

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 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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. Joanna Perez				X	
4. Matt Matera				X	
5. Linda Favila				X	
6. Lilliana Villegas				X	
7. Maria Magdaleno				X	
8. Maria River-Ramirez		X			
9. Tango Downs		X			
10. Jackie Fritz			X		

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	<i>Miguel Naranjo</i>	April 9, 2026
SSC Chairperson	Imelda Carrillo	Imelda Carrillo	April 9, 2026

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

Signature: 
Imelda Carrillo (Apr 17, 2026 12:23:10 PDT)
Email: imelda.carrillo@fresnounified.org

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

FY 2026/27

Herrera - 0580

ON-SITE ALLOCATION

3010	Title I	\$73,968 *
7090	LCFF Supplemental & Concentration	\$211,200
7091	LCFF for English Learners	\$62,100

TOTAL 2026/27 ON-SITE ALLOCATION

\$347,268

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,144
Program Budget	\$71,824
Total Title I Allocation	\$73,968

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Herrera Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		5.6 %	2024-2025	6.7 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		39.8 %	2024-2025	40.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		34.7 %	2025-2026	35.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.3 %	2025-2026	45.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		27.3 %	2025-2026	28.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60 %	2025-2026	61.1 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		34.3 %	2025-2026	35.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		51.9 %	2025-2026	53 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45 %	2025-2026	46.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		43.1 %	2025-2026	44.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.1 %	2025-2026	61.2 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.6 %	2025-2026	20.7 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-40.5 pts	-35.1 pts	2024-2025	-20.1 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-127.7 pts	2024-2025	-112.7 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.6 %	2024-2025	41.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-54 pts	-43.4 pts	2024-2025	-28.4 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		29.8 %	2024-2025	34.8 %	↑

Goal 2	Chronic Absenteeism (ALL) Semester 1	26.5 %	12 %	2025-2026	11.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89.9 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.6 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	85 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2.07 %	1.3 %	2025-2026	0.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

POP #1: Tier 1 ELA instruction is not moving enough students to grade-level proficiency for students, with a pronounced gap for Students With Disabilities (SWD).

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

POP #2: Math proficiency is substantially below grade level, indicating gaps in conceptual understanding and problem solving.

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

POP #1: Tier 1 ELA instruction...

- Inconsistent implementation of grade-level, text-dependent reading and writing tasks with explicit language objectives and scaffolds.
- Gaps in structured literacy components (phonemic awareness/phonics/fluency) in K–2 and weak transfer to comprehension in 3–6.
- Limited alignment between IEP goals, core instruction, and small-group scaffolds for SWD.

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

POP #2: Math proficiency...

- Insufficient daily reasoning/discourse routines (e.g., Which One Doesn't Belong, Number Talks) to build conceptual understanding.
- Overreliance on procedure without consistent use of representations (concrete–pictorial–abstract) and error analysis.
- Intervention blocks not tightly aligned to unfinished learning progressions (prerequisite skills for on-grade topics).

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.

POP #1: Tier 1 ELA instruction...

Cause 1: Inconsistent implementation of grade-level, text-dependent reading and writing tasks with explicit language objectives and scaffolds.

Needs:

- System-wide adoption and monitoring of grade-level, text-dependent tasks.
 - Data show ELA proficiency remains low (35.4% on/above grade level), indicating uneven Tier 1 rigor.
- Professional learning on integrating language objectives into every ELA lesson, particularly for ELs and SWD.
 - ELPAC Level 4 rates remain low (5.6% → 6.7%).
- Implementation of consistent scaffolds (sentence frames, structured discussion stems, vocabulary routines) to support access for low-performing groups, especially SWD who are 112.7 points below standard.
- Coaching and feedback cycles to ensure teachers regularly implement text-dependent writing with evidence-based structures (e.g., RACE, paragraph frames).
- Instructional materials audit to ensure all teachers have access to high-quality complex texts and aligned tasks (equity of access).

Cause 2: Gaps in structured literacy components (phonemic awareness/phonics/fluency) in K–2 and weak transfer to comprehension in 3–6.

Needs:

- Consistent, daily structured literacy block in K–2, including explicit phonemic awareness, phonics, and fluency practice.
 - i-Ready K results show only 28.4% met stretch growth, indicating early foundational skill gaps.
- Adoption of validated intervention materials for early literacy to reduce inequities for SWD and foundational-skill-deficient students.
- Training for teachers on the science of reading, including orthographic mapping, decodable text routines, and fluency instruction.
- Vertical alignment to bridge K–2 decoding → 3–6 comprehension, ensuring skills transfer into grade-level reading tasks.
 - Upper-grade proficiency remains low (SBAC ELA -20.1 DFS overall).
- Regular progress monitoring every 4–6 weeks using i-Ready Diagnostic or similar tools to ensure early reading deficits are identified quickly.
- Targeted small-group instruction protocols, especially for SWD who require more frequent, explicit reteaching.

Cause 3: Limited alignment between IEP goals, core instruction, and small-group scaffolds for SWD.

Needs:

- IEP-to-core alignment process so general education teachers and SPED staff coordinate instructional targets weekly.
 - SWD are 112.7 points below standard, showing the current disconnect.
- Data-driven small-group instruction using IEP goals + i-Ready + classroom formative assessment.
- Training for teachers and paraeducators on scaffolding for SWD, including:
 - explicit modeling
 - distributed practice
 - visual supports
 - structured language routines
- Access to assistive technology (text-to-speech, speech-to-text, graphic organizers) to help students participate in grade-level literacy tasks.
- Improved progress monitoring systems for SWD, with shared SPED–GenEd data trackers to reduce inequity in support.
- Increase time-on-task for literacy intervention for SWD and lowest-performing readers, reducing instructional inequity caused by fragmented services.

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.

POP #2: Math Proficiency...

Cause 1: Insufficient daily reasoning/discourse routines (e.g., Which One Doesn't Belong, Number Talks) to build conceptual understanding.

Needs:

- Implement daily math discourse structures schoolwide (Number Talks, Which One Doesn't Belong, Notice & Wonder) to build reasoning, academic language, and conceptual understanding for students.
- Provide targeted professional learning for teachers on facilitating discourse that supports English Learners and Students with Disabilities—groups who show the lowest SBAC Math performance (e.g., SWD significantly below standard).
- Increase access to scaffolds and sentence frames to ensure equitable participation in mathematical conversations, especially for disproportionate/low-performing groups.
- Strengthen monitoring systems (look-fors, walkthrough tools) to ensure discourse routines occur consistently and with fidelity across classrooms.

Cause 2: Overreliance on procedure without consistent use of representations (concrete–pictorial–abstract) and error analysis.

Needs:

- Adopt and implement a CPA-aligned instructional approach across all grades, ensuring students routinely use manipulatives, visual models, and multiple strategies—not just algorithms.
- Professional development on conceptual task design, including how to integrate error analysis, model drawing, and student explanation of reasoning.
- Expand availability of high-quality math tools (manipulatives, whiteboards, digital visual models) particularly in classrooms serving ELs, SwD, and students far below grade level—groups reflected in lower math growth and proficiency.
- Instructional coaching cycles focused on conceptual rigor, with support for planning lessons that include models, representations, and opportunities for students to justify their thinking.

Cause 3: Intervention blocks was not tightly aligned to unfinished learning progressions (prerequisite skills for on-grade topics).

Needs:

- A clearly defined math intervention framework aligned to learning progressions and diagnostic data (i-Ready D1 → D2 growth indicators show ongoing need).
- Use of concrete data tools (i-Ready, classroom assessments, teacher-created diagnostics) to group students by prerequisite skill gaps rather than by general performance levels.
- Professional development for interventionists and classroom teachers on identifying prerequisite standards and planning instruction that accelerates learning rather than remediates.
- Targeted supports for ELs, SWD, and other subgroups who show greater unfinished learning, ensuring intervention materials and instructional strategies reflect language needs, processing needs, and culturally responsive pedagogy.
- Progress monitoring protocols to track skill progression and ensure students are moving toward grade-level content.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Tiered System of Instructional Support

Fully Implemented

Tier 1: Juan Felipe Herrera Elementary School implements a tiered system of instructional support to increase student achievement in ELA, Mathematics, and EL Reclassification. Teachers provide students with rigorous literacy and math instruction while using Project Based Learning. Students receive rigorous good first teaching at Tier 1 using the district-adopted GVC.

Tier 2: Tier 2 instructional time occurs within the classroom in a variety of ways...

Small-Group Phonics/Word Study (3–5 students)

- Target specific skill gaps (blends, digraphs, vowel patterns).
- Short, focused lessons 3–5x per week.
- Use of decodable texts aligned to the skill.

Guided Reading / Leveled Small-Group Instruction

- Groups based on reading level or comprehension need.
- Teacher models decoding, fluency, and comprehension strategies.
- Frequent checks for understanding.

Vocabulary & Morphology Mini-Lessons

- Prefix/suffix practice
- Academic vocabulary instruction
- Word-learning strategies (context clues, word parts)

Fluency Practice (Paired or Small Group)

- Repeated reading at instructional level.
- Partner reading, echo reading, or choral reading.
- Weekly fluency tracking.

Targeted Comprehension Strategy Groups

- Students grouped by need (main idea, inference, summarizing).
- Use of graphic organizers, sentence frames, and short passages.

Tier 3: Tier 3 instruction occurs outside the classroom with reading intervention in the Intervention Lab (NEST).

Grades 1–4: Orton-Gillingham-Based Intervention

- Focused on multisensory instruction through structured literacy centers
- Red Word Center: High-frequency/heart word recognition
- Dictation Station: Writing words and sentences aligned with current phonics patterns
- Decodable Texts: Reading practice based on targeted letters or spelling patterns
- Elkonin Boxes: Sound isolation activities identifying beginning, middle, and end sounds
- Games: Activities include high-frequency word searches, letter identification, and vowel discrimination (long vs. short)
- Spanish Groups: Similar station rotations with ELPAC-aligned activities replacing Decodables and Red Word Centers (currently under development)

Grades 5–6: Phonics and Word Study Focus

- Emphasis on high-frequency words, syllable patterns, and vowel work
- Use of phonics-based games to reinforce concepts
- Integration of reading and comprehension questions from the *Phonics for Reading* program

Future Improvements

- Grade 4: Launching *Phonics for Reading* comprehension support beginning November 3rd
- Grade 6: Incorporating expository reading passages with leveled readers from *Wonders*
- Writing Center: In development to support all students, with a focus on ELPAC learners

Career Tech Educational Experiences & Student Engagement

Fully Implemented

The staff at Juan Felipe Herrera Elementary School promotes and provides students with opportunities to participate in Career Technical Educational Experiences. Students are 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 use SOAR to develop the ideals that guide students to success. A positive school culture has been 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 are employed to develop students' understanding and ownership of our SOAR principles.

Engage Students in STEAM, Activities, Athletics

Fully Implemented

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

Professional Learning for current staff

Fully 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. All teachers in grades K to 6 were able to attend professional learning related to writing and writing assessments provided by Write Score. In addition, K - 6 teachers also participated in professional learning related to math which was provided by the school's instructional coach.

Recruitment of Diverse Staff

Fully Implemented

Site principal has on-going communication with HR for placement of new hires, lateral transfers and overage transfers to help ensure qualifications and diversity of potential site needs. The principal also has on-going communication with the Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification.

Engaging Families in Academic Opportunities

Fully Implemented

The staff at Herrera Elementary recognizes that Herrera parents are an integral part of ensuring student success, the staff is committed to providing high-quality opportunities that will give families the tools they need to support their student. These sessions 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 are also offered regularly such as Parent Cofee 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.

Creating a Welcoming School Environment

Fully Implemented

Herrera's staff, students, and parents are a valued part of our learning community. We have developed a school culture that values each individual and promotes their well-being.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Tiered System of Instructional Support

Partially Effective

Positive outcomes suggest that our Tiered System of Instructional Support had a positive impact on improving our students' academic achievement...

- SBAC ELA Distance from Standard(All Students): **+20.4 points** toward standard (demonstrates improvement).
- SBAC ELA Distance from Standard (Students with Disabilities): **+15.0 points** toward standard (demonstrates improvement).
- SBAC ELA % Meets/Exceeds: **+5.0 points**.
- SBAC Math Distance from Standard (All Students): **+25.6 points** toward standard (demonstrates improvement).
- Chronic Absenteeism (All Students): **-15.1 points** (demonstrates improvement).

Career Tech Educational Experiences & Student Engagement

Partially Effective

1) Real-world, project-based, career-connected learning resulted in higher engagement & achievement. Our "hands-on, real-world" learning can be connected to the upward movement in SBAC and i-Ready.

- **SBAC ELA:** "Meets or Exceeds" rose from **36.6% → 41.6%**; average distance from standard (ADS) for *all students* improved from **−40.5 → −20.1 points**; and for *students with disabilities* from **−127.7 → −112.7 points**.
- **SBAC Math:** "Meets or Exceeds" increased **29.8% → 34.8%**; ADS improved **−54 → −28.4 points**.
- **i-Ready (ALL):** ELA typical growth **60% → 61.1%**; Math typical growth **60.1% → 61.2%**; proficiency on/above (D2) rose in both ELA (**34.3% → 35.4%**) and Math (**19.6% → 20.7%**).
- **English Learners:** ELPAC Level 4 increased **5.6% → 6.7%** and **ELPI "improved ≥1 level" 39.8% → 40.9%**.
- **Conditions for learning:** Chronic absenteeism dropped **26.5% → 11.4%**; suspensions fell **2.07% → 0.97%**; family and staff favorable ratings both reached **97.1%**, and student health & wellness rose to **85%**.

Engage Students in STEAM, Activities, Athletics

Partially Effective

The school’s continued focus on STEAM instruction, athletics, and expanded extracurricular opportunities has positively impacted student achievement and engagement at Juan Felipe Herrera Elementary School. As students accessed more hands-on, inquiry-based STEAM experiences both during and after school, academic performance improved across multiple measures, including increases in i-Ready ELA and Math stretch and typical growth rates for all students, as well as gains in SBAC proficiency in both ELA (36.6% to 41.6%) and Math (29.8% to 34.8%). English Learners also demonstrated progress with higher rates of growth on both the ELPAC and ELPI indicators. Additionally, student participation in athletics and extracurricular programs correlated with improved schoolwide engagement, reflected in a significant reduction in chronic absenteeism (26.5% to 11.4%) and suspensions (2.07% to 0.97%), along with increases in student, staff, and family climate survey ratings. Overall, the integration of STEAM and expanded enrichment opportunities contributed to stronger academic outcomes, improved attendance, and a more positive school climate

Professional Learning for current staff

Partially Effective

The professional learning opportunities implemented at Herrera Elementary contributed to significant academic gains, improved EL progress, and enhanced school climate indicators. Strengthening equitable access to early literacy training for DLI teachers will further support the school's ability to accelerate student learning in future SPSA cycles.

English Language Arts

- i-Ready ELA stretch and typical growth increased schoolwide.
- The percentage of students on/above grade level in i-Ready ELA rose from 34.3% to 35.4%.
- SBAC ELA performance showed significant improvement, with the percentage of students meeting or exceeding standards rising from 36.6% to 41.6%.
- Students with disabilities also showed notable gains in distance from standard.

Mathematics

- i-Ready Math indicators improved across stretch growth, typical growth, and proficiency.
- SBAC Math results demonstrated strong gains, with proficiency increasing from 29.8% to 34.8% and average distance from standard improving by more than 25 points.

English Learner Progress

- The percentage of students scoring Level 4 on the ELPAC increased.
- ELPI growth indicators rose, suggesting improved outcomes for English learners.

These gains indicate that the professional learning opportunities—especially those that were schoolwide (math and writing)—contributed to meaningful improvement in student outcomes.

Recruitment of Diverse Staff

Effective

The site administrators maintained ongoing communication with HR and the Teacher Residency Program to ensure timely placement of qualified, diverse staff, including candidates pursuing BCLAD certification. This resulted in greater staffing stability and increased capacity to support English Learners and core instruction.

Student-achievement data reflect consistent improvement across all major indicators, including increases in ELPAC Level 4 and ELPI progress, along with upward trends in i-Ready ELA and Math growth and proficiency measures. SBAC results also improved substantially in both ELA and Math. Climate and attendance indicators showed parallel gains, including reductions in chronic absenteeism and suspensions.

While the hiring goal influences student outcomes indirectly, the overall pattern of academic and climate improvement suggests that strengthened staffing practices contributed positively to instructional consistency and student progress.

Engaging Families in Academic Opportunities

Partially Effective

Analysis of performance data indicates that the school's parent-engagement initiatives—such as curriculum-aligned parent trainings, Parent Coffee Chats, workshops, and expanded two-way communication opportunities—had a positive impact on student achievement. The 2026 Needs Assessment shows upward progress across multiple academic indicators, including increases in i-Ready ELA stretch growth for all students (44.3% to 45.4%) and typical growth (60% to 61.1%), along with corresponding gains in i-Ready Math stretch growth (45% to 46.1%) and typical growth (60.1% to 61.2%). SBAC results also improved substantially, with ELA Distance from Standard improving from –40.5 to –20.1 and Math Distance from Standard improving from –54 to –28.4, while the percentage of students meeting or exceeding standards rose in both ELA (36.6% to 41.6%) and Math (29.8% to 34.8%). English Learner performance also showed growth, with an increase in the percentage of students improving at least one ELPI level (39.8% to 40.9%) and an increase in students scoring Level 4 on ELPAC (5.6% to 6.7%). Additionally, parent-focused strategies contributed to a significant reduction in chronic absenteeism from 26.5% to 11.4% and an increase in family-engagement survey favorability from 89.9% to 97.1%. Collectively, these outcomes suggest that Herrera Elementary's efforts to strengthen family partnership and communication directly contributed to improved student academic outcomes, engagement, and overall school climate

Creating a Welcoming School Environment

Effective

Herrera’s focus on building a supportive and inclusive school culture has led to clear improvements in both academic outcomes and overall school climate. Student achievement increased across multiple measures, including SBAC ELA and Math performance, i-Ready growth rates, and English Learner progress indicators such as ELPI and ELPAC Level 4.

School culture indicators also strengthened significantly. Chronic absenteeism dropped from 26.5% to 11.4%, suspension rates fell below 1%, and family, staff, and student survey results all showed strong satisfaction—with family and staff favorable responses reaching 97.1% and student wellness increasing to 85%.

These results confirm that valuing students, staff, and families and fostering a positive learning environment has had a direct and meaningful impact on student success and school well-being.

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.

- In order to address the areas of concern we will work on the following for the 2026-2027 school year.
- Consistent, rigorous Tier 1 ELA with strong scaffolds for ELs & SWD.
- Implement a schoolwide writing assessment system for all students (K-6).
- Daily math discourse with a redesigned intervention framework.

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:
Positive Feedback • Academic growth is clearly improving, especially in SBAC ELA and Math, which parents would view as a return on investment in Tier 1, Tier 2, and Tier 3 supports.	Positive Feedback • ELPAC Level 4 increased from 5.6% to 6.7%, showing incremental growth. • ELPI “improved ≥1 level” increased (39.8% → 40.9%).	Positive Feedback • Academic gains validate the Tiered Support System implementation, especially improvements in SBAC and i-Ready. • STEAM and PBL initiatives are motivating students, improving engagement, and helping with attendance.

- Chronic absenteeism dropped significantly, and positive school climate indicators (staff + family survey 97.1%) show the school is welcoming and improving.
- STEAM, athletics, and enrichment opportunities increased and appear to be improving student engagement and performance.

Concerns / Requests

- Need for stronger support for Students with Disabilities (SWD) since they remain far below standard despite gains.
- More parent workshops aligned to new literacy or math shifts to help families support learning at home.

- More use of language routines, scaffolds, and vocabulary instruction, especially in ELA and math, is appreciated and needed.
- Bilingual/dual-language staff recruitment efforts (BCLAD candidates) are viewed as positive.

Concerns / Requests

- Spanish-language Tier 3 interventions “still under development,” which means EL students may not be receiving full support yet.
- More parent workshops in Spanish so families understand i-Ready, Wonders, and math expectations.
- More support for reclassification, especially for long-term ELs who are not yet reaching proficiency.

- Professional learning in writing and math was helpful and contributed to schoolwide growth.

Concerns / Requests

- Need more consistent Tier 1 materials and support, especially for ELA text-dependent tasks and conceptual math instruction.
- More time for collaboration between general education and special education to align IEP goals with instruction.
- Tier 2 implementation varies by teacher, so more support or coaching may be needed for consistency.
- Intervention groups need clearer structures aligned with learning progressions



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Tiered System of Instructional Support

Action Details

Literacy Intervention

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.

Direct Instructional Services

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.
- District provided Literacy Coach 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 use writing strategies from Write Score, 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.

Site will use funds to purchase and maintain classroom laptop. Funds will also be used to keep staff technology functional as well as classroom technology such as document cameras, promethean board repair ect.

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, Magnetic Reading, Haegerty, 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 (Inter Act tutor will support the reading intervention program).

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

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.

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.

In 2025, 39.8% of EL students progressed at least one ELPI level, an increase from 34.2% in 2024. Additionally, 40.7% of students maintained their ELPI level, while 19.5% decreased at least one level. While growth is evident, the data indicates a need to increase the percentage of students progressing and reduce those declining.

To address these needs, newcomer students receive intensive designated ELD focused on foundational language development and access to core instruction through scaffolds such as visuals, sentence frames, and structured support. LTEL students are provided targeted small group instruction (Wings) emphasizing academic vocabulary, reading comprehension, and writing to accelerate language acquisition and prevent long-term stagnation. We will also be using Summit K12 as a supplemental resource to accelerate our EL students.

Integrated ELD strategies are consistently implemented across all classrooms, including the use of language objectives, structured academic discourse, and explicit vocabulary instruction. Reclassified students are monitored to ensure continued academic success, with additional supports provided as needed. Ongoing analysis of ELPAC and site-based data informs instruction, intervention, and professional learning to ensure all EL students make measurable progress toward English proficiency.

Student Groups

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

• **Students with Disabilities (SWD):**

English Learner (EL):

- 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?

• **Students with Disabilities (SWD):**

English Learner (EL):

- 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 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?

• **Students with Disabilities (SWD):**

English Learner (EL):

- 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.
- Academic coach and Inter Act tutors will provide additional support to EL students not yet reading on grade level.
- Supplemental resources (ELPAC release materials, supplemental materials from GVC) will also be used to provide additional support to EL students.
- Teachers will conduct ELPAC chats and EL Re-designation goal setting with EL students to help students develop a growth mind set around English proficiency.
- Teachers will use writing strategies to support English Learners from Writers Workshop, WriteScore, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent Learning Opportunities such as coffee hours, parent events such as literacy night, science night, and parent engagement opportunities

Professional Learning

Describe Professional Learning related to this action.

District and site provided professional learning sessions specifically directed toward research based strategies

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Expect to See:

- Students demonstrating foundational literacy and math growth aligned to iReady and unit assessments.
- EL students demonstrating improved English vocabulary, discourse, and writing structures.
- Students engaging in “data chats” and beginning to set personal goals.

How it Will Be Measured:

- iReady diagnostic data (Beginning-of-Year and first growth check)
- Formative assessments (ELA/Math)
- ELPAC interim data
- Data walls updated after each assessment

Who Monitors:

- Teachers
- PLC Teams
- Academic coach/Literacy coach
- Vice Principal
- Principal

Want to See:

- Students setting, tracking, and revising SMART academic goals.
- Increased student engagement in PBL—collaboration, problem-solving, creativity.
- Improved ELPI growth for EL students (fewer declines, more progressing ≥ 1 level).
- More students showing mid-year growth on iReady, Wonders/Writing assessments, and classroom tasks.

How it Will Be Measured:

- Student goal sheets + data chat reflections
- Mid-year iReady diagnostics
- ELPAC growth indicators
- Work samples (writing portfolios, math journals)

Who Monitors:

- Teachers
- Coaches
- SST / MTSS Team
- Vice Principal
- Principal

Hope to See:

- A more cohesive Tiered System of Instructional Supports with consistent implementation in every classroom.
- Stronger teacher collaboration and sustained professional learning cycles.
- Improved student confidence and academic independence due to goal setting and progress monitoring routines.

How it Will Be Measured:

- Teacher surveys and feedback
- Walkthrough consistency data
- End-of-year reflections from PLCs and coaches

Who Monitors:

- Principal
- Vice Principal
- Instructional Leadership Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G1 - Academic Growth and Achievement

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.	25,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Site Laptops/Headphones	3,009.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	42,514.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute support for SST,I EP, Teacher Planning Time. **Budget lines for personnel include salaries and related benefits	17,906.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra teacher support for struggling students **Budget lines for personnel include salaries and related benefits	24,540.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Para Professional support for struggling students **Budget lines for personnel include salaries and related benefits	5,200.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Site Curriculum, textbooks, site licenses.	18,500.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: School Site Subscriptions/Curriculum	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	80,396.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Lease	18,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Student snacks for testing	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for admin data chats with students for I-Ready, SBAC, ELPAC and other admin support needs. **Budget lines for personnel include salaries and related benefits	9,549.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Extra Teacher support for EL students **Budget lines for personnel include salaries and related benefits	2,388.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra teacher support for struggling students **Budget lines for personnel include salaries and related benefits	4,908.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified support for EL learners **Budget lines for personnel include salaries and related benefits	3,901.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, foundational skills pull out for struggling EL Students.	47,920.00

\$310,731.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Career Tech Educational Experiences & Student Engagement

Action Details

College & Career Readiness

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.

Direct Instructional Services

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.
- Tier 2 team 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.
- 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.

STEAM and project based learning provides EL students with meaningful, real-world contexts to develop academic language, build vocabulary, and engage in hands-on learning experiences. Instruction within project based learning incorporates integrated ELD strategies such as structured collaboration, discipline-specific language development, and opportunities for speaking and listening, which support both language acquisition and college and career readiness.

Across all settings, teachers implement integrated ELD strategies, including clear language objectives, structured academic discourse, and explicit vocabulary instruction. Reclassified students are monitored to ensure continued success, with interventions provided as needed. Ongoing analysis of ELPAC and local data is used to refine instruction, strengthen interventions, and guide professional learning to ensure all EL students make measurable progress toward English proficiency.

Student Groups

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

• Socio-economically Disadvantaged (SED):

- 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?

• Socio-economically Disadvantaged (SED):

- 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 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?

Socio-economically Disadvantaged (SED):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.

- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.
- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.
- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.
- School Site Council- Parent meetings
- Project Based Learning Showcase opportunities

Professional Learning

Describe Professional Learning related to this action.

Site and District provided professional learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)
Expect 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.

-
- 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.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

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.

And ultimately achieve these impacts.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Engage Students in STEAM Activities, Athletics While Enhancing the Arts (Prop 28)

Action Details

College & Career Readiness

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 while enhancing the arts (Prop 28).

Direct Instructional Services

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, dance presentations, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.

- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.
- Musical Performances - Students perform musical compositions for families and the community.
- Theater Productions - Students perform theater productions for families and the community.
- Dance Performances - Students present dance choreographies for families and the community.
- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.
- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.
- School Site Council- Parent meetings
- Project Based Learning Showcase opportunities

Professional Learning

Describe Professional Learning related to this action.

Site and District provided professional learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation for STEAM Fieldtrips	1,000.00

\$1,000.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Professional Learning for current staff

Action Details

Effective Staff

Providing teachers with supplemental planning time to work with grade level teams for STEAM unit/lesson planning and reflection. Teachers will also receive PL on intervention strategies, designated ELD strategies and Summit K12 platform to maximize learning for English Learner students.

Direct Instructional Services

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 project based learning
- 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
- Site PL: MTSS/ Intervention/Deployment

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. Site license will be purchased for Summit K12, staff will also receive professional development on best practices for desired EL acceleration using Summit K12 program. Site will also continue WINGS intervention targeted for English Learners.

Student Groups

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

English Learner (EL):

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

Title 1 funds will be used to purchase site license for Summit K12 program an online supplements program for English Learners designed to accelerate language proficiency and assist in reclassification.

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

English Learner (EL):

7090/7091 funds will be used to purchase materials and supplies not limited to supplemental STEAM learning 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?

English Learner (EL):

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

- 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 (WINGS Intervention)
- Site PL: Summit K12

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

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 by the early literacy grant. Coach will observe and offer teachers high leverage instructional feedback to capitalize on optimum student learning.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement is an important part of supporting English Learner students at Herrera Elementary School. Herrera values building positive partnerships with families and providing opportunities for communication, collaboration, and shared support for student learning. Throughout the year, families are invited to participate in event

- Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.
- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.
- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.
- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.

Professional Learning

Describe Professional Learning related to this action.

Our site provides a variety of professional learning opportunities designed to support high-quality instruction and student success. Teachers receive ongoing support with intentional planning and Project-Based Learning to strengthen STEAM instruction and engage students in real-world learning through STEAM-focused PBL cycles. Professional learning includes foundational literacy practices such as Heggerty and small group instruction, as well as site-based training in mathematics alignment using tools like Standards Plus and IXL. Additional professional development focuses on NGSS science standards, writing instruction including Write Score, inquiry cycles, cultural proficiency, and building a positive culture and climate. Teachers also receive training in Designated and Integrated ELD, including WINGS intervention, and Summit K12 to support English Learner success. To further support staff, the site offers optional office hours to address specific needs and questions. Teachers also benefit from the support of a literacy coach funded through the Early Literacy Grant, who provides classroom observations and high-leverage instructional feedback to help maximize student learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect 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.

Medium-Term (Change in Behavior or Performance)
Want to see

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.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

A rise 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Recruitment of Diverse Staff

Action Details

Effective Staff

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.

Direct Instructional Services

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?

English Learner (EL):

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?

English Learner (EL):

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

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

English Learner (EL):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.

- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.
- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.
- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.
- School Site Council- Parent meetings
- Project Based Learning Showcase opportunities

Professional Learning

Describe Professional Learning related to this action.

Site and District provided professional learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)

Expect 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.

Medium-Term (Change in Behavior or Performance)

Want to see

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

A rise 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Engaging Families in Academic Opportunities

Action Details

Community Engagement

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.

Direct Instructional Services

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?

English Learner (EL):

Students with Disabilities (SWD):

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?

English Learner (EL):

Students with Disabilities (SWD):

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?

English Learner (EL):

Students with Disabilities (SWD):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.

- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.

- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.
- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.
- School Site Council- Parent meetings
- Project Based Learning Showcase opportunities

Professional Learning

Describe Professional Learning related to this action.

Site and District PL.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...
Include how these outcomes will be measured and who will monitor them.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.
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.

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

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

Monitored by school administration and climate culture team

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Creating a Welcoming School Environment

Action Details

Community Engagement

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

Direct Instructional Services

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 swill be purchased or Coffee Hours, ELAC, SSC and Title 1 meetings, as well as parent engagement opportunities.
- Parent Coffee Hours, Parent learning opportunities.
- Tier 2 specialist will provide students with social emotional groups and update parents at mid/end points of student progress.
- Funds to improve school signage, supplies for parent communication such as posters, paper,
- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Literacy Night – Families are invited to participate in reading activities and learn simple strategies to support literacy at home.

- STEAM Community Events – Students and families explore hands-on activities related to science, technology, engineering, arts, and math together.
- Science Night – Families engage in fun science experiments and demonstrations that encourage curiosity and learning.
- Career Day – Community members and families share information about their careers to help students learn about different future opportunities.
- Read Across America – A schoolwide celebration of reading that encourages students and families to enjoy books together.
- ELAC (English Learner Advisory Committee) – Meetings that provide families of English Learners an opportunity to learn about programs and give input on school decisions.
- Parent Coffee Hours – Informal gatherings where families can connect with school staff, ask questions, and receive school updates.
- Cultural Celebrations – Events that highlight and celebrate the diverse cultures represented within the school community.

- Kindness Week – A week dedicated to promoting kindness through activities that encourage positive interactions and community building.
- School Site Council- Parent meetings
- Project Based Learning Showcase opportunities

Professional Learning

Describe Professional Learning related to this action.

Continued Staff PL for STEAM and Project Based Learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Increased parent participation in school via meeting attendance and response to the parent survey. Monitored by school administration, HSL, and the climate culture team. The student increased participation in clubs and activities. Increase in students scoring on/near grade level on initial district/teacher assessments.

Monitored by: Principal, Vice Principal & Climate and Culture Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Sustained increase in parent participation in school meetings and events.

Monitored by: Principal, Vice Principal & Climate and Culture Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Sustained increase in parent participation in school meetings and events.

Monitored by: Principal, Vice Principal & Climate and Culture Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0580 Herrera Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Travel			Staff Professional Learning Opportunities	1,000.00
G3A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for parent meetings **Budget lines for personnel include salaries and related benefits	1,301.00
G3A3	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for parent participation *No Food or Incentives*	2,144.00
G3A3	Sup & Conc	Parent Participation	Mat & Supp			Supplies for Parent Engagement Activities	5,000.00
G3A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,983.00
G3A4	Sup & Conc	Instruction	Oth Equ Mnt			Poster Maker Maintenance: Educational posters for community/family events. Instructional posters for parent/academic opportunities.	3,000.00
G3A4	Sup & Conc	Instruction	Direct-Maint			Facilities Maintenance	5,000.00
G3A4	Sup & Conc	Instruction	Cons Svc/Oth			Yellow Dog, Magnetron : School Signage and Cameras	10,000.00
G3A4	Sup & Conc	Parent Participation	Cl&Tech-Ext			Extra Time Office: Attendance **Budget lines for personnel include salaries and related benefits	3,109.00
G3A4	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA Overage **Budget lines for personnel include salaries and related benefits	2,000.00

\$35,537.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0580 Herrera Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0580	1110	1000	4200	Bks & Ref					G1A1	Student workbooks for supplemental reading and math programs, site licenses for instructional use.	25,000.00
060	3010	0580	1110	1000	4400	Nc-Equipment					G1A1	Site Laptops/Headphones	3,009.00
060	3010	0580	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : ELF Tutors	42,514.00
060	3010	0580	1110	2495	2260	Cls Sup-Sup					G3A3	Babysitting for parent meetings **Budget lines for personnel include salaries and related benefits	1,301.00
060	3010	0580	1110	2495	4300	Mat & Supp					G3A3	Supplies for parent participation *No Food or Incentives*	2,144.00
030	7090	0580	1110	1000	1120	Teacher-Subs					G1A1	Substitute support for SST,I EP, Teacher Planning Time. **Budget lines for personnel include salaries and related benefits	17,906.00
030	7090	0580	1110	1000	1160	Teacher-Supp					G1A1	Extra teacher support for struggling students **Budget lines for personnel include salaries and related benefits	24,540.00
030	7090	0580	1110	1000	2160	Ins Aide-Sup					G1A1	Para Professional support for struggling students **Budget lines for personnel include salaries and related benefits	5,200.00
030	7090	0580	1110	1000	4200	Bks & Ref					G1A1	Supplemental Site Curriculum, textbooks, site licenses.	18,500.00
030	7090	0580	1110	1000	4200	Bks & Ref					G1A1	: School Site Subscriptions/Curriculum	6,000.00
030	7090	0580	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies	80,396.00
030	7090	0580	1110	1000	5221	Travel					G3A2	Staff Professional Learning Opportunities	1,000.00
030	7090	0580	1110	1000	5631	Off Eq Lease					G1A1	Ricoh Copy Machine Lease	18,000.00
030	7090	0580	1110	1000	5635	Oth Equ Mnt					G3A4	Poster Maker Maintenance: Educational posters for community/family events. Instructional posters for parent/academic opportunities.	3,000.00
030	7090	0580	1110	1000	5721	Direct Trans					G2A2	Transportation for STEAM Fieldtrips	1,000.00
030	7090	0580	1110	1000	5723	Direct-Maint					G3A4	Facilities Maintenance	5,000.00
030	7090	0580	1110	1000	5767	Direct-Food					G1A1	Student snacks for testing	1,000.00
030	7090	0580	1110	1000	5899	Cons Svc/Oth					G3A4	Yellow Dog, Magnetron : School Signage and Cameras	10,000.00
030	7090	0580	1110	2100	1320	Crt Supr-Sub					G1A1	Subs for admin data chats with students for I-Ready, SBAC, ELPAC and other admin support needs. **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0580	1110	2495	2430	Cl&Tech-Ext					G3A4	Extra Time Office: Attendance **Budget lines for personnel include salaries and related benefits	3,109.00
030	7090	0580	1110	2495	4300	Mat & Supp					G3A3	Supplies for Parent Engagement Activities	5,000.00
030	7090	0580	1110	3900	2920	Oth Cls-Sub					G3A4	NTA Overage **Budget lines for personnel include salaries and related benefits	2,000.00
030	7091	0580	4760	1000	1120	Teacher-Subs					G1A1	Extra Teacher support for EL students **Budget lines for personnel include salaries and related benefits	2,388.00
030	7091	0580	4760	1000	1160	Teacher-Supp					G1A1	Extra teacher support for struggling students **Budget lines for personnel include salaries and related benefits	4,908.00
030	7091	0580	4760	1000	2160	Ins Aide-Sup					G1A1	Classified support for EL learners **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0580	4760	1000	4300	Mat & Supp					G3A3	Materials and Supplies	2,983.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,968.00
Sup & Conc	7090	\$211,200.00
LCFF: EL	7091	\$62,100.00
Grand Total		\$347,268.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$310,731.00
G2 - The Whole Child (SEL and Engagement)	\$1,000.00
G3 - Operational Excellence	\$35,537.00
Grand Total	\$347,268.00