Dolores Huerta Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Dolores Huerta Middle School
Street	420 South Mariposa Street
City, State, Zip	Burbank, CA 91506-2812
Phone Number	818-558-4622
Principal	Robin Hatch
Email Address	robinhatch@burbankusd.org
School Website	https://www.burbankusd.org/Page/35
Grade Span	6-8
County-District-School (CDS) Code	19- 64337- 6057525

2025-26 District Contact Information

District Name	Burbank Unified School District
Phone Number	(818) 729-4400
Superintendent	Oscar Macias, Ed.D., Intermin Superintendent
Email Address	Oscarmacias@burbankusd.org@burbankusd.org
District Website	www.burbankusd.org

2025-26 School Description and Mission Statement

Mission Statement: Through the collaborative efforts of staff, students, parents, and the community, Dolores Huerta Middle School will provide a safe, caring, and challenging learning environment while meeting the social, emotional, and academic needs of all learners. We will empower our students to become creative, caring, healthy, and responsible citizens who think critically and globally, communicate effectively, accept responsibility for their learning, and master skills necessary for lifelong learning.

Dolores Huerta Middle School is a diverse community, and we believe that our differences make us stronger. The GATE program serves around 100 students per grade level, and our GATE coordinator plans activities to give students opportunities

2025-26 School Description and Mission Statement

to stretch themselves and work together. The Huerta Choir, Band and Cheer team are award-winning programs that instill a sense of community and the value of hard work in all members. Our Robotics team competes yearly against high schools. There is something for everyone at Huerta.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	289
Grade 7	278
Grade 8	364
Total Enrollment	931

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	5
Black or African American	3
Filipino	3
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.5
White	36.9
English Learners	8.3
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	30.7
Students with Disabilities	13.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.5	87.82	552.5	88.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.51	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.33	10.4	1.67	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.24	16.7	2.69	11953.1	4.28
Unknown/Incomplete/NA	5.2	11.58	39.9	6.41	15831.9	5.67
Total Teaching Positions	44.9	100	622.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34	84.62	542.9	87.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	0.7	3.4	0.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	7.74	28.6	4.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.4	23.2	3.74	11746.9	4.23
Unknown/Incomplete/NA	2.6	6.5	22.5	3.62	14303.8	5.15
Total Teaching Positions	40.1	100	620.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.1	79.49	512.9	83.8	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.2	1.01	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	10.77	41.6	6.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.11	26.2	4.29	12112.8	4.34
Unknown/Incomplete/NA	3.2	8.58	25.1	4.1	13705.8	4.91
Total Teaching Positions	37.8	100	612.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	3.1	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	3.1	4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0.1	0.4
Total Out-of-Field Teachers	0.10	0.1	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.6	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/Middle School: Grade 6 Houghton Mifflin Harcourt 9780544607071 2017 3/2/2017 California Collections Grade 7 Houghton Mifflin Harcourt 9780544607088 2017 3/2/2017 California Collections Grade 8 Houghton Mifflin Harcourt 9780544607095 2017 Adopted 3/2/2017	0%
Mathematics	Mathematics/6-8: Grade 6 Core Connections Course 1 College Prep Math 9781603281942 2013 Adopted 4/21/2016	0%

	Grade 7 Core Connections Course 2 College Prep Math 9781603282079 2013 Adopted 4/21/2016 Grade 8 Core Connections Course 3 College Prep Math 9781603282215 2013 Adopted 4/21/2016 Algebra Core Connections Algebra College Prep Math 9781603281508 2013 Adopted 4/21/2016 Geometry Core Connections Geometry College Prep Math 9781603282352 2013 Adopted 4/21/2016	
Science	Science/Grade 6: All are California editions: Adopted for Use Beginning 2022-23 Grade 6 California HMH Science Dimensions Houghton Mifflin Harcourt Volume 1 9780358221173 Volume 2 9780358221180 Volume 3 9780358221197 2020 Adoption 2022 Grade 7 California HMH Science Dimensions Houghton Mifflin Harcourt Volume 1 9780358221203 Volume 2 9780358221210 Volume 3 9780358221227 2020 Adoption 2022 Grade 8 California HMH Science Dimensions Houghton Mifflin Harcourt Volume 1 9780358221234 Volume 2 9780358221241 Volume 3 9780358221258 2020 Adoption 2022	0%
History-Social Science	Grade 6 - Ancient World (Pearson)	0%

	ISBN#: 978-0-328-95879-5 Copyright: 2019 Adopted: 6/6/2019 Grade 7 - Medieval to Early Modern Times (Pearson) ISBN#: 978-0-328-96014-9 Copyright: 2019 Adopted: 6/6/2019 Grade 8 - United States History: California to 1914 (Pearson) ISBN#: 978-0-328-96018-7 Copyright: 2019 Adopted: 6/6/2019	
Foreign Language	Foreign Language/Grades 6-8: Realidades 1, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Consumable- Core Practice/Guided Practice 0133199657 and 0133225712 Date of Adoption: July 17, 2003	0%
Health	N/A	
Visual and Performing Arts	"Accent on Achievement" Band method books volume 1-3	0%
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The facility is in Good repair. Routine maintenance and upkeep are being performed. No other improvement project(s) are scheduled at this time. The District makes great efforts to ensure all its schools are clean, safe, and functional. The District uses the "Facility Inspection Tool" developed by the State of California Office of Public School Construction to assist in this effort. Deficiencies noted are referred to Facilities Services and the site for immediate correction. To review the complete results of this survey, please visit Administrative Services at the District Administration Building.

Year and month of the most recent FIT report	10/30/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	50	56	58	47	48
Mathematics (grades 3-8 and 11)	34	36	43	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	927	886	95.58	4.42	50.23
Female	460	440	95.65	4.35	57.73
Male	465	445	95.70	4.30	42.70
American Indian or Alaska Native	--	--	--	--	--
Asian	45	43	95.56	4.44	72.09
Black or African American	26	26	100.00	0.00	46.15
Filipino	27	27	100.00	0.00	62.96
Hispanic or Latino	370	361	97.57	2.43	39.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	105	96.33	3.67	64.76
White	345	319	92.46	7.54	54.23
English Learners	81	67	82.72	17.28	7.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	330	94.56	5.44	31.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	123	95.35	4.65	21.14

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	927	884	95.36	4.64	35.86
Female	460	439	95.43	4.57	33.49
Male	465	444	95.48	4.52	38.29
American Indian or Alaska Native	--	--	--	--	--
Asian	45	43	95.56	4.44	69.77
Black or African American	26	26	100.00	0.00	30.77
Filipino	27	27	100.00	0.00	40.74
Hispanic or Latino	370	360	97.30	2.70	23.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	105	96.33	3.67	41.90
White	345	318	92.17	7.83	44.34
English Learners	81	67	82.72	17.28	8.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	330	94.56	5.44	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	123	95.35	4.65	14.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.97	44.74	37.49	41.1	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	342	92.18	7.82	44.74
Female	182	168	92.31	7.69	48.21
Male	188	174	92.55	7.45	41.38
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	75.00
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	146	139	95.21	4.79	33.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	39	92.86	7.14	53.85
White	142	125	88.03	11.97	47.20
English Learners	43	35	81.40	18.60	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	119	90.84	9.16	25.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	28.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.6	99.6	99.6	99.6	99.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are actively involved with Huerta's monthly PTSA meetings, vocal and instrumental music booster clubs, Title I Family Nights, and ELAC. We also provide multiple Parent Education nights throughout the year on topics that vary year to year. This year's topics included Middle School Executive Functioning, Preparing for High School and more. Parents also participate in organizations like Burbank Arts For All, GATE PAC meetings, chaperone field trips, 6th grade Greek Day, 7th grade Renaissance Day, Family Fun Night, and Parent Lunches on the Huerta campus once a semester. Parents are also invited to an informal coffee hour with the principal once a semester.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	968	957	158	16.5
Female	478	474	74	15.6
Male	488	481	83	17.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	48	3	6.3
Black or African American	28	28	5	17.9
Filipino	28	28	2	7.1
Hispanic or Latino	384	378	71	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	71	8	11.3
White	362	358	57	15.9
English Learners	92	90	26	28.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	421	415	104	25.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	142	140	32	22.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.19	7.04	5.79	3.18	2.68	2.48	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0.00
Female	1.67	0.00
Male	9.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.08	0.00
Black or African American	10.71	0.00
Filipino	3.57	0.00
Hispanic or Latino	5.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	7.18	0.00
English Learners	22.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.68	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The four components of the Huerta Safety Plan are:

Personal Characteristics of Students and Staff:
Huerta Middle School has 880 students. Our active student body enjoys various hobbies and activities at school. Our total staff is nearly 100. Both students and staff work together to make Huerta a great place.

School's Physical Environment:
Huerta's Middle School is located on Mariposa Street. Oak Street, Alameda Avenue, and Main Street surround the school. There are six main buildings on the Jordan Middle School campus, plus some portable classrooms. The school has two fields, a cafeteria, a gym, and an auditorium. The school is next to the district facilities building and is in the middle of a neighborhood with single-family houses. The school includes full-time campus supervision and custodial staff that work together to keep the campus clean and well-maintained.

School's Social Environment:
Huerta has a thriving social environment that provides students with various opportunities to connect and be connected to the school community. This includes the many clubs that regularly meet during lunch and after school on different topics/interests. We have an athletic student body and artistic and creative students who enjoy displaying their talents.

School's Culture:
Huerta's Middle School strives for a positive school culture focusing on success, kindness, and inclusion. School clubs and committees meet regularly with faculty, staff, students, parents, and community members to create a welcoming and safe school environment. Additionally, Huerta utilizes the Positive Behavior Interventions and Supports (PBIS) framework to support

2025-26 School Safety Plan

a school positive school culture. Our School motto is "Be Kind! Be Prepared! Be the Best You Can Be! Si se puede!"

The 2025-2026 School Safety Plan and the SPSA was presented and approved by the School Site Council on December, 11th.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	22	13	6
Mathematics	19	16	12	5
Science	22	11	11	6
Social Science	20	13	11	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	26	14	3
Mathematics	18	19	12	4
Science	19	16	14	3
Social Science	18	19	12	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	22	4	12
Mathematics	21	15	7	9
Science	23	9	10	9
Social Science	24	10	9	8

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	303.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,516.45	$8,805.38	$5,711.06	$99,606
District	N/A	N/A	$6,681.33	$95,745
Percent Difference - School Site and District	N/A	N/A	-15.7	5.9
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-61.4	1.9

Fiscal Year 2024-25 Types of Services Funded

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

English Learner MOE - LCAP Supplemental

Fiscal Year 2024-25 Types of Services Funded

Educational Technology Assistance

Gifted and Talented Program

Special Education

Title I, Improving Academic Achievement

Title III, English Learners

Interventions

Counseling

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,004	$62,783
Mid-Range Teacher Salary	$89,953	$97,783
Highest Teacher Salary	$114,912	$128,020
Average Principal Salary (Elementary)	$161,833	$160,224
Average Principal Salary (Middle)	$155,555	$166,992
Average Principal Salary (High)	$174,645	$180,971
Superintendent Salary	$303,852	$313,465
Percent of Budget for Teacher Salaries	31.53%	30.05%
Percent of Budget for Administrative Salaries	4.69%	5%

Professional Development

Secondary Professional Development

The administration meets with department chairs at a monthly steering meeting to inform and support the following department meetings. Secondary Content Area Pullout Time for Planning & Data Analysis (Math, English, Social Studies, and Science meet monthly by grade to plan and collaborate)

Each teacher has two release days to work as a department identifying essential standards, planning common assessments, and differentiation techniques.

Induction Training and Workshops (for mentors and new teachers, eight meetings per year and twice monthly optional workshops) focused on the following topics:
The California Standards for the Teaching Profession
Formative Assessment in Professional Learning
Engagement Strategies/Kagan Cooperative
Social Emotional Learning
Tactical Supports for Special Populations
Questioning Strategies

Professional Development

Parent Communication
Classroom Design
Project and Lesson Design
Cognitive Rigor
Classroom Management
Assessments and Grading
Differentiation

Professional Mentoring (for teachers on improvement plans, weekly meetings with the program coordinator and mentor) on topics as needed.

The district GATE coordinator provides mandatory training to new GATE teachers and optional training for the entire staff.

The district has created DEI site lead positions to further our Facing History work from last year. This team will create measurable goals, site PD, and parent education. The DEI team will work with classified, certificated, and parent populations.

The Science and English departments attended Professional Learning Community trainings and will be working on improving that. The math department participates in a district-wide PLC and various teachers are part of a district-wide grading PLC.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3