

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Miguel Naranjo	X				
2. Chairperson – Emmelin Herrera		X			
3. Cinthia Espino		X			
4. Tango Downs		X			
5. Jose Lopez-Osuna		X			
6. Josephine Gonzales				X	
7. Rosa Gonzales				X	
8. Yolanda Ochoa				X	
9. Placido Sierra				X	
10. Graciela Juarez				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Herrera Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Miguel Naranjo		4/1/24
SSC Chairperson	Emmelin Herrera		4/1/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Herrera - 0580

ON-SITE ALLOCATION

3010	Title I	\$71,685 *
7090	LCFF Supplemental & Concentration	\$226,679
7091	LCFF for English Learners	\$75,168

TOTAL 2024/25 ON-SITE ALLOCATION

\$373,532

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,124
Remaining Title I funds are at the discretion of the School Site Council	\$69,561
Total Title I Allocation	\$71,685

Herrera Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		-55.6 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		33.4 %	2023-2024	40.5 %
SBAC Math - Average distance from standard	✓		-68.2 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		25.1 %	2023-2024	30.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Herrera Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6 to meet grade-level state reading, writing, listening, and speaking standards. Intervention support was held daily as planned and occurred regularly. Teacher on Special Assignment and ELF tutors supported interventions for students in K-6 via pull-out.

The staff at Herrera Elementary also implemented Math Lesson Design from kindergarten to 6th grade. Teachers participated in professional learning, classroom demonstration lessons, data analysis and planning using the components of Math Lesson Design. Students received tier 1 instruction in math through the implementation of our GVC - Go Math and supplemental materials from Swun Math. Tier 2 math support occurred in the classroom through small group intervention provided by teachers.

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

I-Ready results were used to monitor student achievement in reading and math. Students had mixed results in terms of growth when the reading data was analyzed by looking at iReady Diagnostic 1 and iReady Diagnostic 2 in reading for the 2023-2024 school year. For example, students' overall growth in reading almost doubled as they went from 16% on/above grade level to 32% on/above grade level. Hispanic students also almost doubled their reading achievement when they went from 15% on/above grade level. English Language Learners had the smallest amount of growth with only a 8-point growth. They went from 4% on/above grade level to 12% on/above level. A key factor that may be related to our ELL students' incremental progress was a lack of targeted support for ELL students when it came to literacy. Students who were ELL did not receive a preference when it came to reading intervention assignments.

Students did not perform as expected in math. With only 16% of students meeting on/above grade level standards according to iReady Diagnostic 2. All subgroups grew at an incremental rate, however African American students had the smallest amount of growth with only a 1 point change in on/above grade level results. African American students went from 10% to 11% on/above grade level according to the iReady Diagnostic 2. A key factor in students not meeting standards was the lack a structured math intervention period in addition to the slow introduction of Math Lesson Design.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We saw a significant increase in reading achievement based on iReady assessments in reading. Overall, students doubled their on and above-grade-level reading achievement as they went from 16% to 32% on or above grade level on the iReady reading diagnostic 1 and 2 for the 2023-2024 school year. This can be tied to the expenditures that were made on the intervention team efforts of the (ELF tutors and the TSA who directed the reading intervention program).

We also saw a lack of significant increase in math achievement for all students based on iReady math assessment results. Students went from 6% on or above grade level in the fall, to 16% on or above grade level in winter iReady math assessment. This lack of growth was tied directly to the expenditures that were not made for math intervention since we did not set aside funds to cover math intervention services. However, we did set aside funds for professional learning using Math Lesson Design and the limited growth can be tied to the slow implementation of Math Lesson Design..

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result of our analysis, we will continue with our reading intervention efforts. However, we will also add an early literacy component to focus on professional learning on foundational reading skills and the Science of Reading. In addition, we will add additional staff, assessments, and educational resources as funds allow to aide in the literacy efforts that will be implemented schoolwide. Our math efforts will continue as we will add a math intervention component to our instructional program and refine how we implement math instruction schoolwide.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members were presented with student achievement data. Through a school needs assessment, parents felt we needed to add more real-world experiences for students, more cultural activities, additional parent engagement activities, school field trips, technology for students, and professional learning for staff.

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, ELL parents felt we needed to add educational classes for parents, including English classes for parents. Members of ELAC also suggested that we add after-school tutoring for English Language Learners and continue with Summer School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were presented with student data. Through a needs assessment, teachers suggested that we add planning days during the school day with substitute teachers providing coverage for teachers as they plan. Staff also suggested that we continue working of the following: Project-Based Learning, Early Learning Literacy Plan and Aligned Math Instruction.

Action 1

Title: Tiered System of Instructional Support

[Action Details:](#)

Juan Felipe Herrera Elementary School will implement a tiered system of instructional support to increase student achievement in ELA, Mathematics, and EL Reclassification. Teachers will provide students with rigorous literacy and math instruction while using Project Based Learning. Students will receive rigorous good first teaching at Tier 1 using the district-adopted GVC. Tier 2 instructional time will occur within the classroom. There will also be consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

The following Test Results will be analyzed quarterly:

- iReady Diagnostic and Mastery Assessments
- Interim Assessment Blocks (3rd -6th Grade)
- Common Formative Assessments
- Common Writing Assessments
- DIBELS Assessments
- DRDP
- KFSAs
- FSA

Owner(s):

- Classroom Teachers
- Teacher on Special Assignment
- Instructional Coach
- PLC Teams
- Culture and Climate Team
- Instructional Leadership Team
- Vice Principal
- Principal

Timeline:

- Data will be analyzed and acted upon on an ongoing and regular basis

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

Students will receive rigorous good first teaching at Tier 1 using the district adopted GVC.

Asite funded TSA will coordinate the MTSS/reading intervention program and provide reading intervention support for students in grades K - 6.

An Academic coach will support teachers by providing coaching support in English Language Arts and STEAM, through model lessons, coteaching and following the coaching cycle.

Teachers will leverage Professional Learning Communities to plan lessons, review data and collaborate with a focus on Project Base Learning/STEAM, Literacy and math.

Project Based Learning will be used to support all students by fostering a sense of purpose, providing them with opportunities to think critically, and engage in collaboration, problem-solving, and creativity.

Teachers will use writing strategies from Writers Workshop, Write Tools and Wonders.

Teachers will participate in professional learning regarding foundational literacy, the Science of Reading, math instruction and Project Based Learning.

Funds will be used to provide sub coverage for teachers as they plan together to move their work forward in literacy, math and Project Based Learning.

Teachers will use SBAC aligned writing prompts to prepare students for the SBAC assessment.

Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.

Teachers and students will establish attainable classroom and grade level SMART goals.

All teachers and students will develop a data wall to monitor student performance on iReady after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks.

Materials and supplies will be purchased in order to support students' academic achievement.

TK-6th grade students will have daily access to technology in order to learn, practice and apply language content in the context of online tasks and assessments.

Laptops will be purchased to improve the ratio of laptops to students.

Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dry erase pens, etc. will be provided as needed.

An incentive/motivation based program will be implemented in order to reward and celebrate students who have met grade level goals/targets.

Students will have access to daily use of laptops with online programs (such as i-Ready, Mystery Science, Scholastic News, NewsELA, Pebble Go, Class Kick, IXL, EPIC and additional programs) for additional reading and writing practice.

Supplies, materials, and copy paper will be provided to teachers to support classroom instruction. A copier contract is provided for maintenance.

Students in Grade 3-6 will receive daily snacks during CAASPP administration.

Students in grades 4-6 will engage with complex text and have opportunities for remediation of reading skills through differentiated instruction with the teacher and pull-out reading intervention support from the reading intervention program (2 Inter Act tutor will support the reading intervention program).

Phonics for Reading reading intervention materials will be purchased to support the reading intervention program.

Internal reading mastery/corrective reading assessments will be used to monitor student progress as well as DIBELS and DIBELS next.

Teachers may receive extra pay contracts to provide tutoring for students. Teachers may receive sub release time for grade level planning and collaboration.

Scholastic Journal will be provided for students to have access to supplemental informational text.

NewsELA will be provided for students to have access to supplemental informational text.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts according to the California School Dashboard. Since Juan Felipe Herrera Elementary is a new school the CA School Dashboard has not assigned Performance Color Bands to our student populations however, the data shows that ELL students are 81.6 points below standard in English Language Arts and 75.7 points below standard in mathematics. Additionally, 47.4% of ELL students are currently making progress towards English proficiency according to the ELPAC. In addition, 24.4% of ELL students are classified as being chronically absent and 3.6% of ELL students have been suspended during the 2022-2023 school year.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by doing the following:

- Provide reading and math intervention through the funding of Inter-Act Fellows (tutors).
- Provide reading and math intervention and instructional support through the funding of a Teacher on Special Assignment.
- Provide supplemental educational programs and supplies for the implementation of Literacy, Mathematics, and Project Based Learning instruction and professional learning.
- Provide materials and supplies for student and family engagement activities in support of Literacy, Mathematics and Project Based Learning.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by doing the following:

- Provide planning days for teachers to collaborate and plan instruction around Literacy, Mathematics, and Project Based Learning.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner student population is performing at the lowest level in area of Language Arts since they are 81.6 points below standard.

The English Learner group is performing at the lowest level in mathematics since they are 75.7 points below standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by doing the following:

- The site will use supplemental instructional programs such as iReady-Magnetic Reading, NewsELA, iXL, Pebble Go as well as additional instructional programs and site licenses.
- The site will purchase additional supplemental technology.
- The site will fund Instructional Tutors to provide reading and math intervention for students.
- The site will also use funds in support of holding parent engagement sessions with parents.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learners by doing the following:

- The site will use funds to provide supplemental contracts for tutoring sessions offered by certificated teachers and paraprofessionals for students.
- The site will use funds to provide teachers with supplemental contracts for planning sessions in support of students.
- The site will use funds for substitute teachers who will relieve teachers as they plan instruction and intervention for students.
- The site will use funds to provide supplemental instructional materials for struggling students.
- The site will purchase additional supplemental technology.

- *Provide reading and math intervention through the funding of Inter-Act Fellows (tutors).*
- *Provide reading and math intervention and instructional support through the funding of a Teacher on Special Assignment.*
- *Provide supplemental educational programs and supplies for the implementation of Literacy, Mathematics, and Project Based Learning instruction and professional learning.*
- *Provide materials and supplies for student and family engagement activities in support of Literacy, Mathematics, and Project Based Learning.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Project Based Learning will be used to support English Learners by fostering a sense of purpose, providing them with opportunities to think critically, and engage in collaboration, problem-solving, and creativity.
- District Funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- When analyzing assessments, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs.
- Learning needs will be addressed during integrated and designated ELD.
- English Language Learners' student progress will be monitored after each assessment period to ensure that students are making adequate progress towards reclassification.
- TSA and InterAct tutors will provide additional support to EL students not yet reading on grade level.
- Imagine Learning will also be used to provide additional support to EL students.
- Teachers will conduct ELPAC chats and EL Re-designation goal setting with EL students to help students develop a growth mind set around English proficiency.
- Teachers will use writing strategies to support English Learners from Writers Workshop, Write Tools and Wonders.
- Students will receive instruction on the three writing types as well as how to use different text structures within their writing.
- Students will engage in a variety of complex tasks involving both process writing and short term writing responses.
- Students will participate in class discussions through productive talk using "text talk" frames.
- Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.
- Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day.
- Materials, supplies and technology will be provided to support ELD instruction.
- ELPAC assessors will be provide to assess student performance on the ELPAC.
- Teachers will be provided with time (PLC time, teacher supplemental contracts, and sub release time) to plan using the adopted GCV, ELD/ELA standards in order to differentiated ELD instruction.
- Push-in InterAct Fellows will support instruction.
- EL students will receive support through Instructional Aide time, supplemental online programs such as iReady, NewsELA, Pebble Go, MobyMax, and Imagine Learning.
- Technology such as laptops and additional devices will be provided to students so that they can increase their academic achievement.

- The site will use funds in support of holding parent engagement sessions with parents.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Language Learners who have not been Reclassified will be invited to participate in Imagine Learning sessions after school.
- Students will have access to homework assistance and tutoring in the JF Herrera After School Program.
- EL students will participate in ELPAC chats and prep throughout the school year.
- EL students will receive Designated and Integrated EL instruction daily.
- EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening, and critical thinking skills.
- Students will participate in EL chats and EL Re-designation goal setting with classroom teachers/administrators.
- Teachers will create and administer lessons that address enduring literacy skills across all content areas.
- Teachers will provide Designated instruction to EL students during their Tier 2 block.
- Students who meet the identification criteria will additionally receive instruction through Imagine Learning.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student Workbooks for Reading and Math intervention, Site licenses for instructional use (Pebble Go, I XL, Newsela, etc.)	34,685.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student Laptops	4,418.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	29,143.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		127,307.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher planning time	23,235.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra teacher support for struggling students	6,132.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Lease	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000		31,826.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra Teacher support for EL students	7,049.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified support for struggling English learner students	3,309.00

\$285,104.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.03 %	88.4 %	2023-2024	94.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Herrera Elementary School provides students with a high-quality education by integrating real-world learning opportunities into the educational setting by doing the following: Career Day- Career Day was implemented for students in grades K-6. Speakers spoke to our students about their educational background and their profession. Students were able to engage with the speakers and ask questions.

Field Trips- Students were able to participate in field trips that gave them experiences outside of the school setting and expanded their learning beyond Herrera Elementary School. Students in 6th grade were able to attend camp at Wonder Valley and visit a community college. Students in 5th grade and 6th grade were able to perform at Sunnyside High School. Fifth-grade students were also able to travel to San Francisco and visit the Exploratorium. Students in 4th grade were able to visit the Columbia State Historic Park. Students in 3rd grade attended the Art museum and participated in Bricks for Kids. Students in 2nd grade were able to visit the Discovery Center. Students in 1st grade were able to visit the zoo and participate in Bricks for Kids. Students in Kindergarten were able to visit a pumpkin patch and the zoo.

Project Based Learning calls for students to interact with experts in their fields and as a result, teachers have invited engineers, farmers, professors, politicians, police officers, firefighters, and doctors, in addition to people in a broad spectrum of professions. These professionals have all provided our students with insight into their work that cannot be attained through classroom instruction.

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

1. Students at Herrera Elementary responded at higher favorable rates than students throughout FUSD schools which was 84%. African American students responded with a 98% favorability rate, Asian students responded with an 87% favorability rate and Hispanic students responded with an 89% favorability rate. English Learners had a favorability rate of 91%.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We did not find major differences between the expected implementation and the actual implementation of our real-world activities for our students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We are planning on having a more coordinated effort between teachers so that we can track which professionals visit our school and work with our students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members were presented with student achievement data. Through a school needs assessment, parents felt we needed to add more parent engagement activities, school field trips, technology for students, and professional learning for staff.

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, ELL parents felt we needed to add more classes for parents, such as English classes for parents. ELAC members also suggested that we add after-school tutoring and continue with Summer School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were presented with student data. Through a needs assessment, teachers suggested that we add planning days during the school day with substitute teachers providing coverage for teachers as they plan. Staff also suggested that we continue with Project-Based Learning while improving STEAM implementation, work to align mathematics instruction, and coordinate foundational literacy instruction to guarantee that all students in first grade are reading on grade level.

Action 1

Title: Career Tech Educational Experiences & Student Engagement

Action Details:

The staff at Juan Felipe Herrera Elementary School will promote and provide students with opportunities to participate in Career Technical Educational Experiences. Students will be exposed to real-world learning experiences through project-based classroom learning experiences, guest speakers, assemblies, school-wide events (Career Day, Science Night, etc.), and field trips. Staff at Juan Felipe Herrera Elementary School will also use SOAR to develop the ideals that will guide students to success. A positive school culture will be developed as students Strive for Success, learn Organizational skills, learn about Accountability, and practice being Respectful. A variety of daily, weekly, monthly, quarterly, and yearly activities will be employed to develop students' understanding and ownership of our SOAR principles.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Attendance Reports
- Student of the Month Lists
- Goal 2 Engagement Reports
- ATLAS SEL Data Reports
- Power BI - Discipline Reports
- MTSS Report on Students Groups and Progress

Owner(s):

- Classroom Teachers
- Teacher on Special Assignment
- Instructional Coach
- PLC Teams
- Culture and Climate Team
- Instructional Leadership Team
- Vice Principal
- Principal

Timeline:

- Data will be analyzed and acted upon on an ongoing and regular basis

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

- Students will participate in Hawk of the Month activities, awards assemblies, positive behavior assemblies, student reward snack breaks, and student reward activities.
- Funds will be allocated for Hawk of the Month activities, awards assemblies, positive behavior assemblies, student reward snack breaks, and student reward activities.
- A Child Welfare and Attendance Specialist will support the social-emotional and behavioral development of all students to close the student participation gap.
- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on positive engagement activities to support social-emotional and behavioral development.
- Students will be referred to the Tier II Team for student engagement, social-emotional needs and behavioral strategies support.
- Tier 2 Specialist will support students' emotional wellbeing. Materials/supplies/and extra classified time/training will be provided to support student engagement and social-emotional programs.
- Student incentives/food will be provided to support engagement activities, SEL programs, attendance programs, and student behavioral support programs.
- Funds will be allocated to provide transportation, rewards and incentives for students who demonstrate positive behavior and apply the SOAR Guidelines for Success.
- Bus transportation costs will be provided for grade-level study trips.
- Funds to provide opportunities for guest speakers to present to students on Career Technical Educational Experiences (class presentations, career day, assemblies and field trips).
- Incentives and awards will be provided for students demonstrating character and competencies for workplace success.
- Field trip experiences will be funded to provide career-related experiences to students in all grade levels.
- Materials and supplies will be provided for classroom presentations on careers.
- Bus transportation costs will be provided for grade-level study trips.
- Extra pay contracts will be provided for classified staff and teachers who work with students after school so that students have more opportunities to learn about colleges and careers.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is not performing at low levels in this area as 91% of ELL students believe that we have expanded student-centered - real-world experiences at Juan Felipe Herrera Elementary.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by doing the following:

- Provide reading and math intervention through the funding of Inter-Act Fellows (tutors).
- Provide reading and math intervention and instructional support through the funding of a Teacher on Special Assignment.
- Provide supplemental educational programs and supplies for the implementation of Literacy, Mathematics, and Project Based Learning instruction and professional learning.
- Provide materials and supplies for student and family engagement activities in support of Literacy, Mathematics, and Project Based Learning.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

There are no student groups who are reporting an unfavourability rating of student-centered - real-world experiences at Juan Felipe Herrera Elementary.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by doing the following:

- The site will use supplemental instructional programs such as iReady-Magnetic Reading, NewsELA, iXL, Pebble Go as well as additional instructional programs and site licenses.
- The site will purchase additional supplemental technology.
- The site will fund Instructional Tutors to provide reading and math intervention for students.
- The site will also use funds in support of holding parent engagement sessions with parents.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learners by doing the following:

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by doing the following:

- Provide planning days for teachers to collaborate and plan instruction around Literacy, Mathematics, and Project Based Learning.
- *Provide reading and math intervention through the funding of Inter-Act Fellows (tutors).*
- *Provide reading and math intervention and instructional support through the funding of a Teacher on Special Assignment.*
- *Provide supplemental educational programs and supplies for the implementation of Literacy, Mathematics, and Project Based Learning instruction and professional learning.*
- *Provide materials and supplies for student and family engagement activities in support of Literacy, Mathematics, and Project Based Learning.*

4. As a site: What are planned actions to support English learner students?

English Learners will be encouraged to participate in all school culture-building activities. English Learners will also be monitored to ensure that they have the opportunity to participate in all engagement activities.

- The site will use funds to provide supplemental contracts for tutoring sessions offered by certificated teachers and paraprofessionals for students.
- The site will use funds to provide teachers with supplemental contracts for planning sessions in support of students.
- The site will use funds for substitute teachers who will relieve teachers as they plan instruction and intervention for students.
- The site will use funds to provide supplemental instructional materials for struggling students.
- The site will purchase additional supplemental technology.
- The site will use funds in support of holding parent engagement sessions with parents.

4. As a site: What are planned actions to support this student group?

Students who are disproportionately less likely to participate in school culture-building activities will be recruited to participate in engagement activities. These students will also be monitored to ensure that they have the opportunity to participate in engagement activities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	28,064.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for STEAM learning experiences	1,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Extra Classified support to engage students in STEAM activities	3,941.00

\$33,005.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		23.4 %	2023-2024	13.8 %
Suspension Rate - Semester 1	✓	1.6 %	0.8 %	2023-2024	0.47 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In order to have students engaged in the school and community staff at Herrera Elementary did the following: Students participated in engagement activities such as musical performances, art showcases, engineering presentations, science fairs, student clubs (gardening, art, chess, coding, robotics, etc.), after school sports, and inter-mural sports. Funds were allocated for materials and extra pay contracts to support musical performances, art showcases, engineering presentations, science fairs, student clubs (gardening, art, chess, coding, robotics, etc.), after-school sports, and inter-mural sports. Tier 2 Specialist supported the social-emotional and behavioral development of all students to close the student participation gap. Students were referred to the Tier II Team for student engagement, social-emotional needs, and behavioral strategies support. Materials/supplies/and extra classified time/training will be provided to support student engagement and social-emotional programs. Student incentives/food will be provided to support engagement activities, SEL programs, attendance programs, and student behavioral support programs.

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

An inequity that surfaced was the disproportionality of Students with Disabilities who were chronically absent. Forty-three percent of Students with Disabilities could be classified as being chronically absent.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences between the intended and actual implementation of actions to keep students engaged in the school and community at Herrera Elementary. However, we recognize that we need to do more to improve the attendance rate for our students with disabilities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result of the analysis, it has been determined that the school staff must refocus their efforts on students with disabilities to ensure that they are engaged in school and the community. The TST team must work to make sure that students with disabilities are at school every day and are actively participating in school-sponsored activities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members were presented with student achievement data. Through a school needs assessment, parents felt we needed to add more parent engagement activities that included a broader sense of the cultures at our school, school field trips, and professional learning for our teachers.

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, ELL parents felt we need to add more classes for parents, such as English classes for parents. ELAC members also suggested that we add after-school tutoring and continue with Summer School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were presented with student data. Through a needs assessment, teachers suggested that we add planning days during the school day with substitute teachers providing coverage for teachers as they plan. Staff also suggested that we continue with professional learning around our three main areas of need which are: Project Based Learning/STEAM, math alignment, and foundational literacy for our Preschool to 1st-grade staff.

Action 1

Title: Engage Students in STEAM, Activities, Athletics

Action Details:

Juan Felipe Herrera Elementary School will ensure that all students have the opportunity to engage in STEAM, activities, and athletics. The school's staff will work to implement a comprehensive program to increase the number of students participating in school related, after school, and extra-curricular activities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 Engagement Reports
- ATLAS SEL Data Reports
- Power BI - Discipline Reports

Owner(s):

- Classroom Teachers
- Teacher on Special Assignment
- Instructional Coach
- PLC Teams
- Culture and Climate Team
- Instructional Leadership Team
- Vice Principal
- Principal

Timeline:

- Data will be analyzed and acted upon on an ongoing and regular basis

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

Students will participate in engagement activities such as musical performances, art showcases, engineering presentations, science fairs, student clubs (gardening, art, chess, coding, robotics, etc.), after school sports, and inter-mural sports.

Funds will be allocated for materials and extra pay contracts to support direct maintenance, musical performances, art showcases, engineering presentations, science fairs, student clubs (gardening, art, chess, coding, robotics, etc.), after school sports, and inter-mural sports.

Tier 2 Specialist will support the social-emotional and behavioral development of all students to close the student participation gap.

Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on positive engagement activities to support social-emotional and behavioral development.

Students will be referred to the Tier II Team for student engagement, social-emotional needs and behavioral strategies supports. Materials/supplies/and extra classified time/training will be provided to support student engagement and social-emotional programs.

Student incentives/food will be provided to support engagement activities, SEL programs, attendance programs, and student behavioral support programs.

Funds will be allocated to provide field trips so that students can engage in arts, activities and athletics.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Juan Felipe Herrera is a new school in our 2nd year. We do not currently have scores on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing supplemental programs digital programs that will supplement district GVC by allowing teachers to tailor instruction on an student by student basis. Funds will also be utilized for reading intervention materials such as corrective reading and IXL to support students.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by allowing teachers/classified staff to provide extra tutoring for struggling students. We will also fund a teacher on special assignment who will be charged with running the intervention programs to assist struggling students with reading and math. Teacher on special assignment will also work with teacher PLC teams to coach designated and integrated ELD strategies, as well as working with Admin to provide professional learning opportunities for teachers. Our site will also fund substitutes for teacher release days for professional learning opportunities, that will be used to increase positive outcomes for our EL students. Site will also fund incentive opportunities for students, as well as materials and supplies for classroom and supplemental opportunities.

4. As a site: What are planned actions to support English learner students?

English Learners will be encouraged to participate in arts, activities, and athletics. English Learners will also be monitored to ensure that they have the opportunity to participate in engagement activities. Teachers will implement appropriate strategies during classroom instruction as well as provide supplemental tutoring to help EL students successfully. Classified staff will also provide instructional and engagement opportunities.

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Juan Felipe Herrera is a new school in our 2nd year. We do not currently have scores on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by..

With Title I funds we plan to support English learner students by purchasing supplemental programs and digital programs that will supplement district GVC by allowing teachers to tailor instruction on a student-by-student basis. Funds will also be utilized for reading intervention materials such as corrective reading and IXL to support students. We will also fund enrichment opportunities for students to have positive educational experiences at school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support special education students by allowing teachers/classified staff to provide extra tutoring for struggling students. We will also fund a teacher on special assignment who will be charged with running the intervention programs to assist struggling students with reading and math. Teacher on special assignment will also work with teacher PLC teams to coach and support teachers in using appropriate accommodation strategies, as well as working with Admin to provide professional learning opportunities for teachers. Our site will also fund substitutes for teacher release days for professional learning opportunities, that will be used to increase positive outcomes for our special education students. Site will also fund incentive opportunities for students, as well as materials and supplies for classroom and supplemental opportunities.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Special Education students will be encouraged to participate in arts, activities, and athletics. Special Education students will also be monitored to ensure that they have the opportunity to participate in engagement activities.

Teachers will implement appropriate strategies during classroom instruction as well as provide supplemental tutoring to help Special education students successfully. Classified staff will also provide instructional and engagement opportunities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			Facilities Maintenance	6,000.00

\$6,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓	94.98 %	77.9 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff at Herrera will have a favorable perception of the school based on the Panorama survey. Site leaders will also strive to hire a diverse staff that is reflective of the student body by doing the following: On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help ensure match of qualification and diversity of potential site needs. On-going communication with the Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification.

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

No inequities were found related to hiring a diverse staff.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences were found between the intended and actual implementation of actions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for the 2024-2025 school will include more activities for all staff to show that they are valued members of the team at Herrera Elementary School. The diversity in teaching and support staff will also be highlighted and celebrated throughout the year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members were presented with student achievement data. Through a school needs assessment, parents felt we needed to add more parent engagement activities that included a broader sense of the cultures at our school, school field trips, and professional learning for our teachers.

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, ELL parents felt we need to add more classes for parents, such as English classes for parents. ELAC members also suggested that we add after-school tutoring and continue with Summer School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were presented with student data. Through a needs assessment, teachers suggested that we add planning days during the school day with substitute teachers providing coverage for teachers as they plan. Staff also suggested that we continue with professional learning around our three main areas of need which are: Project Based Learning/STEAM, math alignment, and foundational literacy for our Preschool to 1st-grade staff.

Action 1

Title: Professional Learning for current staff

[Action Details:](#)

Providing teachers with supplemental planning time to work with grade level teams for STEAM unit/lesson planning and reflection.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Grade Level Common Formative Assessment Data
I Ready Diagnostic Data
Grade level inquiry cycle data
CAASP end of year data

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

Teachers
ILT
TSA
Literacy Coach
Vice Principal
Principal

[Timeline:](#)

Ongoing

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

Teachers will receive professional development from:

- Ongoing support on SmartLab
- PL: Foundational Literacy Skills (IMSE, OG, Heggerty, etc)
- Site PL: Mathematics Alignment

- Site PL: NGSS
- Site PL: Writing
- Site PL: Inquiry Cycles
- Site PL: Cultural Proficiency
- Site PL: Culture and Climate

Teachers will receive curriculum from the following to support STEAM instruction:

- Smart Lab
- Project Based Learning

Project Based Learning STEAM Inquiry cycles will be centered around real world learning

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Professional Learning opportunities regarding ELPAC and student reclassification . Opportunities for New Teacher support in developing and using strategies for integrated and designated ELD.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Opportunities for New Teacher professional learning support in developing and using strategies for student social emotional and academic success. Extra pay contracts for on campus mentors to meet with new and existing teachers around classroom management and instructional strategies.

Action 2

Title: Recruitment of Diverse Staff

[Action Details:](#)

On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help ensure match of qualification and diversity of potential site needs.

On-going communication with the Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification.

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

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

Staffing Opportunities that may arise due to new hiring, lateral transfers, or overage candidates.

Expansion of the Dual Immersion Program by grade level.

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

Administration Staff

[Timeline:](#)

Ongoing

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

Communication with HR and Teacher Residency Program

Professional Learning for new staff members to increase retention of staff

Materials and supplies will be provided to improve diverse recruitment rates.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Communication with HR, Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification to staff Dual Immersion Program.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Professional Learning provided to new staff members on various topics to increase retention and recruitment of staff.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher Planning time.	2,389.00

\$2,389.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	88.42 %	90.8 %	2023-2024	91.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Parents at Juan Felipe Herrera Elementary are an integral part of ensuring student success, we are committed to providing high-quality opportunities that will give parents the tools they need to support their students. These sessions included training programs related to the curriculum being utilized in the classroom such as I-Ready, Wonders, Go Math, and STEAM-related topics. Two-way communication opportunities were also offered regularly such as Parent Coffee Chats, Parent workshops, and Parent-teacher conferences, ELAC, SPSA planning, and SSC to keep parents informed of program initiatives and gather parent input and participation.

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

No disproportionality was found in family engagement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences were found between the intended and actual implementation of our actions around family engagement

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Parents asked for more family engagement activities that represented a broader scope of our students' backgrounds. As a result, we will work with families to create family engagement events that include representation from our Asian, Indian, as well as other cultures.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC members were presented with student achievement data. Through a school needs assessment, parents felt we needed to add more parent engagement activities that included a broader sense of the cultures at our school, school field trips, and professional learning for our teachers.

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, ELL parents felt we needed to add more classes for parents, such as English classes for parents. ELAC members also suggested that we add after-school tutoring and continue with Summer School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were presented with student data. Through a needs assessment, teachers suggested that we add planning days during the school day with substitute teachers providing coverage for teachers as they plan. Staff also suggested that we continue with professional learning around our three main areas of need which are: Project Based Learning/STEAM, math alignment, and foundational literacy for our Preschool to 1st-grade staff.

Action 1

Title: Engaging Families in Academic Opportunities

[Action Details:](#)

Herrera parents are an integral part of ensuring student success, we are committed to providing high quality opportunities that will give them the tools they need to support their student. These sessions will include training programs related to curriculum being utilized in the classroom such as I-Ready, Wonders, Go Math, STEAM related topics.

- Two way communication opportunities will also be offered regularly such as Parent Coffee Chats, Parent workshops, and Parent teacher conferences, ELAC, SPSA planning and SSC to keep parents informed of program initiatives and gather parent input and participation.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Parent Activity Sign In Sheets

Parent Survey Data

I-Ready Diagnostic Data

Owner(s):

Administration Staff

Home School Liaison

Teacher on Special Assignment

Timeline:

Ongoing

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

- Parent Coffee Hours, ELAC/SSC Meetings to engage parents in learning opportunities.
- Parents will have opportunities to voice their opinions and concerns through regular parent meetings.
- Home School Liaison will be provided to translate for parent meetings, coordinate parent events, and coordinate ELAC and SSC.
- Materials and supplies will be provided for Coffee hour meetings, ELAC, SSC, and Title 1 meetings.
- literacy in-service w parents

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Home School Liaison will be provided to translate for parent meetings, coordinate parent events, and coordinate ELAC and SSC

Baby Sitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings.

Parents will be informed of trends in data related to academic and social emotional trends and high interest topics at Herrera.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Home School Liaison will target parents of students who have chronic/severely Chronic attendance to engage them in positive dialogue around engagement and attendance.

Teacher on Special Assignment will update parents of students in reading intervention progress.

Action 2

Title: Creating a Welcoming School Environment

[Action Details:](#)

Herrera parents are a valued part of our learning community and will be welcomed onto campus to participate in a variety of school activities.

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

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

Parent survey data, Student survey data SEL Data Reports Parent Meeting sign in sheets ELAC/DLAC/SSC meeting sign in sheets

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

Owner(s): Administration Staff

Home School Liaison

Teacher on Special Assignment

[Timeline:](#)

Ongoing

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

Parent engagement opportunities (Pastries with parents, Science Night, Art Hop, STEAM inquiry presentation) to build parent connection with school.

Site Staff will also provide opportunities for student voice in Student Council, and other engagement opportunities for parents and students., including provisions for extra time.

Materials, resources, and supplies will be purchased or Coffee Hours, ELAC, SSC and Title 1 meetings, as well as parent engagement opportunities.

Parent Coffee Hours, Parent learning opportunities.

Tier 2 specialist will provide students with social emotional groups and update parents at mid/end points of student progress.

Funds to improve school signage.

Parent engagement opportunities for parents to learn about literacy for grades TK-1st grade

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Parents will be supported to access the ATLAS parent portal and Edu text to ensure parents are actively monitoring student progress.

Parents will also be supported to access Microsoft Teams for virtual engagement purposes.

Supplemental contracts will be provided to classified staff to support with parent outreach and coffee hour.

Translating will be offered during parent meetings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Supplemental contracts will be provided to classified staff to support with parent outreach and coffee hour.

Parent outreach for students who have chronic/severely chronic attendance status

Informational parent meetings to deepen understanding around academic topics

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings.	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for parent participation. ** NO FOOD OR INCENTIVES **	2,124.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			Poster Maker Maintenance: Educational posters for community/family events. Instructional posters for parent/academic opportunities.	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for parent engagement opportunities	5,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for community/student engagement	30,595.00
G5A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD: School Signage	5,000.00

\$47,034.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0580 Herrera Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Student Workbooks for Reading and Math intervention, Site licenses for instructional use (Pebble Go, I XL, Newsela, etc.)	34,685.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student Laptops	4,418.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	29,143.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000		127,307.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher planning time	23,235.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra teacher support for struggling students	6,132.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Lease	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000		31,826.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra Teacher support for EL students	7,049.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified support for struggling English learner students	3,309.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	28,064.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for STEAM learning experiences	1,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Extra Classified support to engage students in STEAM activities	3,941.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Facilities Maintenance	6,000.00
G4A1	LCFF: EL	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher Planning time.	2,389.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings.	1,315.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for parent participation. ** NO FOOD OR INCENTIVES **	2,124.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			Poster Maker Maintenance: Educational posters for community/family events. Instructional posters for parent/academic opportunities.	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for parent engagement opportunities	5,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for community/student engagement	30,595.00
G5A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD: School Signage	5,000.00

\$373,532.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,685.00
Sup & Conc	7090	\$226,679.00
LCFF: EL	7091	\$75,168.00
Grand Total		\$373,532.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$285,104.00
G2 - Expand student-centered and real-world learning experiences	\$33,005.00
G3 - Increase student engagement in their school and community	\$6,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,389.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$47,034.00
Grand Total	\$373,532.00