

**Nieto Herrera Funding Sources Running Balance
for 2026-2027 School Year**

Line #	Plan Type	Description	LCFF (0422)	Par Inv (3008)	Title 1 (3010)	CF (0413/0437)	Prop 28 (6770)	LCFF Rec (0422R)
Beg Balance			38,920	5,343	148,374	0	164,053	68,000
1	IN	The School Nurse will support the needs of the Herrera students four days a week by providing health interventions to improve student attendance. The nurse and health assistant will assess the needs of the students and coordinate with students, teachers, families, and other health care providers so that students' health needs are met. The nurse will also participate in SST process to determine if students have health conditions that are impeding their academic progress in school and support fa Nurse Inspector .2 FTE LCFF 50%; Title 1 50%	<15,519>	0	<15,519>	0	0	0
2	IN	Securing funding for an additional day every week (.20) of a aschool psychologist is essential to meet the growing social-emotional and mental health needs of our students, many of whom face significant economic and personal challenges. Increased access to psychological services will allow for more timely interventions, support for students in crisis, and collaboration with teachers and families to implement effective strategies that promote academic success and well-being. By expanding this cri Psychologist .2 FTE LCFF 50%; Title 1 50%	<19,391>	0	<19,391>	0	0	0
3	IN	As part of Prop 28, students will receive VAPA art lessons during the school week. Prop 28 Teacher-TOSA 1 FTE Prop 28 100%	0	0	0	0	<157,277>	0
4	IN	Additional intervention support provided by a TOSA for students performing below grade level in reading, with a specific focus on students in Grades 4 and 5 who are 2 grade levels or more behind. An emphasis will be provided for ELL students in addition, especially any new comers who are not yet English proficient. Teacher on Special Assignment (TOSA) 1 FTE Title 1 100%	0	0	<189,593>	0	0	0

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5	IN	Students will receive gardening instruction from Ground Education garden specialists. These lessons offer hands-on, engaging experiences that naturally support English language acquisition through vocabulary development, oral communication, and contextual learning. As students describe plant growth, follow instructions, and work collaboratively, they build both academic and conversational language skills in meaningful ways. Additionally, garden-based activities reinforce math concepts such as measurement Services Title 1 100%	0	0	<11,375>	0	0	0
1	PD	Teacher release time to allow teachers to meet with administration and site leads to review student progress, participate in SSTs and assist as needed. Substitute teacher full day (1) for 10 days LCFF 100%	<2,804>	0	0	0	0	0
2	PD	Teachers will participate in Vertical Alignment PD to strengthen their understanding of the CCSS progression and the implementation on our students while incorporating the QCI PD provided by OCIPD over the past few years including: DDR/DLAR, Fluency, Number Sense Routine, and 3 Part Task Substitute teacher full day (22) for 2 days Title 1 100%	0	0	<12,339>	0	0	0
1	PI	Additional funding for student supervision during parent involvement or community events and school-wide activities aimed at parent education such as Sankofa Parent Village meetings, Back to School Night, Back to School Expo, parent workshops, Open House and additional community and school events. Hourly Recreation Aide (6) for 15 hours annually Par Inv 100%	0	<1,846>	0	0	0	0



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2	PI	Supplies for Parent Workshops and trainings, such as colorful paper for copying flyers, printer ink, and presentation materials Materials Par Inv 100%	0	<2,080>	0	0	0	0
3	PI	Funding for teachers to present at parent workshops, training, and support, specifically Sankofa Parent Village support. Teacher Hourly P Schedule (4) for 4 hours annually Par Inv 100%	0	<1,417>	0	0	0	0
Resource Total			<37,714>	<5,343>	<248,217>	0	<157,277>	0
Avail Balance			1,206	0	<99,843>	0	6,776	68,000