		RFEP	1	2					100	
			2	2					100	
			3	2					100	
		EL + RFEP	1	21	24	10	33	33		
			2	22	14	23	14	36	14	
			3	21		10	10	14	38	29
		Special Ed.	1	6	50	17	17	17		
			2	6	50	17	17	17		
			3	6	33	17	33	17		
	Spec Ed. Speech/RSP	1	6	50	17	17	17			
		2	6	50	17	17	17			
		3	6	33	17	33	17			
	Homeless	1	12	42	17	25	17			
		2	14		29	21	43	7		
		3	15	13	20	20	33	13		
GATE/Excel	1	12		8	25	67				
	2	13			8	38	54			
	3	13				46	54			

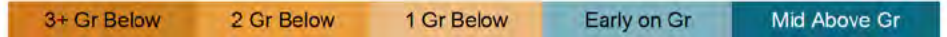
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	126	20	17	46	10	7
			2	123	12	7	57	13	11
			3	124	10	9	51	17	14
	Teacher	Corleto, E	1	31	19	16	65		
			2	30	10	10	70	10	
			3	31	10	13	65	10	3
		Ferguson, C	1	29	21	21	55	3	
			2	28	11	11	75	4	
			3	28	11	4	68	11	7
		Oblea, R	1	33	30	30	36	3	
			2	33	24	6	64	6	
			3	32	19	19	44	16	3
		Salazar, A	1	34			36	29	24
			2	33		3	27	39	30
			3	34		3	29	29	38
	Ethnicity	African American	1	17	29	24	41	6	
			2	15	27	13	60		
			3	13	23	23	46	8	
		Asian	1	14	7	21	43	21	7
			2	13	8	15	46	8	23
			3	16	6		56	25	13
		Filipino	1	1			100		
			2	1					100
			3	1					100
		Hispanic	1	85	21	18	46	11	5
			2	86	12	6	60	15	7
			3	86	9	9	51	17	13
White		1	1			100			
		2	1			100			
		3	1			100			
Other	1	8		13	50	38			
	2	7			29	14	57		
	3	7			43	14	43		

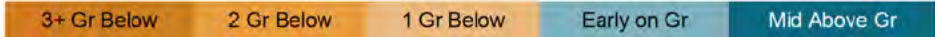
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	59	24	15	42	12	7
			2	53	15	9	47	19	9
		3	56	11	13	39	23	14	
		Male	1	67	16	19	49	7	7
			2	70	10	6	64	9	11
			3	68	9	6	60	12	13
	Special Populations	Low SES	1	122	20	18	46	10	7
			2	119	13	8	56	13	10
			3	120	10	9	51	17	13
		ELL	1	31	32	29	35	3	
			2	32	25	6	66	3	
			3	32	22	13	59	6	
		RFEP	1	9		11	33	22	33
			2	9			33	33	33
			3	10			30	30	40
		EL + RFEP	1	40	25	25	35	8	8
			2	41	20	5	59	10	7
			3	42	17	10	52	12	10
		Special Ed.	1	11	55	27	18		
			2	12	42	17	33	8	
			3	10	40	20	30	10	
	Spec Ed. Speech/RSP	1	11	55	27	18			
		2	12	42	17	33	8		
		3	10	40	20	30	10		
	Foster	1	1	100					
		2	1	100					
		3	1					100	
Homeless	1	15	7	27	47	20			
	2	13		8	46	46			
	3	14		14	43	29	14		
GATE/Excel	1	17			12	41	47		
	2	16			6	38	56		
	3	17			6	29	65		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	119	15	34	31	15	5
			2	122	5	21	36	29	9
			3	125	8	17	37	22	17
	Teacher	Campbell, D	1	29			34	45	21
			2	32			31	41	28
			3	32			16	41	44
		Lopez-Verdugo, S	1	30	23	40	27	10	
			2	30	3	27	37	30	3
			3	32	9	22	38	22	9
		Perez, A	1	31	23	48	26	3	
			2	31	13	32	35	16	3
			3	30	13	27	43	10	7
	Rasmusson, F	1	30	17	43	37	3		
		2	28	4	29	39	29		
		3	32	9	22	50	13	6	
	Ethnicity	African American	1	15	27	40	13	20	
			2	16	13	25	44	19	
			3	16	19	19	38	19	6
		Asian	1	14	36		43	14	7
			2	15		7	47	27	20
			3	15		20	33	20	27
		Hispanic	1	82	16	34	32	15	4
			2	83	5	24	33	31	7
			3	86	8	16	38	21	16
White		1	1					100	
		2	1					100	
		3	1					100	
Other	1	7	14	14	43	29			
	2	7		14	43	14	29		
	3	7		14	29	29	29		

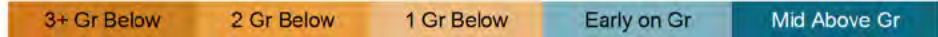
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Herrera 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	63	14	33	29	16	8
			2	66	5	20	36	27	12
			3	65	6	20	31	26	17
		Male	1	56	16	34	34	14	2
			2	56	5	23	36	30	5
			3	60	10	13	43	17	17
	Special Populations	Low SES	1	117	15	33	32	15	5
			2	121	5	21	36	29	9
			3	124	8	17	36	22	17
		ELL	1	27	33	59	7		
			2	27	15	37	44	4	
			3	31	23	29	42	33	
		RFEP	1	27	22	44	30	4	
			2	29	3	28	55	14	
			3	30	10	37	27	27	
		EL + RFEP	1	54	17	41	26	15	2
			2	56	7	20	36	30	7
			3	61	11	20	39	15	15
		Special Ed.	1	9	78	11	11		
			2	8	63	25	13		
			3	8	63	25	13		
		Spec Ed. Speech/RSP	1	9	78	11	11		
			2	8	63	25	13		
			3	8	63	25	13		
Foster	1	2		50	50				
	2	2		50	50				
	3	1				100			
Homeless	1	12	33	33	25	8			
	2	14	7	36	29	21	7		
	3	14	14	36	14	14	21		
GATE/Excel	1	34		3	35	44	18		
	2	36		31	44	25			
	3	37		19	38	43			

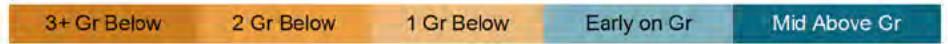
**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement School Data by Subgroup Herrera 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	676	3	676	4	9	53	21	13	
Grade	Gr. K	3	99			68	19	13	
	Gr. 01	3	106	2		64	16	18	
	Gr. 02	3	131		11	57	21	10	
	Gr. 03	3	84	6	11	58	17	8	
	Gr. 04	3	125		7	16	38	25	14
	Gr. 05	3	131		8	14	37	27	14
Ethnicity	African American	3	80	13	18	53	11	6	
	Asian	3	82		1	9	45	28	17
	Hispanic	3	463	3	9	55	21	12	
	Other	3	40			5	43	28	25
Gender	Female	3	324	3	11	52	23	11	
	Male	3	352	5	8	53	20	14	
Special Populations	Low SES	3	652	3	9	53	22	13	
	ELL	3	195	5	11	64	15	5	
	RFEP	3	52				25	42	33
	EL + RFEP	3	247	4	9	55	21	11	
	Special Ed.	3	49	22	22	43	8	4	
	Spec Ed. Speech/RSP	3	49	22	22	43	8	4	
	Homeless	3	75	7	11	56	23	4	
GATE/Excel	3	79				13	38	49	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Herrera 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	3	674	5	9	38	24	24	
	Gr. K	3	101			35	37	29	
	Gr. 01	3	106			42	18	39	
	Gr. 02	3	130	11		42	17	31	
	Gr. 03	3	85		9	13	16	44	18
	Gr. 04	3	125	10	9	50	17	14	
	Gr. 05	3	127	8	17	37	21	17	
Ethnicity	African American	3	78	10	14	36	23	17	
	Asian	3	82		2	7	38	23	29
	Hispanic	3	462	5	8	39	24	23	
	Other	3	41		5	37	22	37	
Gender	Female	3	320		4	8	36	27	26
	Male	3	354	5	9	41	22	23	
Special Populations	Low SES	3	650	5	9	38	24	24	
	ELL	3	195	8	11	46	21	14	
	RFEP	3	52		6	31	23	40	
	EL + RFEP	3	247		6	10	43	21	19
	Special Ed.	3	50	24	20	42	8	6	
	Spec Ed. Speech/RSP	3	50	24	20	42	8	6	
	Homeless	3	74	5	23	31	23	18	
	GATE/Excel	3	78				10	33	56

The percentages may not equal 100% due to rounding.



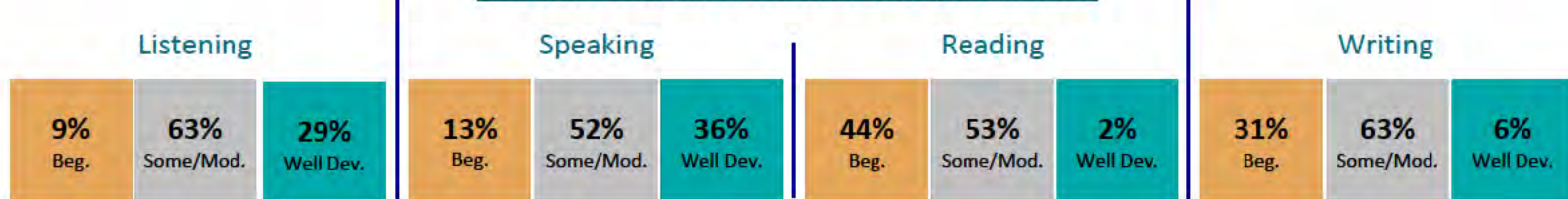
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Herrera

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	20%	80%	0%	0%	20%	80%	0%	20%	80%	0%	40%	60%	0%	80%	20%	0%
01	31%	41%	25%	3%	13%	75%	13%	34%	59%	6%	28%	69%	3%	63%	25%	13%
02	16%	53%	29%	3%	0%	68%	32%	11%	87%	3%	55%	39%	5%	21%	79%	0%
03	16%	32%	53%	0%	5%	84%	11%	5%	47%	47%	37%	58%	5%	37%	47%	16%
04	3%	39%	48%	9%	12%	58%	30%	6%	24%	70%	55%	45%	0%	9%	88%	3%
05	8%	17%	58%	17%	11%	36%	53%	6%	31%	64%	42%	58%	0%	25%	69%	6%

School Demographics			
	School	District	State
African American	11.2%	11.6%	
Am. Indian	.3%	.1%	
Asian	10.6%	6.1%	
Filipino	.6%	2%	
Hispanic/Latino	69.1%	60.9%	
Multiple	6.4%	7.1%	
Pacific Islander	.6%	.7%	
White	1.3%	11.3%	
English Learner	31.7%	21.2%	
Reclassified Fluent English Proficient	2.9%	2.1%	
Students w/Disabilities	7.8%	13.2%	
Free/Reduced Lunch	#Error	#Error	



Nieto-Herrera Elementary School
1620 Temple Ave, Long Beach, CA 90804
(562) 494-5101



Pautas de participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título), la Escuela Primaria Herrera ha desarrollado, acordado y distribuido a los padres de los niños participantes, Pautas de participación escolar de los padres, que contienen información requerida por la sección 1118(b) de la Ley de la Escuela Primaria. y Ley de Educación Secundaria (ESEA).

PARTE I

1. La Primaria Herrera se compromete a implementar los siguientes requisitos:
 - desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes, Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden;
 - notificar a los padres sobre las Pautas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un lenguaje que los padres puedan entender;
 - Poner a disposición de la comunidad local las Directrices para la participación de los padres en la escuela.
 - actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela;
 - adoptar el pacto entre la escuela y los padres como componente de sus Pautas de participación de los padres en la escuela;
 - acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II

1. La Primaria Herrera tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar de los padres y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b). de la ESA:

- Invita a asistir a una de las cuatro capacitaciones del Distrito para padres y equipos del Consejo Escolar.

Los temas incluyen:

- i. Responsabilidades y funciones del SSC y sus miembros
- ii. Composición del SSC
- III. Consideraciones presupuestarias
- IV. Planes únicos para el rendimiento estudiantil
- v. Requisitos y mandatos del Título I
- Reunión del plan con los padres del SSC y ELAC para revisar el Plan único para el rendimiento estudiantil y las pautas del año anterior
 - i. Invitar a otros padres y partes interesadas a asistir a la reunión.
 - ii. Boletín informativo
 - III. Noche de regreso a la escuela
- En la reunión
 - 1. Revisar el Plan Escolar, las Pautas del año anterior y el Pacto de Escuela en el Hogar.
 - i. Como grupo, tomen nota de los cambios y realicen ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Reescribir o actualizar las Pautas de participación de los padres y el Pacto entre el hogar y la escuela. Como grupo, tomen nota de los cambios y realicen ajustes (eliminaciones o adiciones) según sea necesario.
 - III. Traducciones orales y escritas disponibles, según lo solicitado, para padres de habla hispana para permitir discusiones.
 - 2. La Primaria Herrera brindará a los padres de los niños participantes, si los padres lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responderá a dichas sugerencias tan pronto como sea posible. posible:
 - o Sugerencias/temas de los padres tomados de lo siguiente:
 - i. Café con el director

ii. Sugerencias hechas al personal de la oficina y/o por escrito al subdirector o maestros

III. Administrar encuestas para padres y comunicación de resultados.

3. La Primaria Herrera presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Herrera desarrollará la capacidad de la escuela y los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades. se describe específicamente a continuación:

- Ofreciendo clases para padres y clases virtuales de Parent University para ayudar a los padres a apoyar el éxito de sus hijos en la escuela.
- VIPS
- Proporcionar talleres para padres para ayudarlos a trabajar en lo académico con los estudiantes en casa.

2. La Primaria Herrera incorporará el pacto entre la escuela y el hogar como un componente de sus Pautas de participación escolar para los padres:

- Desarrollado, discutido y revisado en la reunión de ELAC y SSC
- Distribuido a los padres.
 - i. Se enviarán copias a casa con cada estudiante en inglés, español y khymer.
 - ii. Reconocimiento al devolver la parte inferior del Pacto Hogar-Escuela con una firma

3. La Primaria Herrera, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, mediante la realización de las acciones descritas en esta sección:

- los estándares de contenido académico del estado

- los estándares de rendimiento académico estudiantil del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- los requisitos del Título I
- cómo trabajar con educadores
- Calendario-Centro de recursos para padres Talleres para padres
- Reuniones de DCAC y ELAC
- Sitio web del distrito: Participación de los padres/Universidad para padres
- Suscripciones mensuales del distrito para padres (“Los padres marcan la diferencia, recetas para el éxito”)
- Taller de transición (Preparándose para la escuela intermedia y orientación para el jardín de infantes) ofrecido a través del Centro para padres del distrito

4. La Primaria Herrera, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- Ofreciendo múltiples talleres de tecnología ParentVUE durante todo el año e invitaciones a talleres para padres del Distrito y Herrera.

5. La Primaria Herrera, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo comunicarse con los padres, comunicarse con ellos y trabajar con ellos como socios iguales, en el valor y utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir vínculos entre padres y escuelas, mediante:

- Ver a los padres como socios de los profesores
- Comunicación positiva con los padres.
- Siempre buscando comprensión sobre la enseñanza a estudiantes de diferentes culturas
- Intentar llegar a los padres “difíciles de alcanzar”
- Suscripciones/publicaciones mensuales del distrito “Ideas que el personal puede utilizar” que se encuentran en el sitio web del distrito

6. La Primaria Herrera, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con Head Start,

programas preescolares públicos y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres a participar más plenamente. participando en la educación de sus hijos, mediante:


- Publicar los calendarios del Centro de Recursos para Padres del Distrito y las ofertas de la Universidad para Padres enviadas a Herrera o virtualmente
- Preparándose para el jardín de infantes
- Promoción del Festival del Jardín de Infantes del Distrito

7. La Primaria Herrera, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. , incluidos formatos alternativos previa solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Personal de oficina; Elizabeth Anklam e IOA harán la traducción de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

PARTE V ADOPCIÓN


Allison Kargas, Principal

10/18/2023
Date



Parental Involvement Guidelines

As a school that receives Title I, Part A (Title) funds, Herrera Elementary has developed jointly, agreed with, and distributed to parents of participating children, School Parental Involvement Guidelines, that contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA).

PART I

1. Herrera Elementary agrees to implement the following requirements:

- jointly develop with parents and distribute to parents of participating children, School Parental involvement Guidelines that the school and parents of participating children agree on;
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format, and to the extent practicable, will distribute these Guidelines to parents in language the parents can understand;
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school;
- adopt the school's school-parent compact as component of its School Parental Involvement Guidelines;
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

PART II

1. Herrera Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESA:

- Invites to Attend one of the four District training for School Site Council parents and Teams.

Topics include:

- i. Responsibilities & Roles of SSC and its members
- ii. Composition of SSC

- iii. Budgetary considerations
- iv. Single Plans for Student Achievement
- v. Title I requirements & mandates
- Plan Meeting with SSC & ELAC parents to review Single Plan for Student Achievement and previous year's Guidelines
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Newsletter
 - iii. Back to school night
- At Meeting
 1. Review School Plan & previous year's Guidelines and Home School Compact.
 - i. As a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Re-write or update the Parent Involvement Guidelines & Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary
 - iii. Oral and written translations available, as requested, for Spanish speaking parents to allow for discussions
 2. Herrera Elementary will provide parents of participating children, 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:
 - o Parents' suggestions/topics taken from the following:
 - i. Coffee with the Principal
 - ii. Suggestions made to the office staff and/or in writing to the assistant Principal or teachers
 - iii. Administer Parent surveys and communication of results
 3. Herrera Elementary will submit to the district any parent comments if the school-wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Herrera Elementary will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Offering Parent classes and Parent University virtual classes to help parents support their children's success at school
 - VIPS

- Providing Parent workshops to assist parents in working on academics with students at home.

2. Herrera Elementary will incorporate the school-home compact as a component of its School Parental Involvement Guidelines:

- Developed, discussed and reviewed at ELAC and SSC meeting
- Distributed to parents
 - i. Copies to be sent home with each student in both English, Spanish, Khymer
 - ii. Acknowledgement by returning the bottom portion of the Home-School Compact with a signature

3. Herrera Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this section:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Title I
- how to work with educators
- Calendar-Parent Resource Center Parent Workshops
- DCAC and ELAC meetings
- District Website: Parent Involvement/Parent University
- District Monthly subscriptions for parents ("Parents Make the Difference, Recipes for Success")
- Transitional workshop (Getting Ready for Middle School and Kindergarten Orientation) offered through the District Parent Center

4. Herrera Elementary will, with assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering multiple ParentVUE technology workshops throughout the year and invites to District and Herrera Parent Workshops.

5. Herrera Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with, parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Viewing Parents as teachers' partners
- Positive communication with parents

- Always seeing Understanding about Teaching Students of Different Cultures
- Attempting to reach the “Hard-to-Reach” parents
- District monthly subscriptions/publications “Ideas Staff Can Use” found on District Website

6. Herrera Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Publishing District Parent Resource Center Calendars and Parent University offerings as sent to Herrera or virtually
- Getting Ready for Kindergarten
- Promotion of District’s Kindergarten Festival

7. Herrera Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Office personnel; Elizabeth Anklam and IOA will be doing the translation of written materials/notifications that are sent to parents

PART IV DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

PART V ADOPTION


Allison Kargas, Principal

10/18/2023

Date



Olivia Nieto Herrera Elementary School
 1620 Temple Avenue
 Long Beach, CA 90804
 (562) 494-5101 Fax (562) 494-5198



**Home-School Compact
 2023-24**

Herrera School Staff will:

- Provide an academic program that is rigorous, challenging and supportive for all students
- Be positive role models for students and integrate social-emotional learning into the curriculum
- Communicate on a regular basis regarding academic progress and social-emotional skills of students
- Provide opportunities for parents to be involved in school activities supporting student achievement including: parent conferences, volunteering, family workshops, and school governance
- Implement a K-5 homework program that emphasizes Reading, Writing, and Math and encourage daily reading for enjoyment


Herrera School Parents/Guardians will:

- Ensure students attend school regularly, appropriately dressed in uniform and prepared to learn
- Develop the habit and joy of reading by reading to, with or encouraging children to read at home
- Monitor daily practice of Math Facts and required minutes on STMath (JiJi program)
- Monitor daily practice of ELA (English Language Arts) and required minutes on Core 5 (Lexia)
- Assist their children with homework assignments and check assignments for completion
- Participate in parent conferences, Back-To-School Night, Open House and additional family events
- Support and communicate with school staff to help their children reach grade level expectations

Herrera students will:

<ul style="list-style-type: none"> ● Be respectful to others at all times ● Attend school every day and arrive on time ● Wear uniforms daily 	<ul style="list-style-type: none"> ● Always do their best ● Keep hands to self at all times ● Complete homework and return to school
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 Herrera School Principal

 Parent/Guardian

 Herrera School Teacher

 Student



Olivia Nieto Herrera Elementary School
 1620 Temple Avenue
 Long Beach, CA 90804
 (562) 494-5101 Fax (562) 494-5198



**Pacto entre Escuela-Casa
 2023-24**

El personal de la Escuela Herrera hará lo siguiente:

- Proporcionar un programa académico que es riguroso, desafiante y solidario para todos los estudiantes
- Desempeñar el papel de un modelo positivo para los estudiantes y integrar el aprendizaje de habilidades sociales y emocionales
- Comunicarse con los padres/guardianes regularmente cerca del progreso académico y sociales/emocionales de los alumnos
- Proveer oportunidades para involucrar a los padres en actividades escolares apoyando los logros de los estudiantes incluyendo: conferencias de padres, voluntarias, taller familiares, y en la gobernancia de la escuela.
- Implementar un programa de tarea de K-5 que tenga un énfasis en lectura, escritura, y matemáticas

Los Padres/Guardianes harán lo siguiente:

- Mandar a sus hijos a la escuela regularmente, vestidos apropiadamente y preparados para aprender
- Desarrollar el habito y la alegría de leer a/con sus hijos en casa
- Supervisar la práctica diaria de las tablas de matemáticas y minutos requeridos en el programa ST Math (Jiji)
- Ayudar a sus hijos con la tarea y revisar que sea completado diariamente
- Participar en conferencias escolares, Regreso a la Escuela, la Casa Abierta y otros eventos familiares
- Apoyar al personal escolar, ayudando a que los niños alcancen las expectativas de su nivel académico por comunicación frecuentemente

Los Estudiantes harán lo siguiente:

<ul style="list-style-type: none"> • Ser respetuoso con los de demás en todo momento • Asistir y llegar a tiempo diariamente • Usar uniformes diariamente 	<ul style="list-style-type: none"> • Siempre hacer lo mejor que puedas • Mantener las manos quietas en todo momento • Completar y regresar tarea a el/la maestra/o
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 Directora de la escuela Herrera

 Padre/Guardian

 Maestra de la escuela Herrera

 Estudiante