



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dolores Huerta Middle School	43-69674-0140483	April 10, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Dolores Huerta Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Huerta's plan goals and activities are developed with the input of multiple stakeholders and are based on ongoing data analysis. The plan is aligned with the district's LCAP and strategic plan to focus on the achievement and social-emotional wellness of our unduplicated pupils and to leverage partnerships with the community and families to reach our goals. This plan undergoes an annual review and update in collaboration with our School Site Council, following a continuous cycle of action, reflection, and improvement. This process ensures the establishment of an annual budget, necessary modifications to the plan, and alignment with evolving needs and priorities.

Educational Partner Involvement

How, when, and with whom did your Dolores Huerta Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council meetings are public meetings at which SSC members give input on our SPSA goals, activities, data, and school-wide programs; these occurred on 9/25/24, 10/16/24, 11/20/24, 12/18/24, 1/15/25, 3/19/25, 4/10/25, 5/21/25. The ELAC gave input on 10/2/24 and 12/18/24 on our program.

Multiple sources of data are analyzed throughout the year at staff meetings, Leadership Team meetings, Site Council meetings, PTSA meetings, and ELAC meetings. Our Leadership Team used data analysis to identify strengths and areas for growth, develop problem statements, complete root causes analysis, and used that information to update activities.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our student performance in English Language Arts and Mathematics are both listed as "Orange," as was Chronic Absenteeism and Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We need to continue to work to reclassify our multi-lingual students. In addition, increased mental and social-emotional supports are needed, as is continued training of the staff and students in Restorative Practices/PBIS.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Dolores Huerta Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.05%	1.59%	0.82%	4	6	5
African American	4.10%	4.51%	3.62%	8	17	22
Asian	21.03%	19.1%	20.59%	41	72	125
Filipino	12.31%	11.14%	10.71%	24	42	65
Hispanic/Latino	40.51%	46.15%	45.63%	79	174	277
Pacific Islander	0.51%	0.27%	0.16%	1	1	1
White	13.85%	12.73%	12.36%	27	48	75
Multiple/No Response	5.64%	4.51%	5.93%	11	17	36
Total Enrollment				195	377	607

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	195	173	199
Grade 7		204	179
Grade 8			229
Total Enrollment	195	377	607

Conclusions based on this data:

1. During the 2023-2024 school year, we added an additional grade and increased by 230 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	55	78	106		28.2%	17.5%
Fluent English Proficient (FEP)	39	109	199		20.0%	32.8%
Reclassified Fluent English Proficient (RFEP)	28		162		14.4%	26.7%

Conclusions based on this data:

1. The percentage of English Learners decreased overall between 22-23 and 23-24 because the overall population increased.
2. The percentage of students who were reclassified increased slightly during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	196	174	201	195	170	193	195	170	193	99.5	97.7	96
Grade 7		203	180		196	175		196	175		96.6	97.2
Grade 8			232			224			224			96.6
All Grades	196	377	613	195	366	592	195	366	592	99.5	97.1	96.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2525.	2527.	2523.	15.90	18.24	17.10	31.28	31.76	30.57	29.23	24.71	25.91	23.59	25.29	26.42
Grade 7		2541.	2534.		14.80	16.00		35.71	33.14		22.96	20.57		26.53	30.29
Grade 8			2538.			13.39			31.25			22.77			32.59
All Grades	N/A	N/A	N/A	15.90	16.39	15.37	31.28	33.88	31.59	29.23	23.77	23.14	23.59	25.96	29.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.59	19.41	19.69	59.28	58.24	52.85	21.13	22.35	27.46
Grade 7		10.20	21.14		70.92	58.29		18.88	20.57
Grade 8			16.52			54.46			29.02
All Grades	19.59	14.48	18.92	59.28	65.03	55.07	21.13	20.49	26.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.44	18.82	20.21	49.23	51.18	51.30	33.33	30.00	28.50
Grade 7		22.45	19.43		52.55	46.29		25.00	34.29
Grade 8			16.52			45.09			38.39
All Grades	17.44	20.77	18.58	49.23	51.91	47.47	33.33	27.32	33.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	10.82	20.00	13.47	79.90	68.82	74.09	9.28	11.18	12.44
Grade 7		9.18	13.71		76.02	71.43		14.80	14.86
Grade 8			10.27			75.45			14.29
All Grades	10.82	14.21	12.33	79.90	72.68	73.82	9.28	13.11	13.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.49	20.59	16.58	67.18	62.94	68.91	13.33	16.47	14.51
Grade 7		21.43	21.71		63.78	60.57		14.80	17.71
Grade 8			20.98			60.27			18.75
All Grades	19.49	21.04	19.76	67.18	63.39	63.18	13.33	15.57	17.06

Conclusions based on this data:

- Overall ELA performance has remained relatively stable, but a large proportion of students continue to perform below or near standard.

Across all grades, only about 15–16% of students exceeded the standard in 2023–24, while over 53% either nearly met or did not meet the standard. For example, 29.9% of students in 2023–24 did not meet the standard, an increase from 25.96% the previous year, indicating a backward trend in overall achievement.
- Reading and writing are persistent areas of concern, especially with increases in students performing below standard.

In reading, 26.01% of students scored below standard in 2023–24, up from 20.49% in 2022–23. In writing, 33.95% of students were below standard, a sharp increase from the previous year (27.32%). These trends suggest growing gaps in foundational literacy skills and may point to a need for more targeted instruction in text comprehension and writing development.
- Listening and research/inquiry skills are comparatively stronger but still show room for improvement. In 2023–24, the majority of students were at or near standard in listening (73.82%) and research/inquiry (63.18%), with relatively smaller percentages scoring below standard (13.85% and 17.06%, respectively). These domains may offer a foundation to build upon, especially by integrating listening and inquiry skills into reading and writing tasks to boost overall literacy performance.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	196	174	201	194	173	197	194	173	196	99.0	99.4	98
Grade 7		203	180		198	175		198	175		97.5	97.2
Grade 8			232			227			227			97.8
All Grades	196	377	613	194	371	599	194	371	598	99.0	98.4	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2497.	2474.	2482.	13.92	11.56	12.24	17.53	12.72	16.33	27.32	27.17	23.47	41.24	48.55	47.96
Grade 7		2511.	2501.		14.65	10.29		17.68	21.14		26.77	30.86		40.91	37.71
Grade 8			2516.			14.10			14.98			21.59			49.34
All Grades	N/A	N/A	N/A	13.92	13.21	12.37	17.53	15.36	17.22	27.32	26.95	24.92	41.24	44.47	45.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.40	12.14	11.73	49.48	45.09	54.08	37.11	42.77	34.18
Grade 7		13.13	9.71		57.58	53.71		29.29	36.57
Grade 8			12.33			55.95			31.72
All Grades	13.40	12.67	11.37	49.48	51.75	54.68	37.11	35.58	33.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.89	12.14	13.78	65.46	59.54	55.10	21.65	28.32	31.12
Grade 7		14.65	8.00		57.58	61.14		27.78	30.86
Grade 8			11.01			62.11			26.87
All Grades	12.89	13.48	11.04	65.46	58.49	59.53	21.65	28.03	29.43

Conclusions based on this data:

1. In 2023–24, 45.48% of students did not meet the math standard, an increase from 44.47% the previous year and 41.24% in 2021–22. Only 12.37% of students exceeded the standard, with 17.22% meeting the standard, showing a consistent pattern of low proficiency. Despite minor fluctuations, these results reflect a persistent need for systemic math support and instructional shifts to address foundational skills.
2. In 2023–24, 54.68% of students were at or near standard in Problem Solving & Modeling/Data Analysis—an improvement from the previous year. However, only 11.37% were above standard, while 33.95% remained below standard, indicating that while more students are approaching grade-level expectations, a significant number continue to struggle with applying math in real-world contexts.
3. In 2023–24, only 11.04% of students demonstrated above-standard ability in Communicating Reasoning, down from 13.48% in 2022–23. Meanwhile, the percentage of students below standard rose to 29.43% (from 28.03% the year before). This suggests students are not only struggling with computational fluency but also with justifying their thinking and making mathematical arguments—an essential component of conceptual understanding.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1537.1	1523.1	1500.7	1537.1	1525.3	1505.8	1536.6	1520.4	1495.1	48	38	36
7		1561.6	1527.9		1571.6	1526.1		1551.2	1529.2		38	33
8			1546.9			1548.9			1544.2			36
All Grades										48	76	105

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	20.83	23.68	13.89	41.67	28.95	33.33	35.42	31.58	36.11	2.08	15.79	16.67	48	38	36
7		36.84	15.15		47.37	39.39		10.53	27.27		5.26	18.18		38	33
8			33.33			33.33			13.89			19.44			36
All Grades	20.83	30.26	20.95	41.67	38.16	35.24	35.42	21.05	25.71	2.08	10.53	18.10	48	76	105

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	47.92	34.21	30.56	41.67	47.37	36.11	10.42	10.53	19.44	0.00	7.89	13.89	48	38	36
7		55.26	42.42		36.84	30.30		5.26	12.12		2.63	15.15		38	33
8			50.00			25.00			8.33			16.67			36
All Grades	47.92	44.74	40.95	41.67	42.11	30.48	10.42	7.89	13.33	0.00	5.26	15.24	48	76	105

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	8.33	7.89	8.33	25.00	15.79	11.11	54.17	44.74	36.11	12.50	31.58	44.44	48	38	36
7		7.89	9.09		42.11	21.21		36.84	33.33		13.16	36.36		38	33
8			11.11			36.11			33.33			19.44			36
All Grades	8.33	7.89	9.52	25.00	28.95	22.86	54.17	40.79	34.29	12.50	22.37	33.33	48	76	105

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	22.92	23.68	30.56	70.83	63.16	52.78	6.25	13.16	16.67	48	38	36
7		21.05	18.18		71.05	54.55		7.89	27.27		38	33
8			41.67			38.89			19.44			36
All Grades	22.92	22.37	30.48	70.83	67.11	48.57	6.25	10.53	20.95	48	76	105

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	55.32	42.11	44.44	44.68	52.63	41.67	0.00	5.26	13.89	47	38	36
7		78.95	66.67		18.42	21.21		2.63	12.12		38	33
8			69.44			16.67			13.89			36
All Grades	55.32	60.53	60.00	44.68	35.53	26.67	0.00	3.95	13.33	47	76	105

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.77	7.89	5.56	51.06	34.21	33.33	36.17	57.89	61.11	47	38	36
7		13.16	12.12		60.53	42.42		26.32	45.45		38	33
8			25.00			44.44			30.56			36
All Grades	12.77	10.53	14.29	51.06	47.37	40.00	36.17	42.11	45.71	47	76	105

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.50	23.68	16.67	83.33	60.53	61.11	4.17	15.79	22.22	48	38	36
7		15.79	3.03		78.95	84.85		5.26	12.12		38	33
8			8.33			77.78			13.89			36
All Grades	12.50	19.74	9.52	83.33	69.74	74.29	4.17	10.53	16.19	48	76	105

Conclusions based on this data:

1. A growing number of students are performing at the lowest levels overall, signaling the need for targeted support. In 2023–24, 33.33% of English Learners scored at Level 1 or Level 2 overall on the ELPAC, compared to 31.58% in 2022–23. The percentage of students at Level 4 dropped from 30.26% to 20.95%
2. Oral language remains a relative strength, while written language continues to be a significant challenge. In 2023–24, 71.43% of students were at Level 3 or 4 in Oral Language, while only 32.38% reached those levels in Written Language. Specifically, 15.24% of students were at Level 1 in Oral Language, compared to 33.33% at Level 1 in Written Language. These gaps emphasize the need to invest in writing instruction and structured academic language development, especially for long-term English learners.
3. Reading and writing domains remain the most underdeveloped areas across grade levels. In 2023–24:

Only 14.29% of students were well developed in reading, while 45.71% remained at the Beginning level.

Similarly, just 9.52% were well developed in writing, and 16.19% were still at the Beginning level.

These findings reinforce the importance of integrated ELD strategies that build vocabulary, reading comprehension, and extended writing opportunities across content areas.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
607	43.7%	17.5%	0.0%
Total Number of Students enrolled in Dolores Huerta Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	17.5%
Foster Youth	0	0.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	265	43.7%
Students with Disabilities	75	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.6%
American Indian	5	0.8%
Asian	125	20.6%
Filipino	65	10.7%
Hispanic	277	45.6%
Two or More Races	36	5.9%
Pacific Islander	1	0.2%
White	75	12.4%

Conclusions based on this data:

1. The school serves a highly diverse student population, with nearly half identifying as Hispanic and over 30% identifying as Asian or Filipino.

Hispanic students make up the largest racial/ethnic group (45.6%), followed by Asian (20.6%) and Filipino (10.7%) students.

Students who identify as African American, White, or Two or More Races make up a combined 21.9% of the student body.

This rich diversity underscores the importance of culturally responsive teaching practices and inclusive school culture.

2. A large portion of students face socio-economic or learning-based challenges, requiring differentiated supports.

43.7% of students are socioeconomically disadvantaged, and

12.4% receive special education services.

17.5% of students are English Learners, meaning nearly 1 in 5 require language development supports in both ELD and content-area instruction.

This highlights the need for ongoing coordination between general education, special education, and ELD staff to ensure equitable access to high-quality instruction.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Academic achievement shows areas of need in both English Language Arts and Mathematics.

Both ELA and Math are rated Orange on the California School Dashboard, indicating low performance or limited improvement compared to state benchmarks.

This suggests an ongoing need to strengthen Tier 1 instruction, ensure alignment to standards, and leverage formative assessment to support growth in both literacy and numeracy.

2. English Learners are making strong progress in language development.

The English Learner Progress Indicator is rated Green, showing that a significant number of students are advancing toward English proficiency.

This is a bright spot and a reflection of effective ELD practices and targeted supports that should be sustained and scaled across grade levels and content areas.

3. Chronic Absenteeism is rated Yellow, meaning attendance is an area to watch, especially given its impact on academic outcomes.

Suspension Rate is rated Orange, indicating that some students may not be experiencing a consistently supportive or inclusive school climate.

Targeted interventions—such as MTSS for attendance and restorative practices for behavior—may help improve both indicators.

School and Student Performance Data

Academic Performance English Language Arts

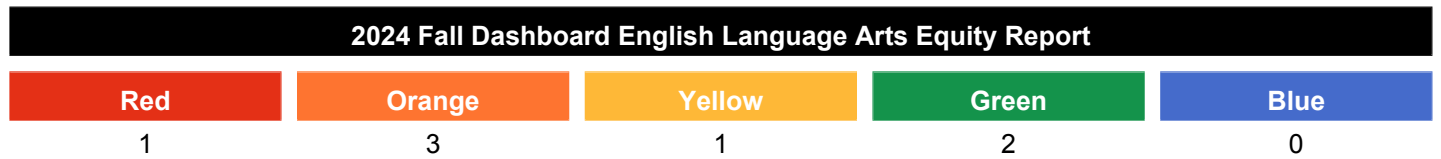
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 18.0 points below standard Declined 12.6 points 578 Students	English Learners  Orange 66.1 points below standard Maintained 1.7 points 183 Students	Long-Term English Learners  Red 144.6 points below standard Declined 44.4 points 53 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 54.6 points below standard Declined 20.9 points 260 Students

Students with Disabilities  Red 125.6 points below standard Declined 12.5 points 74 Students	African American  No Performance Color 56.7 points below standard Maintained 1.3 points 22 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  Green 45.7 points above standard Declined 6.2 points 118 Students	Filipino  Green 26.6 points above standard Maintained 0.0 points 64 Students	Hispanic  Orange 61.9 points below standard Declined 18.7 points 263 Students
Two or More Races  No Performance Color 19.1 points above standard Increased 10.7 points 34 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 3.8 points below standard Declined 18.8 points 70 Students

Conclusions based on this data:

- Significant achievement gaps exist between student groups, particularly for Long-Term English Learners (LTELs) and Students with Disabilities.

LTELs are performing farthest below standard (144.6 points below) and also experienced the greatest decline (44.4 points), placing them in the Red performance level. Similarly, Students with Disabilities are 125.6 points below standard, also in the Red zone, with a notable decline of 12.5 points. These results highlight an urgent need for targeted instructional supports and interventions for these groups.
- English Learners and Socioeconomically Disadvantaged students are performing well below standard and showing limited improvement or declines.

English Learners are 66.1 points below standard and have only maintained performance (+1.7 points), while Socioeconomically Disadvantaged students are 54.6 points below and declined by 20.9 points. Both groups are in the Orange performance level, indicating ongoing challenges in ELA that may be tied to access to language development strategies, academic vocabulary, or differentiated instruction.
- Asian and Filipino students are exceeding ELA standards, while most other groups are performing below standard.

Asian students scored 45.7 points above standard, and Filipino students scored 26.6 points above—both earning a Green rating. These groups contrast sharply with the performance of most other subgroups, especially those identified

as English Learners, LTELs, or Socioeconomically Disadvantaged. This disparity suggests a need to examine instructional practices and resource allocation to ensure equity in literacy outcomes.

School and Student Performance Data

Academic Performance Mathematics

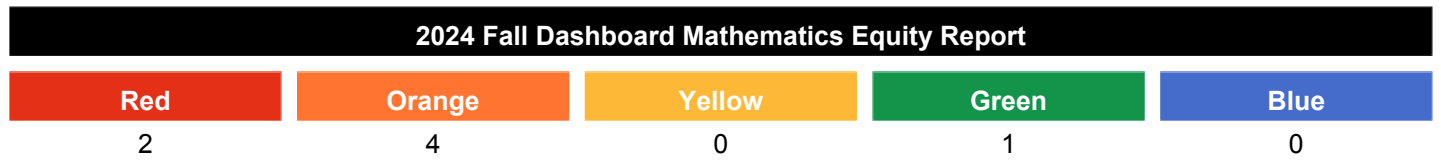
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66.4 points below standard Declined 3.7 points 578 Students	English Learners  Orange 113.0 points below standard Increased 13.3 points 184 Students	Long-Term English Learners  Red 175.6 points below standard Declined 9.1 points 52 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 110.7 points below standard Declined 10.3 points 258 Students

Students with Disabilities  Red 166.8 points below standard Declined 6.8 points 74 Students	African American  No Performance Color 129.2 points below standard Increased 7.9 points 22 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  Green 19.3 points above standard Declined 9.3 points 118 Students	Filipino  Orange 38.6 points below standard Maintained 0.2 points 64 Students	Hispanic  Orange 111.3 points below standard Increased 4.3 points 260 Students
Two or More Races  No Performance Color 42.9 points below standard Declined 22.5 points 35 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 57.8 points below standard Declined 30.7 points 72 Students

Conclusions based on this data:

- As a school, students scored 66.4 points below standard in math, with an overall Orange rating, and a decline of 3.7 points from the previous year.

Groups with the greatest need—including Students with Disabilities (–166.8 points), Socioeconomically Disadvantaged (–110.7), and Long-Term English Learners (–175.6)—all received Red ratings and experienced further declines.
- English Learners are showing improvement, but still face significant academic gaps.

English Learners improved by 13.3 points, but they remain 113.0 points below standard, maintaining an Orange rating.

This progress suggests effective practices are emerging, but more scaffolds are needed to accelerate math growth while continuing to build language proficiency.
- Performance disparities across racial/ethnic groups reveal equity gaps.

Asian students are the only group scoring above standard (+19.3) with a Green rating, despite a slight decline.

Other racial/ethnic groups—such as Filipino (–38.6), Hispanic (–111.3), and White (–57.8) students—are all in the Orange zone, with Hispanic and White students declining further.

These patterns point to the importance of culturally responsive math instruction, data-driven collaboration, and family partnerships to close opportunity gaps.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Blue
59.6% making progress.	74.5% making progress.
Number Students: 89 Students	Number Students: 47 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.1%	30.3%	5.6%	53.9%

Conclusions based on this data:

- English Learners are making strong progress toward language proficiency.

59.6% of English Learners are making progress, earning the school a Green performance level.

Nearly 54% of students progressed at least one ELPI level, while an additional 5.6% maintained Level 4, demonstrating that more than half of ELs are steadily advancing.
- Long-Term English Learners are exceeding expectations.

74.5% of Long-Term English Learners made progress, resulting in a Blue rating—the highest performance level on the Dashboard.

This indicates that sustained, targeted language supports and academic instruction are positively impacting students with prolonged EL status.
- Continued attention is needed for students not yet progressing.

10.1% of ELs declined by one ELPI level, and 30.3% maintained lower levels (1 through 3H).

These students may benefit from more intentional reclassification plans, language scaffolds across content areas, and frequent formative assessments to support language acquisition and academic success.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 14.9% Chronically Absent Declined 4.4 625 Students	English Learners  Yellow 14.5% Chronically Absent Declined 3.6 117 Students	Long-Term English Learners  Orange 20.4% Chronically Absent Declined 2.9 54 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Yellow 19% Chronically Absent Declined 6 284 Students

Students with Disabilities  Red 30.8% Chronically Absent Increased 1.9 78 Students	African American  No Performance Color 18.2% Chronically Absent Declined 4 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Green 6.3% Chronically Absent Declined 3.2 126 Students	Filipino  Orange 9.1% Chronically Absent Increased 1.9 66 Students	Hispanic  Yellow 17.8% Chronically Absent Declined 5.1 292 Students
Two or More Races  No Performance Color 21.6% Chronically Absent Declined 7.8 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 18.4% Chronically Absent Declined 5.6 76 Students

Conclusions based on this data:

1. The percentage of chronically absent students declined in all groups except Asian.
2. Students with IEPs, socio-economically disadvantaged, Two or More Races, African-American, White, and Hispanic students had higher percentages of chronic absenteeism than overall.

School and Student Performance Data

Conditions & Climate Suspension Rate

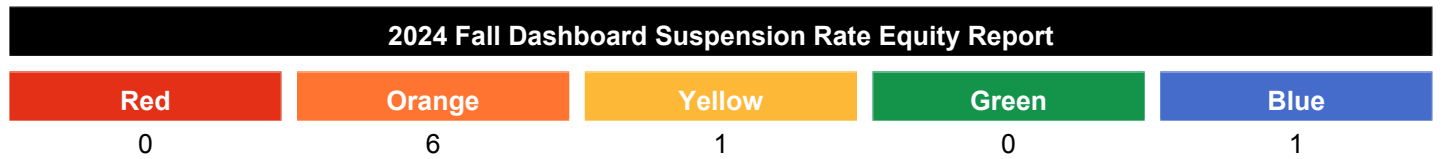
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.5% suspended at least one day Increased 4% 641 Students	English Learners  Orange 5.7% suspended at least one day Increased 5.7% 123 Students	Long-Term English Learners  Orange 7.3% suspended at least one day Increased 7.3% 55 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 5.1% suspended at least one day Increased 4.2% 293 Students

Students with Disabilities  Orange 6.3% suspended at least one day Increased 6.3% 80 Students	African American  No Performance Color 13% suspended at least one day Increased 1.9% 23 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Yellow 1.6% suspended at least one day Increased 1.6% 127 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 67 Students	Hispanic  Orange 6% suspended at least one day Increased 6% 301 Students
Two or More Races  No Performance Color 5.4% suspended at least one day Increased 5.4% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 3.8% suspended at least one day Increased 3.8% 80 Students

Conclusions based on this data:

- Suspension rates increased across most student groups. This increase can be attributed to adding 8th grade.

The overall school suspension rate rose to 4.5%, earning an Orange performance level.

Multiple groups—including English Learners (5.7%), Students with Disabilities (6.3%), and Hispanic students (6%)—saw notable increases in suspensions.
- Disproportionate impact on vulnerable subgroups.

Long-Term English Learners (7.3%) and African American students (13%) had the highest suspension rates among reported student groups.

These figures underscore a need for deeper equity-focused analysis, including how behavior expectations, intervention practices, and staff responses may differ across student populations.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Culture, and Student Supports

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society. Students, staff, and community of all identities and intersectionalities will feel connected, engaged, included, and respected.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. The COVID-19 pandemic has been a source of collective trauma, and isolation has adversely impacted the overall wellbeing of students, staff, and families. Many students are presenting with fewer social skills, a lower level of understanding of how their behavior impacts others, and decreased social-emotional awareness.
2. The number of students with significant mental health needs is increasing. As an example, in 2023-2024, we had more than 35 threat assessments.
3. The 2023-2024 Healthy Kids Survey showed that only 55% of 7th grade students felt connected to school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey School Connectedness	55% Pretty much true or very true	65%
Number of Threat Assessments	35	30
Chronic absenteeism	19%	17%
Number of Suspensions	46	35

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide professional learning, coaching support, materials, and curriculum to strengthen and implement a social emotionally safe environment, based on restorative practices and equitable culture building practices, to support students.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	14000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Safe Schools Ambassadors, Restorative practices training 2000 Targeted Allocation 4000-4999: Books And Supplies 2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.2	Increase and improve mental health and wellness supports for targeted students.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 4000-4999: Books And Supplies 2000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.3	Provide lunchtime activities four days/week to engage students and reinforce Huerta community agreements.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	28,900 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Allera
1.4	Support the transition of new students to Huerta through the W.E.B. (Where Everyone Belongs) program; this includes training for the staff advisors, training for the students, materials/supplies/food for student training and WEB events, and additional hours for staff for summer Orientation and during the year after-school activities.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Extra hours for training students and after school activities throughout the year 2500 Targeted Allocation 4000-4999: Books And Supplies T-shirts for kids, materials for orientation, etc. 5000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Boomerang training

1.5	Provide a variety of ways students can be recognized for positive behavior and for following the community agreements.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	3000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures PBIS Rewards 2500 Targeted Allocation 4000-4999: Books And Supplies Rewards for PBIS store
1.6	Provide opportunity and access to a variety of programs and clubs (art, music, technology, etc) that correspond to students interests and support engagement.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	7000 Targeted Allocation 4000-4999: Books And Supplies 8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year, we started Safe School Ambassadors, which ran a kindness campaign and have planned ways to incorporate the group with our WEB program, which ran new student orientation. Having extra hours for Wellness allowed us to expand our Wellness supports and hold social skills groups. The lunchtime activities provided by Allera Sports helped decrease conflicts during lunch. There are currently 12 clubs, as well as music, art, design, and STEM, that benefit from the support provided, allowing students access to opportunities they might not have outside of school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to additional Prop 28 funding, the amount of money allocated from Targeted to supplies for the arts has been decreased for 25-26. In addition, the impact of having lunchtime activities was so positive, it is being expanded to 4 days/week, an increase from 3. Finally, with the implementation of PBIS Rewards, there is a need to provide student incentives and recognition, so that is an added activity in Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence and Equity

All students will make measurable annual progress toward mastering California Standards. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP data shows a significant gap for various demographic groups, including Latiné, Emergent Multilingual, students with IEPs, and Low-Income in both reading and math. English Learners are 66.1 points below standard and have only maintained performance (+1.7 points), while Socioeconomically Disadvantaged students are 54.6 points below and declined by 20.9 points. Both groups are in the Orange performance level, indicating ongoing challenges in ELA that may be tied to access to language development strategies, academic vocabulary, or differentiated instruction.

Significant achievement gaps exist between student groups, particularly for Long-Term English Learners (LTELs) and Students with Disabilities. LTELs are performing farthest below standard (144.6 points below) and also experienced the greatest decline (44.4 points), placing them in the Red performance level. Similarly, Students with Disabilities are 125.6 points below standard, also in the Red zone, with a notable decline of 12.5 points. These results highlight an urgent need for targeted instructional supports and interventions for these groups.

As a school, students scored 66.4 points below standard in math, with an overall Orange rating, and a decline of 3.7 points from the previous year. Groups with the greatest need—including Students with Disabilities (–166.8 points), Socioeconomically Disadvantaged (–110.7), and Long-Term English Learners (–175.6)—all received Red ratings and experienced further declines.

English Learners are showing improvement in math, but still face significant academic gaps. English Learners improved by 13.3 points, but they remain 113.0 points below standard, maintaining an Orange rating.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 46.9% of students met/exceeded Math = 29.6% of students met/exceeded	ELA = 56% of students met/exceeded Math = 33% of students met/exceeded
Local Assessments (iReady)	Overall: (Spring) Reading = 52% on/above grade level; math = 40% on/above grade level Latinx: Reading = 36%, Math = 21% Emergent Multilingual: Reading = 11%, math = 10% Students with IEPs: Reading = 15%, Math = 12% Low Income: Reading = 35%, Math = 22%	reading = 56% on/above grade level, math = 43% on/above grade level, all subgroups increase by 5%
Emerging multilingual students (aka English learners) Reclassification Rate	14.9% from 23-24	reclassification will improve by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide designated ELD for emergent multilingual students, and provide the instructional scaffolds, in the form of integrated ELD, needed for emergent multilinguals to access rigorous content standards. Provide professional development and collaboration (release time/hourly pay) for teachers in integrated (all teachers) and designated ELD (ELD teachers) (instructional planning and strategy implementation - subs, hourly time cards, materials, curriculum, and supplies)	Emerging multilingual students (aka English learners)	4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collab time, subs for release time 1000 Targeted Allocation 4000-4999: Books And Supplies 5000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures ELD Training, conferences
1.2	Provide staff with collaboration time, professional learning, coaching support, co-teaching planning time, and instructional materials to support the designing of inclusive, competency-based units aligned to essential standards and develop common, standards-based assessments to measure students' mastery of the standards. Teams will participate in the cycle of inquiry around student success data.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	11000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 4923 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

1.5	Provide additional support to multi lingual students with tier 3 academic needs through after-school support.	Emerging multilingual students (aka English learners)disabilities.	4000 Targeted Allocation 2000-2999: Classified Personnel Salaries After school program 2000 Targeted Allocation 4000-4999: Books And Supplies 8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries After school program
1.6	Purchase book collections for the library, focusing on high interest areas, accessible texts at a variety of reading levels, and books that support English language development.	All students, with a particular focus on emerging multilingual students (aka English learners).	6000 Targeted Allocation 4000-4999: Books And Supplies
1.7	Support academic field trips and/or speakers to extend learning beyond the walls of the classroom.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	3000 Targeted Allocation 5700-5799: Transfers Of Direct Costs 4000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
1.8	Provide incentives for students to increase student engagement during testing and recognize student achievement.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1500 Targeted Allocation 4000-4999: Books And Supplies
1.9	The Multilingual Oversight Committee (MLOC) will analyze EL data, track students' progress, and identify necessary supports.	All students, with a particular focus on emerging multilingual students (aka English learners)	800 Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our focus on academic vocabulary and increased standard alignment to the CAASPP Blueprints resulted in iReady growth in Reading from 40% at/above grade level in Diagnostic 1 to 52% at/above grade level in Diagnostic 3. Our focus on problem-solving and implementation of Desmos in 6th and 7th grade, which is more aligned to Common Core standards than the previous curriculum, resulted in iReady growth in math from 28% at/above grade level in Diagnostic 1 to 40% at/above grade level in Diagnostic 3.

The after-school program focused on newcomers this year, as the number of newcomers to the US has increased at Huerta. This has positively impacted their ability to speak and understand English.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 23-24, the after school support program was led primarily by Classified staff; however, in 24-25, that switched to Certificated staff, so the allocation for Classified staff was reallocated to Certificated staff. In addition, the incentives to increase student engagement during testing were not used as much as planned, and that money is carrying over.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The main change in Goal 2, other than some reallocation of funds, is in specifically calling out ELD training/professional development as a need for 25-26.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication and Partnerships

We will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

3.SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research shows a strong relationship between family engagement and educational outcomes, including school attendance and higher grades and test scores. In addition, partnerships with businesses and higher education allow us to access additional resources and provide extended opportunities beyond the classroom.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Communication	392 posts as of 4/22, 5421 direct messages as of 4/22	450 posts, 5600 direct messages
Family surveys	TBD	TBD

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Our site leadership team will meet regularly to monitor and evaluate student progress and forward the goals of the District Leadership Team.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students,	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

		and students with disabilities.	
1.2	Provide translation services to allow non-English speaking families to participate in school and district services and activities.	Emerging multilingual students (aka English learners)	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.3	We will continue and expand our partnership with Stanford through the Research Practice Learning Partnership (RPLP), focusing on Latine and multi-lingual students' feeling of belonging at school.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	500 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.4	Increase meaningful engagement through educational opportunities for parents and families, site events and volunteerism. Support family events with food, materials, and childcare.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries 2000 Targeted Allocation 4000-4999: Books And Supplies
1.5	Explore partnerships with business and educational organizations to increase opportunities for students to experience STEAM related activities.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.6	We will continue and expand our partnerships with Agnew Elementary and MacDonald High School, including community events, student mentorships, and academic alignment.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 2000 Targeted Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We had our first Birds Take Flight 5K, a joint effort between the three schools on our campus. The community response was very positive, and this wonderful event will continue annually. In addition, we partnered with PTSA to hold Community Picnics, movie nights, and a Math Festival.

Our work with Stanford, though slow to start, has progressed; Stanford researchers interviewed 90 Latiné students about what made them feel like they belonged, and didn't, in classrooms, in peer relationships, and in school culture/climate. Their answers will be used to inform the Leadership Team and the Culture and Climate Committee to provide data for planning next year's activities. In addition, there is a plan to do a lesson study next year, in which a small team of teachers and students use the feedback to design an inclusive lesson.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The partnerships with business and other partners did not happen this year as we had hoped, so that money is carrying over.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes except minor budget allocation changes.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,623.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$151,623.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$151,623.00

Total of federal, state, and/or local funds for this school: \$151,623.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	151,623	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	151,623.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,500.00
2000-2999: Classified Personnel Salaries	12,800.00
4000-4999: Books And Supplies	29,500.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	61,823.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	41,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	12,800.00
4000-4999: Books And Supplies	Targeted Allocation	29,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	3,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	3,000.00

5800: Professional/Consulting
Services And Operating Expenditures

Targeted Allocation

61,823.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,900.00
Goal 2	56,223.00
Goal 3	10,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dawnel Sonntag	Principal
Alice Oshiro	Classroom Teacher
Jennifer Philips	Classroom Teacher
Araceli Arreola	Other School Staff
Haydee Enoveso	Parent or Community Member
Elisa Baublitz	Parent or Community Member
Adrienne Taylor	Parent or Community Member
Maryam Dar	Parent or Community Member
Evelyn Espinoza	Classroom Teacher
Mihika Masurkar	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/23/24.

Attested:



Principal, Dawnel Sonntag on 4/23/25



SSC Chairperson, Elisa Baublitz on 4/23/24