

Herrera Elementary

10621660141127

Principal's Name: Miguel Naranjo

Principal's Signature:

A handwritten signature in blue ink that reads "Miguel Naranjo". The signature is written in a cursive style with a large, sweeping initial 'M'.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>N/A</i>
School Site Council (SSC)	<i>N/A</i>
Required Signatures	<i>N/A</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>N/A</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

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

FY 2022/23

Herrera - 0580

ON-SITE ALLOCATION

3010	Title I	\$48,438 *
7090	LCFF Supplemental & Concentration	\$167,524
7091	LCFF for English Learners	\$45,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$91,574
TOTAL 2022/23 ON-SITE ALLOCATION		\$352,736

* 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	\$1,656
Remaining Title I funds are at the discretion of the School Site Council	\$46,782
Total Title I Allocation	

Herrera Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

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.

New School Site: Metric/Area of support was not addressed in the 2021/2022 school year.

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

Data will not be available until school opening 08/22.

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).

New school site, no actions can be examined.

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 2022-23 SPSA.

New school site, no changes can be discussed.

Step 4: Educational Partner Involvement. Share the data 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:

New site, SSC will be elected 8/22.

2 ELAC:

New site, ELAC will be elected 8/22.

3 Staff:

Staff will be hired by May 2022.

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. 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

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 and STEAM.

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 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, NewsELA, MobyMax, EPIC and additional programs) for additional reading and writing practice.

Supplies, materials, and copy paper provided to teachers to support with classroom instruction. 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:

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.

Specify enhanced services for low-performing student groups:

Tier 2 instruction will be provided for students who are not meeting grade level standards.

Tier 3 intervention services will be provided for students reading two levels below grade level.

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.

Action 2

Title: English Learner Instructional Support

Action Details:

English Language Learners will be supported to acquire academic language to ensure adequate progress for Reclassification. Students will have a goal of moving at least one performance band in English Proficiency as measured by

ELPAC. Teachers will implement ELA/ELD standards based instruction during designated and integrated ELD instruction to ensure student learning.

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

- ELPAC assessment data
- EL Progress Monitoring Forms
- iReady Assessments
- Interim Assessment Blocks
- Common Writing Assessments

Owner(s):

- Classroom teachers
- PLC teams
- Teacher on Special Assignment
- Instructional Coach
- 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):

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.

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 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 GVC, ELD/ELA standards in order to differentiated ELD instruction.

Push-in Teaching Fellows will support instruction.

EL students will receive support through supplemental online programs such as iReady, MobyMax, and Imagine Learning. Technology such as laptops and additional devices will be provided to students so that they can increase their academic achievement.

Specify enhanced services for EL students:

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 which address enduring literacy skills across all content areas.

Teachers will provide Designated instruction to EL students during their Tier 2 block.

Specify enhanced services for low-performing student groups:

Tier 2 instruction will be provided for students who are not meeting grade level standards.

Tier 3 intervention services will be provided for students reading two levels below grade level.

English Learners who have not been Reclassified will be invited to participate in Imagine Learning sessions after school.

Students will be grouped for EL instruction to allow for appropriate interventions including EL strategies, and accelerations of groups of students.

Students who meet the identification criteria will additionally receive instruction through Imagine Learning

2022-2023 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	Subagreements			Education and Leadership Foundation : 2 Interact Fellow	24,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools PL	21,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Teacher on Special Assignment: Intervention, Testing, SST	106,461.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies for STEAM Learning	3,626.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	Teacher on Special Assignment: Intervention, Testing, SST	26,615.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Reading Intervention workbooks	7,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Instructional material subscriptions News Ela, Scholastic Reader	5,711.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Ricoh copy machine leases	13,432.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,042.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher Support for EL Students	5,076.00
G1A2	LCFF: EL	Instruction	Ins Aide-Sup			Support for struggling EL students	1,988.00

\$216,951.00

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

Needs Assessment

School Quality Review

School Level Dashboard

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.

New School Site: Metric/Area of support was not addressed in the 2021/2022 school year.

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

Data will not be available until school opening 08/22.

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).

New school site, no actions can be examined.

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 2022-23 SPSA.

New school site, no changes can be discussed.

Step 4: Educational Partner Involvement. Share the data 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:

New site, SSC will be elected 8/22.

2 ELAC:

New site, ELAC will be elected 8/22.

3 Staff:

Staff will be hired by May 2022.

Action 1

Title: Hawks SOAR

Action Details:

Staff at Juan Felipe Herrera Elementary School will 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 in order to develop students' understanding and ownership of our SOAR principles.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input 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

- 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 and an RP Counselor 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.

An RP counselor 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 rewards and incentives for students who demonstrate positive behavior and apply the SOAR Guidelines for Success.

Specify enhanced services for EL 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 all engagement activities.

Specify enhanced services for low-performing student groups:

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.

Action 2

Title: Career Technical Educational Experiences

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 in class instruction, guest speakers, assemblies and field trips.

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

- ATLAS Attendance Reports
- 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):

- 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:

English Learners will be encouraged to participate in college/career readiness activities. English Learners will also be monitored in order to make sure that they are participating in college and career readiness activities.

Specify enhanced services for low-performing student groups:

Students who are disproportionately less likely to participate in college and career related opportunities will be recruited to participate in college and career related activities. These students will also be monitored to ensure that they have taken the opportunity to participate in college and career related activities.

2022-2023 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 needed for student garden/Supplies for STEAM Art Supplies	13,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	CI&Tech-Sup			Classified Extra Pay for Student Support	1,988.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies for community/student engagement	2,479.00

\$17,467.00

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

Needs Assessment

School Quality Review

School Level Dashboard

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.

New School Site: Metric/Area of support was not addressed in the 2021/2022 school year.

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

Data will not be available until school opening 08/22.

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).

New school site, no actions can be examined.

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 2022-23 SPSA.

New school site, no changes can be discussed.

Step 4: Educational Partner Involvement. Share the data 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:

New site, SSC will be elected 8/22.

2 ELAC:

New site, ELAC will be elected 8/22.

3 Staff:

Staff will be hired by May 2022.

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, cheer, chess, coding, robotics, etc.), after school sports, and inter-mural sports.

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

A Child Welfare and Attendance Specialist and an RP Counselor 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.

An RP counselor 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 field trips so that students can engage in arts, activities and athletics.

Specify enhanced services for EL 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.

Specify enhanced services for low-performing student groups:

Students who are disproportionately less likely to participate in STEAM, activities and athletics 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.

2022-2023 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	Mat & Supp			: Educational Incentives for Students, supplies for student engagement activities	3,150.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Facilities Maintenance	1,000.00
G3A1	One-time School	Instruction	Teacher-Supp			Extra Pay Contract for Student Support	5,076.00
G3A1	One-time School	Instruction	Mat & Supp			: STEAM Supplies **No food or incentives**	38,787.00

\$48,013.00

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

Needs Assessment

School Quality Review

School Level Dashboard

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New School Site: Metric/Area of support was not addressed in 2021/2022 school year.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
Data not available until school opening 08/22.

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).

New school site

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 2022-23 SPSA.

None

Step 4: Educational Partner Involvement. Share the data 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:
New site, no SSC until 08/22

2 ELAC:
New site, no ELAC until 08/22

3 Staff:
New site, in process of hiring 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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input 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

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

Owner(s):

Teachers
Art Specialist
ILT
TSA
Literacy Coach
Vice Principal
Principal

Timeline:

Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Teachers will receive professional development from:

- The Buck Institute (project based learning)
- Ongoing support from SmartLab (Online and in person)
- Professional Learning from: The Institute for Arts Integration and STEAM
- 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:

- The Institute for Arts Integration Accelerator
- Smart Lab
- Art Curriculum

STEAM Inquiry cycles will be centered around real world learning

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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 Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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 Professional Development or Staff Services to support EL students:

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 Professional Development or Staff Services to support low-performing student groups:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

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.

New School Site: Metric/Area of support was not addressed in 2021/2022 school year.

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

Data not available until 08/22

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).

New School Site

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 2022-23 SPSA.

None

Step 4: Educational Partner Involvement. Share the data 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:

New school site: No SSC until 08/22

2 ELAC:

New School Site: No ELAC until 08/22

3 Staff:

New School Site: In the process of hiring 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:	<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 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 Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 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.

Specify Direct Service and Opportunities for parents and families to support EL students:

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 Direct Service and Opportunities for parents and families to support low-performing student groups:

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:

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 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 Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

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.

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.

CWAS will provide students with social emotional groups and refer families in need to Care Solace.

Specify Direct Service and Opportunities for parents and families to support EL students:

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 Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2022-2023 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	Mat & Supp			: Supplies for parent participation **No food or incentives**	3,438.00
G5A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker to print Educational Posters for Community/Family Events. Instructional Posters for Parent Academic Opportunities.	12,862.00
G5A1	One-time School	Instruction	Direct-Graph			: Graphics	2,000.00
G5A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Office Extra Time	9,005.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			: Supplies for Parent Engagement	3,000.00
G5A2	One-time School	Instruction	Nc-Equipment			: Creating a welcome environment: Benches, tables, large signage etc.	40,000.00

\$70,305.00

2022-2023 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	Subagreements			Education and Leadership Foundation : 2 Interact Fellow	24,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools PL	21,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Teacher on Special Assignment: Intervention, Testing, SST	106,461.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies for STEAM Learning	3,626.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	Teacher on Special Assignment: Intervention, Testing, SST	26,615.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Reading Intervention workbooks	7,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Instructional material subscriptions News Ela, Scholastic Reader	5,711.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Ricoh copy machine leases	13,432.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,042.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher Support for EL Students	5,076.00
G1A2	LCFF: EL	Instruction	Ins Aide-Sup			Support for struggling EL students	1,988.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials needed for student garden/Supplies for STEAM Art Supplies	13,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Classified Extra Pay for Student Support	1,988.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies for community/student engagement	2,479.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Educational Incentives for Students, supplies for student engagement activities	3,150.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Facilities Maintenance	1,000.00
G3A1	One-time School	Instruction	Teacher-Supp			Extra Pay Contract for Student Support	5,076.00
G3A1	One-time School	Instruction	Mat & Supp			: STEAM Supplies **No food or incentives**	38,787.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies for parent participation **No food or incentives**	3,438.00
G5A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker to print Educational Posters for Community/Family Events. Instructional Posters for Parent Academic Opportunities.	12,862.00
G5A1	One-time School	Instruction	Direct-Graph			: Graphics	2,000.00
G5A2	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Ext			Office Extra Time	9,005.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			: Supplies for Parent Engagement	3,000.00
G5A2	One-time School	Instruction	Nc-Equipment			: Creating a welcome environment: Benches, tables, large signage etc.	40,000.00

\$352,736.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,438.00
Sup & Conc	7090	\$167,524.00
LCFF: EL	7091	\$45,200.00
One-time School	7099	\$91,574.00
Grand Total		\$352,736.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$216,951.00
G2 - Expand student-centered and real-world learning experiences	\$17,467.00
G3 - Increase student engagement in their school and community	\$48,013.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$70,305.00
Grand Total	\$352,736.00