

Herrera Elementary

10621660141127

Principal's Name: Miguel Naranjo

Principal's Signature: *Miguel Naranjo*

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
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.	
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.

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

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 - Imelda Carrillo		X			
3. Secretary – Tango Downs		X			
4. PAC Rep – Janela Teran		X			
5. Maria Magdalena			X		
6. Joanne Perez				X	
7. Joanna Hernandez				X	
8. Marlyn Gomez				X	
9. Janella Teran				X	
10. Yolanda Gomez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ "ELAC reviewed the SPSA as a school advisory committee.☐ 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		04/02/2025
SSC Chairperson	Imelda Carillo		04/02/2025

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

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

FY 2025/26

Herrera - 0580

ON-SITE ALLOCATION

3010	Title I	\$72,864 *
7090	LCFF Supplemental & Concentration	\$230,892
7091	LCFF for English Learners	\$72,534

TOTAL 2025/26 ON-SITE ALLOCATION

\$376,290

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,112
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Program Budget	\$70,752
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Total Title I Allocation	\$72,864
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Herrera Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-55.5 pts	2023-2024	-40.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-78.6 pts	2023-2024	-63.6 pts
SBAC ELA - percentage of students met/exceeded standard	✓	40.5 %	29 %	2023-2024	34 %
SBAC Math - Average distance from standard	✓	0 pts	-69 pts	2023-2024	-54 pts
SBAC Math - percentage of students met/exceeded standard	✓	30.2 %	24.2 %	2023-2024	29.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, students are not reading on grade level as identified by SBAC. Only 29% of all students are meeting grade level standards in English Language Arts and 24.2% of all students are meeting grade level standards in mathematics.

ELL Students are specific student groups performing below grade level in ELA/Math. ELL students are currently -78.6 points distance from standards in English Language Arts and -89.7 points distance from standards in mathematics.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Early Literacy Skills:** Early literacy skills are crucial for later academic success. Students who do not develop strong reading skills in the early grades often struggle in later years.
- Lack of Targeted Interventions:** Implementing targeted interventions such as small group instruction and individualized support can help address specific learning gaps.
- Lack of Systemic Writing Program and Assessments:** Without a systemic writing program, students may receive inconsistent instruction across different grades and classrooms. This can lead to gaps in their writing skills and hinder their overall development. A lack of a structured writing assessment program means students may not get enough opportunities to practice and refine their writing skills after receiving feedback from writing assessments.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Early Literacy Skills Needs:**
- Structured Early Literacy Skills Program (Heggerty)
 - Adherence to i-Ready My Path Structures
- Targeted Interventions:**
- School-wide Intervention Period
 - Intervention Team (Instructional Coaches and Inter-Act Teaching Fellows)
- Systemic Writing Program and Assessments:**
- School-wide writing program
 - School-wide writing assessment system

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Tiered System of Instructional Support

Partially Implemented

Intervention Team: Two Inter-Act Fellows and Three Teaching Fellows were hired to provide targeted intervention services in English Language Arts for students under the direction of the school's Literacy Coach. However, we were not able to secure the services of a Math Coach until February 2025 since the coach's school site would not release to join the team at Herrera. As a result we did not have structured math intervention until March 2025.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Tiered System of Instructional Support

Partially Effective

We have seen that our interventions have been partially effective as we have seen an increase in academic achieve in math and reading according to the i-Ready diagnostic two results. Diagnostic 2 reading results went from 18% of students meeting grade level standards in December 2023 to 29% of students meeting standards in December 2024. We have also seen growth in math with 12% of students meeting standards in December 2023 to 20% meeting standards in December 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Major changes for next school year include the following...

Early Literacy Skills Needs:

- Fully implement the Heggerty structured early literacy skills program
- Fully adherence to i-Ready My Path Structures

Targeted Interventions:

- Fully implement a school-wide intervention period
- Fully staff the Site Intervention Team (Instructional Coaches in math and literacy with support from six Inter-Act Teaching Fellows)

Systemic Writing Program and Assessments:

- Fully implement a school-wide writing program
- Fully implement a school-wide writing assessment system

Section D: 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.

SSC:

School Site Council members reviewed student achievement data. During the school needs assessment, parents expressed a desire to enhance student learning by incorporating more real-world experiences, cultural activities, and more school field trips. They also highlighted the need for increased parent engagement opportunities.

ELAC:

ELAC members reviewed student achievement data. Through the school needs assessment, parents of English Language Learners identified a need for educational classes for parents, including English language courses. Additionally, ELAC members recommended expanding academic support for English Language Learners by offering after-school tutoring and continuing the Summer School program.

Staff:

Staff members reviewed student data as part of the needs assessment process. Teachers recommended incorporating dedicated planning days during the school day, supported by substitute teacher coverage. Additionally, staff emphasized the importance of continuing key instructional initiatives, including Project-Based Learning, additional intervention services, and enhanced writing instruction.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

A site 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

- Provide reading and math intervention through the funding of Inter-Act Fellows (tutors).
- 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.

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

- 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.

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

- 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 Inter Act 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 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 Inter Act Fellows will support instruction.
- EL students will receive support through Instructional Aide time, supplemental online programs such as iReady, iXL and Standards Plus.
- Technology such as laptops and additional devices will be provided to students so that they can increase their academic achievement.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see students' academic achievement increase in reading, writing and math. The short term changes will be monitored through the use of common formative assessments. Teachers, instructional coaches, the principal and vice principal will monitor the changes through the use of a school-wide data system.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We expect to see students' academic achievement increase in reading, writing and math. The medium-term changes will be monitored through the results of i-Ready district assessments. Teachers, instructional coaches, the principal and vice principal will monitor the changes through the use of a school-wide data system.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We expect to see students' academic achievement increase in reading, writing and math. The long-term changes will be monitored through the results of the California Assessment on Student Performance and Progress. Teachers, instructional coaches, the principal and vice principal will monitor the changes through the use of a school-wide data system.

2025-2026 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 supplemental reading and math programs, site licenses for instructional use (IXL, Newsela)	1,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student laptops/headphones	572.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational Leadership Foundation: ELF Tutors	67,858.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher planning time	35,128.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra teacher support for struggling students	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified support for struggling students	6,546.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Lease	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Extra Teacher support for EL students	10,735.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra teacher support for struggling students	10,666.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified support for EL learners	7,854.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: foundational skills pull out for struggling EL students	22,576.00

\$211,586.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94.5 %	87.3 %	2024-2025	88.4 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased by 1 point to 87% from Fall 2024. This two points above the district average of 85%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes of students feeling like they don't have student centered/real-world experiences...

- **Lack of Clarity:** when providing student centered/real-world experiences to students.
- **Lack of Connection:** when working on Project Based Learning experiences in the classroom.
- **Lack of School-wide Career Experiences:** learning about careers and career experiences have been limited to students in Kindergarten and fourth through sixth grade.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs to address the problem...

- **Clarity:** Need to provide students with clarity on how student centered/real-world experiences connect to the students' lives.
- **Connection:** Need to explain to students how their work on Project Based Learning experiences connect to student centered/real-world experiences.
- **School-wide Career Experiences:** Need to have several school-wide learning where students learn about careers and have career experiences in all grade levels.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Career Tech Educational Experiences & Student Engagement

Fully Implemented

We have seen an increase of three points in Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain from Spring 2024 at 84% to Spring 2025 which is currently at 88% and is 3 points above the district average of 85%

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Career Tech Educational Experiences & Student Engagement

Partially Effective

With a gain of three points on the Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain from Spring 2024 at 84% to Spring 2025 which is currently at 88% and is 3 points above the district average of 85%, this is considered partially effective. We saw growth because we have worked to implement career learning through a Career Day and through invitation of diverse professionals to visit classrooms as part of Project Based Learning Experiences.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of analysis we will make the following changes...

- **Clarity:** Provide students with clarity on how student centered/real-world experiences connect to the students' lives.
- **Connection:** Explain to students how their work on Project Based Learning experiences connect to student centered/real-world experiences.
- **School-wide Career Experiences:** Provide students with several school-wide learning where students learn about careers and have career experiences in all grade levels.

Section D: 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.

SSC:

ELAC:

Staff:

School Site Council members reviewed student achievement data. During the school needs assessment, parents expressed a desire to enhance student learning by incorporating more real-world experiences, cultural activities, and more school field trips. They also highlighted the need for increased parent engagement opportunities.

ELAC members reviewed student achievement data. Through the school needs assessment, parents of English Language Learners identified a need for educational classes for parents, including English language courses. Additionally, ELAC members recommended expanding academic support for English Language Learners by offering after-school tutoring and continuing the Summer School program.

Staff members reviewed student data as part of the needs assessment process. Teachers recommended incorporating dedicated planning days during the school day, supported by substitute teacher coverage. Additionally, staff emphasized the importance of continuing key instructional initiatives, including Project-Based Learning, additional intervention services, and enhanced writing instruction.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

- *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.*

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

- 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.*

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

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.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. 1. We expect for students to feel more connected to the school as measured by participation in student engagement activities. Student participation will be monitored by the Culture and Climate Team, vice principal and principal.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. 1. We expect for students to feel that they have engaged in Real World Experiences as measured the Fall Panorama Student Survey. Student connectedness will be monitored by the Culture and Climate Team, vice principal and principal.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. 1. We expect for students to feel more connected to the school as measured the Spring Panorama Student Survey. Student connectedness will be monitored by the Culture and Climate Team, vice principal and principal.

2025-2026 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	96,461.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for STEAM learning experiences	1,000.00

\$97,461.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		27.1 %	2023-2024	26.5 %
Chronic Absenteeism - (English Learner)	✓		26.4 %	2023-2024	25.8 %
Chronic Absenteeism - (Hispanic)	✓		30.3 %	2023-2024	29.7 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		28.4 %	2023-2024	27.8 %
Suspension Rate	✓	0.47 %	2.4 %	2023-2024	2.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are ELL students with a rate of 25.96%. Suspensions have remained the same over the last year. The identified student group is Hispanic students which make up the majority of the student population and account for the majority of suspensions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Attendance Misconceptions: Some families may not fully understand the importance of regular attendance and the impact of absences on academic performance.

Parent Engagement in Attendance: Low participation in attendance meetings.

Health Issues: Both physical and mental health challenges, including increased rates of anxiety and depression, have been significant contributors.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

Attendance Misconceptions: Need Home School Liaison, Tier 2 Specialist and administrator & teacher support to provide clarity around the importance of school attendance.

Parent Engagement in Attendance: Need coordination between Home School Liaison, Tier 2 Specialist and Admin Team to provide opportunities for Attendance Meetings.

Health Issues: Need coordination with School Psychologist, School Nurse, Admin Team and outside providers such as Care Solace in order to provide mental and health services to students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engage Students in STEAM, Activities, Athletics

Fully Implemented

We have increased the number of school activities, clubs and sports programs for students and have seen a significant decrease in chronic absenteeism which has dropped from 29.62% in 2024 to the current rate of 22.2% in 2025.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engage Students in STEAM, Activities, Athletics

Effective

The actions were effective since Chronic absenteeism decreased overall from 29.62% to 22.2%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Attendance Misconceptions: Provide resources such as parent meetings and information to educate families so that they fully understand the importance of regular attendance and the impact of absences on academic performance.

Parent Engagement in Attendance: Provide a variety of options for attendance meetings so that more parents can attend the attendance meetings.

Health Issues: Connect with outside resources to provide referrals for families so that they can overcome physical and mental health challenges.

Section D: 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.

SSC: School Site Council members reviewed student achievement data. During the school needs assessment, parents expressed a desire to enhance student learning by incorporating more real-world experiences, cultural activities, and more school field trips. They also highlighted the need for increased parent engagement opportunities.	ELAC: ELAC members reviewed student achievement data. Through the school needs assessment, parents of English Language Learners identified a need for educational classes for parents, including English language courses. Additionally, ELAC members recommended expanding academic support for English Language Learners by offering after-school tutoring and continuing the Summer School program.	Staff: Staff members reviewed student data as part of the needs assessment process. Teachers recommended incorporating dedicated planning days during the school day, supported by substitute teacher coverage. Additionally, staff emphasized the importance of continuing key instructional initiatives, including Project-Based Learning, additional intervention services, and enhanced writing instruction.
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Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

ELL students will receive extra support through inclusion in after school tutoring from certificated and classified staff.

LTEL students will receive support from language intervention tutors targeting their language acquisition skills.

EL and LTEL students will receive ELPAC specific instruction from intervention team to prepare them for the ELPAC.
Redesignated EL students' progress will be monitored to ensure that they are making appropriate progress.

Student Groups

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

- English Learner (EL):** 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.
- Hispanic (HI):** With Title I funds we plan to support Hispanic 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.
- Socio-economically Disadvantaged (SED):** With Title I funds we plan to support SED 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.

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

- English Learner (EL):** 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 six tutors to support our intervention programs to assist struggling students with reading and math. A Literacy Coach 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.
- Hispanic (HI):** With 7090 or 7091 funds we plan to support Hispanic students by allowing teachers/classified staff to provide extra tutoring for struggling students. We will also fund a six tutors to support our intervention programs to assist struggling students with reading and math. Our site will also fund substitutes for teacher release days for professional learning opportunities, that will be used to increase positive outcomes for our Hispanic students. Site will also fund incentive opportunities for students, as well as materials and supplies for classroom and supplemental opportunities.
- Socio-economically Disadvantaged (SED):** With 7090 or 7091 funds we plan to support SED students by allowing teachers/classified staff to provide extra tutoring for struggling students. We will also fund a six tutors to support our intervention programs to assist struggling students with reading and math. Our site will also fund substitutes for teacher release days for professional learning opportunities, that will be used to increase positive outcomes for our SED students. Site will also fund incentive opportunities for students, as well as materials and supplies for classroom and supplemental opportunities.

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

- English Learner (EL):** 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 be successful. Classified staff will also provide instructional and engagement opportunities.
- Hispanic (HI):** Hispanic will be encouraged to participate in arts, activities, and athletics. Hispanic 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 Hispanic students be successful. Classified staff will also provide instructional and engagement opportunities.
- Socio-economically Disadvantaged (SED):** Socio-economically Disadvantaged students will be encouraged to participate in arts, activities, and athletics. Socio-economically Disadvantaged 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 SED students be successful. Classified staff will also provide instructional and engagement opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All students will be encouraged to improve their school attendance through monthly attendance incentives. The TST team will monitor Chronic absenteeism through monthly classroom attendance reports. The team will review overall data but also data for EL, Hispanic and SED student groups and provide support for students who are listed as being chronically absent.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All students will be encouraged to improve their school attendance through Quarterly attendance incentives and student recognitions at awards assemblies. The TST team will monitor Chronic absenteeism through monthly attendance reports. The team will review overall data but also data for EL, Hispanic and SED student groups and provide support for students who are listed as being chronically absent.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. All students will be encouraged to improve their school attendance through End of the Year attendance incentives and student recognitions at end of the year awards assemblies. The TST team will monitor Chronic absenteeism through monthly attendance reports. The team will review overall data but also data for EL, Hispanic and SED student groups and provide support for students who are listed as being chronically absent.

2025-2026 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	10,000.00

\$10,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	93.5 %	2024-2025	94.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Only 95% of staff have a favorable view of the school in the organizational cultural domain of Climate and Culture Survey. When this overall number is broken done by staff role it is clear that certificated staff members have more favorable views when compared to classifies staff members in the areas of feedback, recognition and in participation in planning.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Communication Channels:** Teachers and support staff may receive information through different channels and at different times. This can result in discrepancies in how they perceive communication effectiveness and organizational transparency
- **Professional Development Opportunities:** Teachers often have more access to professional development related to pedagogy and classroom management, while support staff may have fewer opportunities for growth in their specific roles. This can affect their sense of inclusion within the school

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Communication Channels:** Need to provide support staff with additional communication channels.
- **Professional Development Opportunities:** Need to provide support staff with additional professional learning opportunities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning for current staff

Partially Implemented

Teachers new to Herrera Elementary were able to attend online training as an onboarding opportunity to Project Based Learning. Kindergarten and First grade teachers were able to attend professional learning opportunities in early literacy provided by Heggerty however, the same professional learning was not available for Dual Language Immersion teachers. None of the teaching staff was able to attend professional learning around math since we were not able to have a math coach on campus until February 2025.

Action 2: Recruitment of Diverse Staff

Fully Implemented

We were able to hire diverse staff to work at Herrera Elementary in teaching and in support roles.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning for current staff

Partially Effective

The professional learning for staff has been partially effective with a significant increase in reading achievement as measured by i-Ready D2. The Diagnostic 2 reading results went from 18% of students meeting grade level standards in December 2023 to 29% of students meeting standards in December 2024. We have also seen growth in math with 12% of students meeting standards in December 2023 to 20% meeting standards in December 2024. Our math results may have been more significant if we would have had a math coach since August of 2024.

Action 2: Recruitment of Diverse Staff

Effective

We were able to hire eight certificated staff members in 2024 which resulted in a diverse set of teachers. Seventy-five percent of teachers were Hispanic and twenty-five percent of teachers were white. We also hired a diverse group of classified eight additional support staff hired in 2024. Eighty-eight percent of support staff hires were Hispanic and twelve percent were Asian.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **Communication Channels:** We will add in person meeting for classified staff on a monthly basis to improve communication channels with staff.
- **Professional Development Opportunities:** We will open professional development opportunities to classified staff to help support staff feel more connected to the school site.

Section D: 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.

SSC:

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.

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.

Staff:

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 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Teachers will receive professional development from:

- Ongoing support on SmartLab
- PL: Foundational Literacy Skills (Heggerty, small group instruction, etc)
- Site PL: Mathematics Alignment (including standards plus, iXL, etc)
- Site PL: NGSS
- Site PL: Writing including (write score)
- Site PL: Inquiry Cycles
- Site PL: Cultural Proficiency
- Site PL: Culture and Climate
- Site PL: Designated/Integrated ELD

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Professional Learning opportunities regarding ELPAC and student reclassification . Opportunities for New Teacher support in developing and using strategies for integrated and designated ELD. Site funded planning days to ensure equitable classroom experiences across grade levels.

Student Groups

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

Title 1 funds will be used to support teachers byfunding ELF tutors who will provide intensive support for struggling and EL students in coordination with teacher goals.

Title 1 funds will also be used to support teachers bypurchasing materials such as paper, posters, educational tools to engage parents in their child's educational progress.

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

7090/7091 funds will be used to purchase materials and supplies not limited to supplemental STEAMlearning supplies, supplies for teacher driven project based classroom learning, presenters/hands on experiences for students and parents. Training opportunities for teachers to engage in reflective practice, and other PL opportunities. Site will also fund teacher planning days to maintain equity in planning as student experiences across grade levels. Funds will also be used to purchase classroom, testing, attendance incentives, as well as materials/supplies relevant to site wide initiatives.

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

Site plan to support teachers include continued PL on but not limited to the topics

- Ongoing support on SmartLab
- PL: Foundational LiteracySkills (Heggerty, small group instruction, etc)
- Site PL: Mathematics Alignment (including standards plus, iXL, etc)
- Site PL: NGSS
- Site PL: Writing including (write score)
- Site PL: Inquiry Cycles
- Site PL: Cultural Proficiency
- Site PL: Culture and Climate
- Site PL: Designated/Integrated ELD

Teachers will receive curriculum from the following to support STEAMinstruction:

- Smart Lab
- Project Based Learning

Project Based Learning STEAMInquiry cycles will be centered around real world learning

Site will also offer optional office hours to meet the needs of staff members on various topics.

Site will also offer teacher support in the form of Literacy coach provided bythe early literacy grant. Coach will observe and offer teachers high leverage instructional feedback to capitalize on optimum student learning.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by the panorama staff survey, as well as teacher feedback forms. Data will be monitored by principal, vp, and climate culture team.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by the panorama staff survey, as well as teacher feedback forms. Data will be monitored by principal, vp, and climate culture team. Classroom feedback data will also be used to track the use/effectiveness of PL through classroom walkthroughs. Principal, VP, Academic coaches, Climate culture team will monitor data.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Arise in student testing outcomes that moves students closer to grade level achievement. Elective teacher turn over low. As monitored by Principal, VP, Climate Culture Team.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Communication with HR, Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification to staff Dual Immersion Program. Extra support for struggling students in the form of ELF tutors, extra teacher and classified support.

Student Groups

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

Title 1 funds will be used to purchase supplemental programs to student learning.

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

Teachers will be trained in STEAMlesson planning as well as project based learning. Leading students to be supported in learning and acquiring real world STEAMexperiences through project based learning.

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

Site plans to support teacher recruitment and retention by providing relevant, culturally proficient and site need specific PL opportunities. Combined with the efforts of the climate culture team to continually review and refine school climate and culture to lead to an inviting workplace environment where student learning is prioritized and thriving.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by the panorama staff survey, as well as teacher feedback forms. Data will be monitored by principal, vp, and climate culture team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured by the panorama staff survey, as well as teacher feedback forms. Data will be monitored by principal, vp, and climate culture team. Classroom feedback data will also be used to track the use/effectiveness of PL through classroom walkthroughs. Principal, VP, Academic coaches, Climate culture team will monitor data.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Arise in student testing outcomes that moves students closer to grade level achievement. Elective teacher turn over low. As monitored by principal, vp, climate culture team.

2025-2026 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	Sup & Conc	Instruction	Travel			Staff professional learning opportunities	1,000.00

\$1,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.9 %	88.8 %	2024-2025	89.9 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Low parent turn out for parent meetings such as ELAC, SSC, Parent Coffee Hours, Needs assessment

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Low parent motivation to attend events like ELAC, SSC, Parent Coffee Hour, or complete Needs Assessment.
Very high parent engagement in events that are school based, not requiring a time commitment
Parents reluctant to commit to officer positions on school site positions.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Increased messaging about the importance of joining parent leadership groups.
Use of incentives to draw a larger pool of parents for parent meeting groups
Leverage a parent leadership table/incentives at non meeting events which are well attended by parents.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engaging Families in Academic Opportunities

Fully Implemented

We have used incentives for parents who come to meetings this year. One of the biggest investments was in supplies like paper and posters to let parents know the specifics about the meetings. For ELAC we have been personally addressing meeting notices and needs assessment by child to get parents involved. Use of incentives like student learning materials was not as incentivizing as we hoped for parents. Through feedback parents want more school swag type incentives, books for students we will focus on these items next year. While we still do not have as much participation as we want, we have implemented everything that was planned.

Action 2: Creating a Welcoming School Environment

Fully Implemented

We have fully implemented our plan from last year, by adding cameras for student safety, some building modifications to improve signing and areas that needed increased safety. Parents are happy with the updates that have been made.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engaging Families in Academic Opportunities

Partially Effective

We were able to get more participation but would like a diverse groups represented. We will increase recruitment efforts and continue with incentives. According to the panorama survey results from October 2024 88% to the spring administration site increases 3% taking us from 91% favorable response.

Action 2: Creating a Welcoming School Environment

Effective

Parents responded favorably to school efforts on the panorama survey as well as needs assessment. According to the panorama survey results from October 2024 88% site increased 3% in the spring taking us to 92% favorable response.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Success Together will be employed to conduct parent engagement activities throughout the school year.
- Leverage high parent attendance at non meeting events, to have an informational table and incentives for parents who engage in discussion/interest in attending upcoming events.
- Schedule parent meeting events at a variety of times and in conjunction with other school events when possible.
- Partnering with community partners to offer parent classes such as English classes to gain more active parents especially in with our EL parents.

Section D: 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.

SSC: Use school swag incentives, send more flyers home, let parents know the importance of participation.	ELAC: Send special flyers for ELAC parents so they know when/what will be discussed at meetings.	Staff: Keep having parent engagement events to showcase student/STEAMwork done on campus.
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Action 1 :

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, STEAMrelated 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Extra support opportunities for students during the school day as well as after school support.
- Parent event opportunities focused on STEAM topics.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Elf tutor support for EL students in short term focused blocks: support with reading, comprehension, writing, and listening and speaking. As well as intensive support for newcomer students with foundational skills.

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.

Student Groups

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

Site plans on using 3010 funds on supplies for parent engagement such as paper for informational flyers, posters, and books. 3010 funds will also be spent to split fund the ELF tutors who will focus with extra support for struggling/EL students.

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

Site plans on using funds from both budgets to hire vendors for parent/student engagement nights, Incentives for students, increased school signage to support parent/school connection.

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

Site will support students by using offering extra learning opportunities such as additional intervention via ELF Fellows, additional opportunities for students to participate in clubs and STEAM activities both during the school day and afterschool. Supplies for in class activities such as art, engineering, and science.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased parent participation in school via meeting attendance, response to parent survey. Monitored by school administration, HSL, climate culture team. Student increased participation in clubs and activities. Increase in students scoring on/near grade level on initial district/teacher assessments. Monitored by school administration and climate culture team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Student progress on district and teacher common formative assessments including IAB/FIAB as well a district wide assessments (I-Ready). Increased metrics in Student/Family voice on the panorama survey. Sustained increase in parent participation in school meetings and events. Monitored by school administration and climate culture team	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students making strides academically, thriving parent/school community. As measured by parent/student survey, sustained parent participation in school events and meetings. Monitored by school administration and climate culture team

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 for 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

3010 funds will be used to purchase licenses that students and parent can use at school and home to practice skills learned at school to be practiced at home as well.

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

Site will use funds to engage parents and students in parent learning events related to STEAM, including science night, literacy night, cultural performances as well as STEAM type events to engage parents in student learning events. Incentives will also be purchased to encourage students to strive for proficiency, attendance, as well as parent/student participation and school wide events such as mental health week, kindness week.

Parents/students will also be engaged in learning opportunities via extra learning support provided by ELF tutors during the school day, and via teacher/classified staff afterschool.

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

Students will receive extra support academically via ELF tutors, additional support from teacher/classified staff. Student will also have access to STEAM learning opportunities

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased parent participation in school via meeting attendance, response to parent survey. Monitored by school administration, HSL, climate culture team. Student increased participation in clubs and activities. Increase in students scoring on/near grade level on initial district/teacher assessments.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Sustained increase in parent participation in school meetings and events.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.

2025-2026 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	1,310.00
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 activities	5,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	20,703.00
G5A2	Sup & Conc	Instruction	Direct-Food			: Student snacks for testing	1,000.00
G5A2	Sup & Conc	Instruction	Cons Svc/Oth			Yellow Dog : School Signage and additional cameras	20,000.00
G5A2	Sup & Conc	Parent Participation	Cl&Tech-Ext			Extra Time for Office Staff	3,106.00

\$56,243.00

2025-2026 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 supplemental reading and math programs, site licenses for instructional use (IXL, Newsela)	1,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Student laptops/headphones	572.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational Leadership Foundation: ELF Tutors	67,858.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute support for SST, IEP, Teacher planning time	35,128.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra teacher support for struggling students	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified support for struggling students	6,546.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Lease	18,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Extra Teacher support for EL students	10,735.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra teacher support for struggling students	10,666.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified support for EL learners	7,854.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: foundational skills pull out for struggling EL students	22,577.00
G2A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies	96,461.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for STEAM learning experiences	1,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Facilities Maintenance	10,000.00
G4A1	Sup & Conc	Instruction	Travel			Staff professional learning opportunities	1,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings	1,310.00
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 activities	5,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	20,702.00
G5A2	Sup & Conc	Instruction	Direct-Food			: Student snacks for testing	1,000.00
G5A2	Sup & Conc	Instruction	Cons Svc/Oth			Yellow Dog : School Signage and additional cameras	20,000.00
G5A2	Sup & Conc	Parent Participation	Cl&Tech-Ext			Extra Time for Office Staff	3,106.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,864.00
Sup & Conc	7090	\$230,892.00
LCFF: EL	7091	\$72,534.00
Grand Total		\$376,290.00

\$376,290.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$211,587.00
G2 - Expand student-centered and real-world learning experiences	\$97,461.00
G3 - Increase student engagement in their school and community	\$10,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$56,242.00
Grand Total	\$376,290.00