



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 28, 2026	June 11, 2026

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 and Site Leadership Team 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 10/14/25, 11/18/25, 12/16/25, 1/20/26, 2/10/26, 3/17/26, 4/28/26, and 5/19/26. The ELAC team gave input on 12/03/25 and 5/20/26 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Dolores Huerta Middle School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

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.

Based on the California School Dashboard, the only state indicator for which overall performance for "All Students" was in the "Orange" performance category was the suspension rate indicator. No state indicators for "All Students" were in the "Red" performance category.

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/MTSS. While "All Students" are in the Yellow category for English Language Arts and Mathematics, specific groups are struggling more significantly. For example, Students with Disabilities and Long-Term English Learners are both in the Red category for both English Language Arts and Mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.82%	0.35%	0.36%	5	2	2
African American	3.62%	2.80%	2.74%	22	16	15
Asian	20.59%	20.49%	21.90%	125	117	120
Filipino	10.71%	10.86%	9.31%	65	62	51
Hispanic/Latino	45.63%	49.04%	48.91%	277	280	268
Pacific Islander	0.16%	0.53%	0.36%	1	3	2
White	12.36%	9.98%	10.04%	75	57	55
Multiple/No Response	5.93%	5.78%	6.02%	36	33	33
Total Enrollment				607	571	548

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	199	180	175
Grade 7	179	202	177
Grade 8	229	189	196
Total Enrollment	607	571	548

Conclusions based on this data:

- The most notable trend is the rapid growth during the 2023-2024 school year. Total enrollment jumped from 377 to 607 students (a 61% increase). This spike was driven by the addition of Grade 8, which introduced 229 new students to the campus, effectively transitioning the school into a full middle school model.
- Following the peak expansion in 23-24, the school experienced a slight contraction in the 2024-2025 school year, with total enrollment dropping from 607 to 571 students.
- Hispanic/Latino Growth: This group remains the largest demographic and has seen a steady percentage increase, rising from 46.15% in 22-23 to 49.04% in 24-25.
Decline in White and African American Percentages: The percentage of White students dropped from 12.73% to 9.98%, and African American enrollment decreased from 4.51% to 2.80%.
Asian Enrollment Stability: After a significant jump in raw numbers during the expansion year, the Asian student population has stabilized at approximately 20.5% of the total student body.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	106	93	90	20.7%	17.5%	16.4%
Fluent English Proficient (FEP)	199	213	213	28.9%	32.8%	38.9%
Reclassified Fluent English Proficient (RFEP)	162	170		22.8%	26.70%	

Conclusions based on this data:

1. The most positive trend in the data is the substantial increase in Reclassified Fluent English Proficient (RFEP) students. The percentage of students meeting reclassification criteria jumped from 22.8% in 2022-23 to 64.6% in 2024-25.
2. There has been a steady and significant increase in the Fluent English Proficient (FEP) group, which nearly doubled in raw count from 109 students to 213 students. By the 2024-25 school year, over 37% of the student body was identified as FEP, representing the largest English language acquisition group.
3. While the raw number of English Learners (EL) increased from 78 to 106 during the school's expansion in 2023-24, the overall percentage of EL students actually decreased (from 20.7% to 16.3% over the three-year period).

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	174	201	178	170	193	176	170	193	176	97.7	96	98.9
Grade 7	203	180	203	196	175	193	196	175	192	96.6	97.2	95.1
Grade 8		232	191		224	181		224	181		96.6	94.8
All Grades	377	613	572	366	592	550	366	592	549	97.1	96.6	96.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2527.	2523.	2546.	18.24	17.10	19.32	31.76	30.57	40.91	24.71	25.91	26.14	25.29	26.42	13.64
Grade 7	2541.	2534.	2525.	14.80	16.00	18.23	35.71	33.14	23.96	22.96	20.57	23.44	26.53	30.29	34.38
Grade 8		2538.	2541.		13.39	13.26		31.25	30.94		22.77	25.41		32.59	30.39
All Grades	N/A	N/A	N/A	16.39	15.37	16.94	33.88	31.59	31.69	23.77	23.14	24.95	25.96	29.90	26.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.41	19.69	23.86	58.24	52.85	59.09	22.35	27.46	17.05
Grade 7	10.20	21.14	16.15	70.92	58.29	58.85	18.88	20.57	25.00
Grade 8		16.52	13.26		54.46	60.77		29.02	25.97
All Grades	14.48	18.92	17.67	65.03	55.07	59.56	20.49	26.01	22.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.82	20.21	19.43	51.18	51.30	58.86	30.00	28.50	21.71
Grade 7	22.45	19.43	19.79	52.55	46.29	43.23	25.00	34.29	36.98
Grade 8		16.52	13.26		45.09	47.51		38.39	39.23
All Grades	20.77	18.58	17.52	51.91	47.47	49.64	27.32	33.95	32.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.00	13.47	12.50	68.82	74.09	79.55	11.18	12.44	7.95
Grade 7	9.18	13.71	10.94	76.02	71.43	68.75	14.80	14.86	20.31
Grade 8		10.27	15.47		75.45	71.27		14.29	13.26
All Grades	14.21	12.33	12.93	72.68	73.82	73.04	13.11	13.85	14.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.59	16.58	21.02	62.94	68.91	66.48	16.47	14.51	12.50
Grade 7	21.43	21.71	19.27	63.78	60.57	57.81	14.80	17.71	22.92
Grade 8		20.98	23.76		60.27	55.80		18.75	20.44
All Grades	21.04	19.76	21.31	63.39	63.18	59.93	15.57	17.06	18.76

Conclusions based on this data:

- Grade 6 showed a strong recovery in the 2024-25 school year. The percentage of students meeting or exceeding standards rose to 60.23%, a significant increase from 47.67% the prior year. Most notably, the percentage of students "Not Meeting Standard" was nearly cut in half, dropping from 26.42% to 13.64%.
- Grade 7 experienced a downward trend in proficiency. Students meeting or exceeding standards fell from 49.14% in 23-24 to 42.19% in 24-25. This decline was driven by a sharp increase in students "Not Meeting Standard" (rising from 30.29% to 34.38%) and a drop in "Standard Met" scores
- Across all grades, "Listening" remains the school's strongest domain, with 85.97% of students performing at, near, or above standard. Additionally, "Research/Inquiry" saw a positive shift in top-tier performance, with the "Above Standard" group increasing to 21.31%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	174	201	178	173	197	177	173	196	177	99.4	98	99.4
Grade 7	203	180	203	198	175	194	198	175	194	97.5	97.2	95.6
Grade 8		232	191		227	185		227	185		97.8	96.9
All Grades	377	613	572	371	599	556	371	598	556	98.4	97.7	97.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2474.	2482.	2504.	11.56	12.24	17.51	12.72	16.33	18.64	27.17	23.47	27.12	48.55	47.96	36.72
Grade 7	2511.	2501.	2502.	14.65	10.29	12.89	17.68	21.14	19.59	26.77	30.86	22.68	40.91	37.71	44.85
Grade 8		2516.	2514.		14.10	13.51		14.98	15.14		21.59	22.70		49.34	48.65
All Grades	N/A	N/A	N/A	13.21	12.37	14.57	15.36	17.22	17.81	26.95	24.92	24.10	44.47	45.48	43.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.67	9.18	14.12	35.26	35.71	46.89	56.07	55.10	38.98
Grade 7	16.16	12.57	12.89	42.93	45.14	42.27	40.91	42.29	44.85
Grade 8		14.98	9.19		40.53	50.27		44.49	40.54
All Grades	12.67	12.37	12.05	39.35	40.30	46.40	47.98	47.32	41.55

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.14	11.73	15.82	45.09	54.08	51.98	42.77	34.18	32.20
Grade 7	13.13	9.71	13.92	57.58	53.71	47.94	29.29	36.57	38.14
Grade 8		12.33	13.51		55.95	49.73		31.72	36.76
All Grades	12.67	11.37	14.39	51.75	54.68	49.82	35.58	33.95	35.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.14	13.78	12.99	59.54	55.10	59.32	28.32	31.12	27.68
Grade 7	14.65	8.00	12.89	57.58	61.14	54.12	27.78	30.86	32.99
Grade 8		11.01	9.19		62.11	60.54		26.87	30.27
All Grades	13.48	11.04	11.69	58.49	59.53	57.91	28.03	29.43	30.40

Conclusions based on this data:

- Grade 6 demonstrated the most substantial growth in the 2024-25 school year. The percentage of students meeting or exceeding standards rose to 36.15%, a significant jump from 28.57% the previous year. Most importantly, the group "Not Meeting Standard" saw a sharp decline from 47.96% to 36.72%.
- There has been a notable improvement in students' ability to apply mathematical concepts and procedures across all grades. The percentage of students performing "At or Near Standard" in this domain increased from 40.30% to 46.40%. In Grade 6 specifically, the "Below Standard" group dropped drastically from 55.10% to 38.98%.
- Grade 7 data indicates a widening achievement gap. The percentage of 7th-grade students "Not Meeting Standard" increased from 37.71% to 44.85%. Furthermore, performance in "Problem Solving & Modeling" for this grade level saw a decline, with students performing "Above Standard" dropping from 13.92% to 9.71%.

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://elpac.org) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1523.1	1500.7	1537.0	1525.3	1505.8	1535.6	1520.4	1495.1	1537.8	38	36	26
7	1561.6	1527.9	1534.1	1571.6	1526.1	1540.7	1551.2	1529.2	1527.1	38	33	35
8		1546.9	1554.1		1548.9	1563.5		1544.2	1544.3		36	28
All Grades										76	105	89

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.68	13.89	32.00	28.95	33.33	44.00	31.58	36.11	16.00	15.79	16.67	8.00	38	36	25
7	36.84	15.15	29.41	47.37	39.39	35.29	10.53	27.27	23.53	5.26	18.18	11.76	38	33	34
8		33.33	39.29		33.33	32.14		13.89	10.71		19.44	17.86		36	28
All Grades	30.26	20.95	33.33	38.16	35.24	36.78	21.05	25.71	17.24	10.53	18.10	12.64	76	105	87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	34.21	30.56	52.00	47.37	36.11	40.00	10.53	19.44	0.00	7.89	13.89	8.00	38	36	25
7	55.26	42.42	50.00	36.84	30.30	32.35	5.26	12.12	8.82	2.63	15.15	8.82	38	33	34
8		50.00	57.14		25.00	21.43		8.33	3.57		16.67	17.86		36	28
All Grades	44.74	40.95	52.87	42.11	30.48	31.03	7.89	13.33	4.60	5.26	15.24	11.49	76	105	87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	7.89	8.33	12.00	15.79	11.11	28.00	44.74	36.11	44.00	31.58	44.44	16.00	38	36	25
7	7.89	9.09	5.88	42.11	21.21	35.29	36.84	33.33	35.29	13.16	36.36	23.53	38	33	34
8		11.11	17.86		36.11	25.00		33.33	32.14		19.44	25.00		36	28
All Grades	7.89	9.52	11.49	28.95	22.86	29.89	40.79	34.29	36.78	22.37	33.33	21.84	76	105	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.68	30.56	38.89	63.16	52.78	50.00	13.16	16.67	11.11	38	36	18
7	21.05	18.18	27.59	71.05	54.55	55.17	7.89	27.27	17.24	38	33	29
8		41.67	34.62		38.89	42.31		19.44	23.08		36	26
All Grades	22.37	30.48	32.88	67.11	48.57	49.32	10.53	20.95	17.81	76	105	73

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	42.11	44.44	80.00	52.63	41.67	12.00	5.26	13.89	8.00	38	36	25
7	78.95	66.67	83.33	18.42	21.21	3.33	2.63	12.12	13.33	38	33	30
8		69.44	80.00		16.67	4.00		13.89	16.00		36	25
All Grades	60.53	60.00	81.25	35.53	26.67	6.25	3.95	13.33	12.50	76	105	80

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	7.89	5.56	0.00	34.21	33.33	63.64	57.89	61.11	36.36	38	36	22
7	13.16	12.12	23.08	60.53	42.42	38.46	26.32	45.45	38.46	38	33	26
8		25.00	28.00		44.44	32.00		30.56	40.00		36	25
All Grades	10.53	14.29	17.81	47.37	40.00	43.84	42.11	45.71	38.36	76	105	73

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.68	16.67	38.10	60.53	61.11	52.38	15.79	22.22	9.52	38	36	21
7	15.79	3.03	12.12	78.95	84.85	69.70	5.26	12.12	18.18	38	33	33
8		8.33	0.00		77.78	80.77		13.89	19.23		36	26
All Grades	19.74	9.52	15.00	69.74	74.29	68.75	10.53	16.19	16.25	76	105	80

Conclusions based on this data:

1. The 2024-25 school year saw a strong recovery in overall English proficiency. The percentage of students achieving Level 4 (Well Developed) rose to 33.33%, a substantial increase from 20.95% in 23-24. Additionally, the percentage of students at the lowest level (Level 1) decreased from 18.10% to 12.64%.
2. Oral Language (Listening and Speaking) continues to be a primary area of strength, with performance reaching new highs in 2024-25. Specifically, 83.9% of all students scored at Level 3 or 4 in Oral Language. The Speaking Domain showed exceptional results, with 81.25% of students rated as "Well Developed." In Grade 6, the percentage of "Well Developed" speakers nearly doubled, jumping from 44.44% to 80.00%.
3. While Written Language remains more challenging than Oral Language, there is clear evidence of upward movement. The percentage of students at Level 3 or 4 in Written Language improved to 41.38% (up from 32.38%). Furthermore, the Reading Domain saw a decrease in students at the "Beginning" level, dropping from 45.71% to 38.36%.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
571	39.8%	16.3%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	16.3%
Foster Youth	0	0.0%
Homeless	3	0.5%
Socioeconomically Disadvantaged	227	39.8%
Students with Disabilities	69	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.8%
American Indian	2	0.4%
Asian	117	20.5%
Filipino	62	10.9%
Hispanic	280	49%
Two or More Races	33	5.8%
Pacific Islander	3	0.5%
White	57	10%

Conclusions based on this data:

- The school serves a highly diverse student population. The student population is primarily comprised of Hispanic students, who represent 49% (280 students) of the total enrollment. When combined with the Asian (20.5%) and

Filipino (10.9%) populations, these three groups account for over 80% of the student body. This rich diversity underscores the importance of culturally responsive teaching practices and inclusive school culture.

2. A substantial portion of the student body qualifies for specialized support services, with 39.8% (227 students) identified as Socioeconomically Disadvantaged and 12.1% (69 students) identified as Students with Disabilities. Additionally, the English Learner population is at 16.3%.
3. The school maintains a diverse demographic profile with eight distinct racial/ethnic groups represented, though many remain "low-incidence" groups on campus. Students identifying as White (10%), Two or More Races (5.8%), and African American (2.8%) represent a combined 18.6% of the population, while Pacific Islander, American Indian, and Homeless populations each represent 0.5% or less. This data indicates that while the school is broadly diverse, resources must be strategically balanced to support both the large majority groups and the unique needs of these smaller, high-need cohorts.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Both English Language Arts and Mathematics have moved into the Yellow performance category. This represents a positive shift from the previous "Orange" status, indicating that the school is no longer in the "Low" performance tier and is showing a trend toward meeting state benchmarks. Continued focus on standard-aligned instruction and data-driven interventions will be key to moving these indicators toward Green. 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 Learner Progress remains the school's highest-performing indicator, maintaining a Blue status. This signifies "Very High" performance and demonstrates that the school's English Language Development (ELD) programs and reclassification strategies are exceptionally effective. This area remains a consistent school-wide strength and a model for instructional success. 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. While Chronic Absenteeism has reached the Yellow tier (showing moderate progress), the Suspension Rate remains in the Orange category. This disparity suggests that while student attendance is stabilizing, there is a persistent need to address behavioral outcomes and campus culture. Implementing robust MTSS and behavioral supports will be essential to improving this indicator and ensuring a more inclusive environment.

School and Student Performance Data

Academic Performance English Language Arts

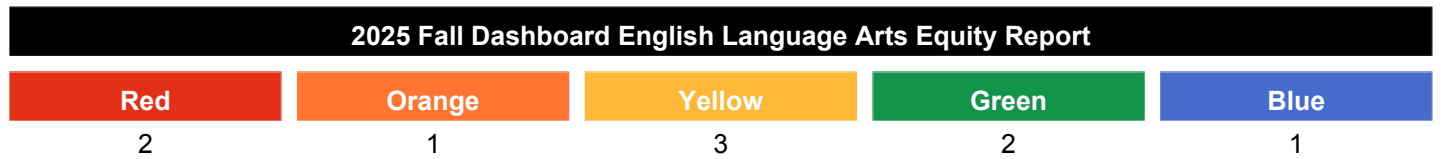
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 12.1 points below standard Increased 5.8 points 537 Students	English Learners  Yellow 54.2 points below standard Increased 12 points 193 Students	Long-Term English Learners  Red 164.9 points below standard Declined 20.3 points 40 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 54.1 points below standard Maintained 0.5 points 232 Students

Students with Disabilities  Red 127.5 points below standard Maintained -2 points 67 Students	African American  No Performance Color 51.2 points below standard Increased 5.5 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 52.3 points above standard Increased 6.6 points 113 Students	Filipino  Green 10.2 points above standard Declined 16.4 points 58 Students	Hispanic  Yellow 50.2 points below standard Increased 11.6 points 264 Students
Two or More Races  Yellow 9.6 points above standard Declined 9.5 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 7 points above standard Increased 10.8 points 52 Students

Conclusions based on this data:

1. The school has shown positive momentum in ELA, with the "All Students" group moving into the Yellow performance category. Collectively, students increased their performance by 5.8 points, now sitting at 12.1 points below standard. This upward trend suggests that school-wide literacy initiatives are beginning to narrow the gap toward meeting state benchmarks.
2. There is significant evidence of success in closing the achievement gap for key demographics:
Hispanic Students: Showed a strong 11.6-point increase, moving into the Yellow tier.
English Learners: Demonstrated a notable 12-point increase, also reaching the Yellow tier.
These results indicate that the current integrated ELD strategies and culturally responsive instructional practices are effectively supporting these high-priority student groups.
3. Despite overall growth, two specific groups remain in the Red performance category and require urgent intervention:
Long-Term English Learners (LTELs): Performed the furthest below standard (164.9 points) and experienced a significant 20.3-point decline.
Students with Disabilities: Are currently 127.5 points below standard and showed a stagnant trend (-2 points).
These data points highlight a critical need to re-evaluate the specialized support and designated instruction provided to these two cohorts to prevent further achievement loss.

School and Student Performance Data

Academic Performance Mathematics

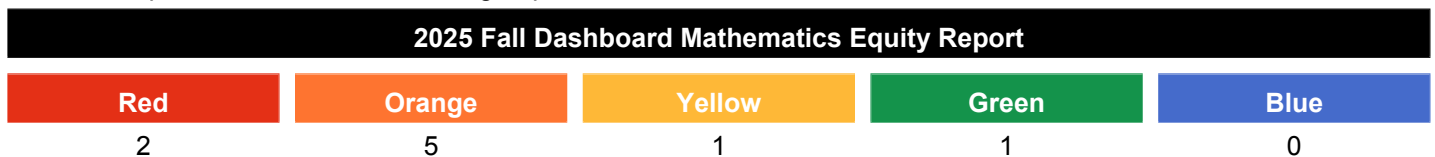
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 60 points below standard Increased 6.4 points 540 Students	English Learners  Orange 95.8 points below standard Increased 17.2 points 198 Students	Long-Term English Learners  Red 180.7 points below standard Declined 5.1 points 40 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 107.1 points below standard Increased 3.6 points 235 Students

Students with Disabilities  Red 167.5 points below standard Maintained -0.7 points 67 Students	African American  No Performance Color 132.2 points below standard Declined 3 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 20.8 points above standard Maintained 1.5 points 112 Students	Filipino  Orange 50.2 points below standard Declined 11.6 points 59 Students	Hispanic  Orange 99.8 points below standard Increased 11.6 points 268 Students
Two or More Races  Orange 48 points below standard Declined 5.1 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 34.7 points below standard Increased 23.1 points 52 Students

Conclusions based on this data:

1. The school has successfully transitioned from an "Orange" to a Yellow performance level in Mathematics. The "All Students" group increased by 6.4 points, moving to 60 points below standard. While this remains a significant distance from the benchmark, the shift in color indicates that the school is now on an upward trajectory rather than a declining one.
2. English Learners: Increased by 17.2 points.
Hispanic Students: Increased by 11.6 points, moving closer to the Yellow tier.
White Students: Saw the largest gains with a 23.1-point increase, jumping into the Yellow category.
3. Despite overall growth, specific disparities have emerged that require immediate attention:
Filipino Students: Experienced a notable 11.6-point decline, moving them further into the Orange category (50.2 points below standard).
Long-Term English Learners (LTELs): Remain in the Red tier with a 5.1-point decline, leaving them 180.7 points below standard.
Students with Disabilities: Are currently 167.5 points below standard and "Maintained" their status (decreasing slightly by 0.7 points), also remaining in the Red tier.
These data points highlight a persistent need for more specialized, intensive math interventions for LTELs and students with IEPs to prevent them from falling further behind their peers.

School and Student Performance Data

Academic Performance Science

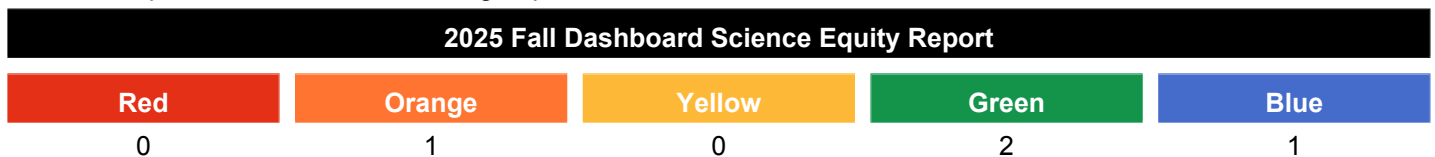
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 54.1 science points Maintained 0.4 points 184 Students	English Learners  Orange 40.5 science points Maintained 0.4 points 59 Students	Long-Term English Learners  No Performance Color 25.7 science points Declined 4.6 points 15 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 47.5 science points Increased 2.5 points 81 Students

Students with Disabilities  No Performance Color 30.7 science points Declined 7.2 points 21 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 67.7 science points Maintained -0.9 points 31 Students	Filipino  No Performance Color 57.7 science points Declined 3.4 points 24 Students	Hispanic  Green 46.5 science points Increased 3.9 points 101 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 61.7 science points Maintained -1.9 points 15 Students

Conclusions based on this data:

1. The "All Students" group is currently in the Yellow performance category, achieving an average of 54.1 science points. The data shows that performance has Maintained (+0.4 points) compared to the previous cycle
2. There are significant areas of strength within specific student demographics:
Asian Students: This group reached the Blue performance level (the highest tier), maintaining a high average of 67.7 points.
Hispanic and Socioeconomically Disadvantaged Students: Both groups are in the Green category and showed positive growth, increasing by 3.9 points and 2.5 points, respectively.
3. While many groups are thriving, two specific cohorts show a need for targeted intervention:
English Learners: This group is in the Orange category with 40.5 points. Although they "Maintained" their status, they remain significantly below the school average.
Vulnerable student groups: Performance for Long-Term English Learners (LTELs) and Students with Disabilities both Declined (by 4.6 and 7.2 points, respectively).

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
76.3 making progress.	82.4 making progress.
Number Students: 76 Students	Number Students: 34 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.

2025 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
5.3%	18.4%	0%	76.3%

Conclusions based on this data:

1. The school has achieved the highest possible performance level, Blue (Very High), for English Learner Progress. An impressive 76.3% of English Learners are making progress toward language proficiency, marking a substantial increase from the previous year’s 59.6%.
2. Long-Term English Learners continue to show remarkable growth, with 82.4% making progress and maintaining a Blue performance rating. This represents a significant improvement over the previous cycle (74.5%). This indicates that sustained, targeted language supports and academic instruction are positively impacting students with prolonged EL status.
3. The 2025 data shows a positive shift in student stability; only 5.3% of students decreased by one ELPI level, a significant improvement from the 10.1% decline reported in the previous cycle. Additionally, while 18.4% maintained lower proficiency levels, the vast majority (76.3%) progressed at least one full level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.9% Chronically Absent

Declined 0.9

588 Students

English Learners



Orange

14.4% Chronically Absent

Maintained -0.1

104 Students

Long-Term English Learners



Yellow

14.3% Chronically Absent

Declined 6.1

42 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Yellow

15.6% Chronically Absent

Declined 3.4

257 Students

Students with Disabilities  Orange 25.3% Chronically Absent Declined 5.4 75 Students	African American  No Performance Color 11.8% Chronically Absent Declined 6.4 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 5.9% Chronically Absent Declined 0.5 119 Students	Filipino  Orange 10.9% Chronically Absent Increased 1.8 64 Students	Hispanic  Yellow 15.1% Chronically Absent Declined 2.7 291 Students
Two or More Races  Red 25.7% Chronically Absent Increased 4.1 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Red 21.1% Chronically Absent Increased 2.6 57 Students

Conclusions based on this data:

1. The school-wide chronic absenteeism rate has moved into the Yellow performance category, reflecting a successful downward trend. The overall rate declined by 0.9% to reach 13.9%.
2. There is significant evidence of progress among students who traditionally face the highest barriers to attendance:
Students with Disabilities: Demonstrated a strong 5.4% decline in chronic absenteeism.
Socioeconomically Disadvantaged Students: Saw a 3.4% decline, bringing their rate down to 15.6%.
Long-Term English Learners (LTELs): Achieved a notable 6.1% decline.
These improvements suggest that targeted outreach and support structures for these specific populations are successfully re-engaging students.
3. While most groups showed improvement, a widening gap is evident in three specific demographics that remain in the Red or Orange tiers due to increased absenteeism:
Two or More Races: Increased by 4.1% (reaching 25.7%).
White Students: Increased by 2.6% (reaching 21.1%).
Filipino Students: Increased by 1.8% (reaching 10.9%).

School and Student Performance Data

Conditions & Climate Suspension Rate

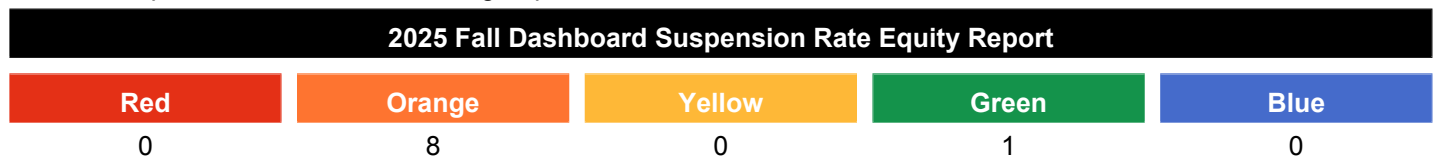
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 6.6% suspended at least one day Increased 2% 595 Students	English Learners Orange 6.5% suspended at least one day Increased 0.9% 107 Students	Long-Term English Learners Orange 9.3% suspended at least one day Increased 2% 43 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Orange 8.8% suspended at least one day Increased 3.7% 260 Students

Students with Disabilities  Orange 10.7% suspended at least one day Increased 4.4% 75 Students	African American  No Performance Color 17.6% suspended at least one day Increased 4.6% 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 1.7% suspended at least one day Maintained 0.1% 121 Students	Filipino  Orange 7.8% suspended at least one day Increased 7.8% 64 Students	Hispanic  Orange 7.8% suspended at least one day Increased 1.8% 294 Students
Two or More Races  Orange 8.6% suspended at least one day Increased 3.2% 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 5.1% suspended at least one day Increased 1.3% 59 Students

Conclusions based on this data:

1. The school-wide suspension rate has moved into the Orange performance category, with 6.6% of students having been suspended at least once. This represents a significant 2.0% increase from the previous year. With 8 out of 9 reported student groups landing in the Orange tier.
2. The data reveals a critical disparity in how discipline affects specific vulnerable populations. Students with Disabilities experienced the highest suspension rate at 10.7% (a sharp 4.4% increase), followed closely by Long-Term English Learners (LTELs) at 9.3%. Additionally, Socioeconomically Disadvantaged students saw a 3.7% increase, reaching an 8.8% suspension rate.
3. While Asian students maintained a Green status with a low 1.7% rate, other ethnic groups saw substantial increases that contributed to the school's Orange rating. Most notably, Filipino students saw their suspension rate jump by 7.8% (reaching 7.8% overall), and African American students (though in the "No Color" category due to size) recorded the highest overall rate at 17.6%.

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 access a comprehensive Multi-Tiered System of Supports (MTSS) that prioritizes social-emotional wellness, behavioral health, and academic resilience. By implementing positive behavioral interventions and proactive relationship-building strategies, we will address disciplinary gaps and promote deep school connectedness. Our focus is to ensure that every student is emotionally regulated, ready to learn, and feels a profound sense of belonging within the Huerta community. We are committed to maintaining an inclusive environment where all students, families and staff feel respected and empowered, and equipped with the tools to support student wellness, measured through the California Healthy Kids Survey (CHKS) and state dashboard indicators.

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.

Behavioral & Disciplinary Gaps: 2025 Dashboard data shows a 2.0% increase in suspensions, disproportionately affecting Students with Disabilities and Long-Term English Learners. There is a need to enhance Tier 1 and Tier 2 behavioral supports to ensure all students remain in their learning environments.

Student Engagement: Although chronic absenteeism has improved to 13.9% (Yellow tier), specific subgroups such as Students with Disabilities and Students of Two or More Races continue to show persistent disengagement. Our site has identified a need to support our unduplicated student population. Many of these students lack access to extracurricular exploration outside of school hours. By providing these resources on campus, we ensure that every student regardless of socioeconomic background has the opportunity to explore, connect, and thrive in a supportive educational environment.

Mental Health & Wellness: A baseline of 17 Threat Assessments and 13 safety plans (as of April 2026) underscores a verified need for expanded Tier 2 and Tier 3 mental health interventions, including trauma-informed support and social-skills coaching. To address this, we plan to hire a wellness coach to supervise the wellness calming space next year, providing direct support for student regulation and calming to improve overall emotional health and school connectedness.

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 (2026)	64%	75%
Number of Threat Assessments & Safety Plans (As of April 2026)	30	25
Chronic Absenteeism	13.9%	10%
Number of Suspensions (As of April 2026)	39	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			
1.2	Fund a .50 FTE Wellness Coach to support the social-emotional needs of students, prioritizing unduplicated learners who require culturally responsive mental health advocacy to ensure they have an equitable foundation for classroom success. Additionally, provide funds for healthy snacks, wellness supplies, and materials for student wellness activities, calming space interventions, and community-building meetings to foster a supportive and regulated environment	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	15,000 Targeted Allocation 2000-2999: Classified Personnel Salaries 750 Targeted Allocation 4000-4999: Books And Supplies
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.	29,373 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.	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Extra hours for training students and after school activities throughout the year 2000 Targeted Allocation 4000-4999: Books And Supplies T-shirts for kids, materials for orientation, etc.
1.5	Provide a variety of ways students can be recognized for positive behavior and for the RISE 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 5000 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.	3000 Targeted Allocation 4000-4999: Books And Supplies 5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025-26 school year, the site conducted a strategic review of existing school climate programs. While significant resources were previously allocated to the Safe School Ambassadors program, a transition in site leadership and staff capacity led to a re-evaluation of its long-term sustainability and alignment with current student needs. Consequently, the site has pivoted toward a more comprehensive Multi-Tiered System of Supports (MTSS) framework. This year marked the successful roll-out of our Coordination of Services Team (COST), which has provided a structured pathway for identifying and supporting high priority students. We have shifted our focus toward proactive, positive behavioral reinforcements and the development of a dedicated MTSS team. This transition has allowed us to move away from isolated programs and toward a systemic approach that integrates social-emotional wellness with behavioral interventions, ensuring a more sustainable and equitable support structure for all students.

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

The most significant shift in resource allocation for the 2026-27 school year is the strategic discontinuation of the Safe School Ambassadors program in favor of hiring a dedicated Wellness Coach to staff our Wellness Calming Space. While Safe School Ambassadors provided a foundation for peer-led intervention, our current data which specifically the 2.0% increase in suspension rates and the high volume of Threat Assessments indicates a critical need for consistent, professionalized Tier 2 and Tier 3 behavioral support. Transitioning these funds allows the site to provide a permanent, supervised environment where students can access immediate de-escalation, self-regulation coaching, and structured re-entry processing. This move away from a peer-moderation model toward a professionalized, staff-led wellness hub ensures that interventions are trauma-informed, consistent, and directly integrated into our Coordination of Services Team (COST) and broader MTSS framework. This realignment is designed to maximize student "seat time" and provide the sophisticated emotional regulation tools necessary to improve school climate and decrease exclusionary disciplinary outcomes.

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.

As a result of this analysis, several strategic changes have been implemented to better align our resources with student needs. Most notably, we have transitioned funding from the Safe School Ambassadors program to the hiring of a Wellness Coach. This shift provides professionalized, Tier 2 and Tier 3 behavioral support in a dedicated Wellness Calming Space, directly addressing the increase in suspension rates and threat assessments identified in our Dashboard data. Simultaneously, we are expanding our Tier 1 proactive supports by building a more robust PBIS rewards and recognition system. This initiative is designed to provide consistent positive reinforcement and empower students to R.I.S.E., strengthening the foundational campus culture. Additionally, we will continue our contract for Allera Sports (found in Strategy 1.3) four days per week to reduce behavioral incidents during unstructured time. Furthermore, our Annual Measurable Outcomes have been updated to include a specific baseline for Threat Assessments and an ambitious target for School Connectedness (75%), ensuring that our wellness and reinforcement initiatives are held to measurable standards of effectiveness.

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 demonstrate measurable annual progress toward mastery of the California Common Core State Standards. To ensure true equity, we will prioritize the acceleration of achievement for historically underserved student groups specifically our Multilingual learners, students with disabilities, and socioeconomically disadvantaged youth. By refining our Standards, Aligned Tier 1 instruction and expanding targeted literacy and math interventions, we will narrow opportunity gaps and ensure all students have the academic foundation necessary for future success.

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 Performance Data & Trends: A review of CAASPP data and the 2025 Dashboard reveals significant achievement gaps alongside areas of notable growth. At the school-wide level, ELA proficiency stands at 46.9% and Math proficiency at 29.6%.

ELA Gaps: While the school maintains a "Yellow" status overall, distinct performance gaps exist for English Learners (66.1 points below standard) and Socioeconomically Disadvantaged students (54.6 points below standard), both in the Orange tier.

Most critically, Long-Term English Learners (LTELs) and Students with Disabilities remain in the Red tier, performing 144.6 and 125.6 points below standard, respectively.

Mathematics Gaps: Math is a primary area for growth with an overall Orange rating (66.4 points below standard). The gap is most pronounced for LTELs (175.6 points below) and Students with Disabilities (166.8 points below), both in the Red tier.

ELA: Latino/a proficiency increased from 27.8% (2023-24) to 35.7% (2024-25), narrowing the gap toward the school-wide average of 48.5%. Math: Latino/a proficiency increased from 12.7% (2023-24) to 16.3% (2024-25), compared to a school-wide rate of 32.4%. Local Data and Disengagement: Local iReady diagnostics confirm these trends. While overall Reading proficiency rose to 52%, only 11% of Emergent Multilinguals and 15% of Students with IEPs are performing on or above grade level.

In Math, only 10% of Emergent Multilinguals reached grade-level benchmarks.

Steps Taken to Address Gaps:

To address these areas of low performance, the site is implementing a targeted Multi-Tiered System of Supports (MTSS).

Steps include:

Refining Tier 1 Instruction: Strengthening academic vocabulary and integrated ELD scaffolds across all content areas.

Strategic Math Alignment: Transitioning to Desmos in 6th and 7th grade to better align with Common Core standards, which has already resulted in a 12% growth in local math diagnostics.

Targeted Interventions: Utilizing the Coordination of Services Team (COST) to identify high-priority students for after-school support and Tier 3 academic interventions.

Cycle of Inquiry: Engaging teacher teams in collaborative data analysis to monitor the progress of students in the "Red" and "Orange" tiers throughout the school year.

Strategic Approach to Achievement:

To address the diverse learning needs of the Huerta student body and raise overall achievement levels, a multi-faceted approach is required. This includes providing specialized support for high-priority subgroups, embedding academic literacy instruction across the curriculum, and utilizing proactive engagement strategies to create a dynamic and supportive learning environment.

MTSS Leadership and Implementation:

Building on the formal Multi-Tiered System of Supports (MTSS) established in 2025-2026, the MTSS Team will continue monthly meetings to refine the identification and implementation of Tier 1 academic supports. A primary focus for the 2026-2027 school year is the development of a comprehensive, site-wide system that bridges academic, behavioral, and social-emotional needs. This includes the strategic identification and rollout of Tier 2 and Tier 3 supports, most notably the hiring of a Wellness Coach to supervise the Wellness Calming Space, to ensure all students remain regulated and ready to learn.

Behavioral Support and Positive Reinforcement:

The R.I.S.E. framework remains the cornerstone of our campus culture. We will continue to utilize standardized feedback forms to monitor student behavior while further integrating positive reinforcement strategies introduced in 2025. The MTSS team is tasked with enhancing site-wide PBIS (Positive Behavioral Interventions and Supports) to provide clear, consistent expectations and rewards that strengthen the R.I.S.E. values across all grade levels.

Data-Driven Academic Interventions:

During the 2025-2026 cycle, academic departments utilized SMARTIE goals to pinpoint specific student needs through i-Ready, CAASPP, and grade-level data. This data-driven practice remains a cornerstone of our strategy. For 2026-2027, the MTSS team will utilize these insights to coordinate targeted literacy and math interventions, ensuring that instructional scaffolds are directly aligned with the performance gaps identified in our local and state assessments.

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%	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
2.1	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)	2500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collab time, subs for release time 1000 Targeted Allocation 4000-4999: Books And Supplies 2500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures ELD Training, conferences
2.2	Provide staff with structured collaboration time, facilitated learning walks, professional learning, coaching support, co-teaching planning time, and instructional materials to support the design of inclusive, competency-based units aligned to essential standards. Staff will develop common, standards-based assessments to measure student mastery, using insights from peer-to-peer learning walks to refine instructional delivery. Teacher teams will participate in regular cycles of inquiry focused on student success data to ensure equitable outcomes across all student groups.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	17000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 3500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures 500 Targeted Allocation 2000-2999: Classified Personnel Salaries
2.5	Provide additional support to multi lingual students with tier 3 academic needs through after-school support.	Emerging multilingual students (aka English learners)disabilities.	2000 Targeted Allocation

			2000-2999: Classified Personnel Salaries After school program 2000 Targeted Allocation 4000-4999: Books And Supplies 3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries After school program
2.6	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).	2000 Targeted Allocation 4000-4999: Books And Supplies
2.7	Support a comprehensive range of extended learning opportunities, including academic field trips, on-campus assemblies, and guest speakers that connect curriculum to real-world applications.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	13,000 Targeted Allocation 5700-5799: Transfers Of Direct Costs 4000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
2.8	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.	6000 Targeted Allocation 4000-4999: Books And Supplies
2.9	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)	500 Targeted Allocation 2000-2999: Classified Personnel Salaries
2.10	Fund a classroom para for 3 hours a day to support students/classes. The primary target classrooms would be Newcomer and EL1. However, the para may also be moved at times to support students in their core classes at the teacher's discretion.	All EL Students	15,000 Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

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.

The implementation of strategies under Goal 2 has been highly effective in driving measurable academic growth, particularly through the refinement of Tier 1 instruction and the adoption of standards-aligned curricula.

Impact on Literacy: Our school-wide focus on academic vocabulary and increased alignment of instructional standards to the CAASPP Blueprints yielded significant results. Local data shows that student proficiency in Reading (via i-Ready) increased from 40% at/above grade level in Diagnostic 1 to 52% by Diagnostic 3.

Impact on Mathematics: The strategic shift to the Desmos math curriculum in 6th and 7th grades proved successful. Because Desmos is more closely aligned with Common Core standards than previous materials, we observed a substantial improvement in problem-solving skills. Math proficiency (via i-Ready) rose from 28% at/above grade level in Diagnostic 1 to 40% in Diagnostic 3—a 12% total gain.

Targeted Supports: The use of the Coordination of Services Team (COST) allowed for more precise identification of students requiring Tier 3 interventions. While general outcomes improved, these systems were essential in ensuring that our Latino/a and socioeconomically disadvantaged subgroups continued to narrow the gap toward school-wide averages.

Professional Collaboration: Providing staff with structured time to engage in cycles of inquiry and peer learning walks directly contributed to more consistent instructional delivery across grade levels. We want to increase the amount of learning walks and also make this practice a norm and expectation on our campus for the 26-27 school year.

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

Due to a significant increase in the number of students new to the U.S. at Dolores Huerta Middle School, the after-school academic intervention was pivotally adjusted. While originally intended for general Tier 3 support, resources and instructional focus were redirected specifically toward newcomers to accelerate their English language acquisition and social-emotional integration. A major implementation difference occurred in the delivery of after-school support. Responding to requests from families and teachers for more flexible options, the school shifted from a model of paying staff via hourly timecards to utilizing Step Up Tutoring. This partnership provided 50 spots for free, virtual tutoring via Zoom. Despite the demand from stakeholders, the Step Up tutoring program remained an underutilized resource during this cycle. The school will now seek additional feedback from families and teachers to identify the specific "hurdles" preventing enrollment, such as technology access, scheduling, or lack of awareness to ensure more students can access this support in the coming year.

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.

To address the underutilization of the Step Up Zoom tutoring, the school will conduct interviews and surveys with families and teachers to identify specific barriers (e.g., tech support, scheduling, or language barriers). We will transition from a passive enrollment model to a "high-touch" recruitment strategy, where the COST team and ELD teachers directly recommend and assist families with the sign-up process (Goal 2). To increase student engagement and provide real-world curriculum connections, the school will formalize a plan to provide at least one academic field trip and additional on-campus assemblies for every grade level. This change ensures equitable access to experiential learning for all students, regardless of socioeconomic status (Goal 2). Enhanced Newcomer Support: Strategy 2.5 has been updated to prioritize Newcomer-specific academic and social-emotional interventions, reflecting the increased enrollment of students new to the U.S.

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, families, and community members to foster a supportive and inclusive environment that prioritizes family engagement and student success. Through a robust Multi-Tiered System of Supports (MTSS), we will provide specialized outreach and resources to ensure our English Learners and high-priority student groups are empowered as resilient, future-ready, lifelong learners. Our goal is to increase school connectedness by expanding on-campus opportunities for families to participate directly in their child's academic and social-emotional growth

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. Based on a review of the California School Dashboard and local engagement data, there is a significant need to move from passive communication to active partnership, particularly for high-priority student groups. While local ParentSquare data shows high digital engagement (5,400+ direct messages), Dashboard indicators for Chronic Absenteeism and Academic Achievement reveal performance gaps for English Learners (EL), Foster Youth, and students experiencing homelessness. Family Engagement Gaps: Local data suggests that while athletic events are well-attended, there is a lack of "non-athletic" on-campus participation. Research shows a direct correlation between family engagement and student academic progress. Therefore, we must address the "rough start" of the PTSA to stabilize leadership and create consistent monthly outreach.

Steps Taken to Address These Areas:

To bridge these gaps, the site is pivoting from sporadic events to a consistent monthly calendar, including bi-monthly "Coffee with the Principal" and academic Family Nights. We are also realigning budget resources to fund a dedicated para-educator for Newcomer and EL1 core classes and providing Student Planners to all students to serve as a primary daily communication bridge between teachers and home.

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
3.1	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, and students with disabilities.	750 Targeted Allocation 2000-2999: Classified Personnel Salaries
3.2	Provide translation services to allow non-English speaking families to participate in school and district services and activities.	Emerging multilingual students (aka English learners)	750 Targeted Allocation 2000-2999: Classified Personnel Salaries
3.3	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.	500 Targeted Allocation 2000-2999: Classified Personnel Salaries 1000 Targeted Allocation 4000-4999: Books And Supplies
3.4	Funds will be used to purchase student planners to serve as a primary communication and partnership tool between students, teachers, and families. The planners will facilitate consistent dialogue regarding academic progress and behavioral goals, while helping students develop essential organizational skills. By providing these structured resources, we ensure that unduplicated students and their families have a reliable, daily platform to stay connected with school supports, bridging achievement gaps through strengthened home-school partnerships.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	6000 Targeted Allocation 4000-4999: Books And Supplies
3.5	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: 2025-26

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.

The implementation of Goal 3 during the 2025-26 school year focused on rebuilding foundational community structures and establishing consistent communication channels. While the school successfully utilized ParentSquare as a primary communication hub—exceeding 5,400 direct messages to date—physical on-campus engagement faced an initial "rough start" as the PTSA worked to gain momentum and formalize its leadership and parent participation.

Despite these early hurdles, the school successfully executed several high-impact community events that demonstrated the potential of our partnerships:

Community Support: We hosted a PTSA Maker Market and a Winter Cheer and Gear Drive, which provided essential resources for our foster youth, homeless students, and families in need.

Traditional Engagement: Standard events like Back to School Night and Open House drew families to campus, providing a baseline for school-home connection.

Direct Access: Two "Coffee with the Principal" events were held, offering an informal space for dialogue between administration and the community.

Effectiveness Evaluation:

While these strategies were effective in providing immediate support to high-priority families and maintaining basic communication, the analysis reveals a need for more frequent and diverse engagement opportunities. Participation data suggests that families are most engaged during sporting events; however, there is a verified need to create "non-athletic" reasons for families to be on campus.

For the 2026-27 school year, the site will pivot toward a more consistent engagement calendar. This includes transition from sporadic meetings to regularly scheduled monthly Coffees with the Principal and the addition of Family Nights designed to celebrate academic and cultural milestones. By strengthening the PTSA infrastructure and providing more varied on-campus experiences, we aim to transform our current communication "reach" into active, sustained parent and family partnership.

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 two years in a row so we have pivoted to purchase planners for students and have a para educator assigned to provide direct support to students in our EL classes.

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.

As a result of this analysis, we are implementing several strategic changes to transition from a purely communicative model to an active partnership model. These changes prioritize consistent family presence on campus and direct instructional support for our English Learner (EL) population:

Shift in Engagement Strategy: We are moving away from sporadic community events toward a consistent monthly calendar. This includes transitioning "Coffee with the Principal" from an occasional event to a regular/bi-monthly series and increasing the frequency of non-athletic Family Nights to encourage broader participation (found in Strategy 3.4 and Expected Outcomes).

PTSA Infrastructure Development: Following a challenging inaugural year for the PTSA, we are refocusing efforts on stabilizing PTSA leadership and integrating their events, such as the Maker Market, into the core school calendar to better support our foster, homeless, and high-priority families (found in Strategy 3.4).

Direct Academic Support Realignment: Due to the discontinuation of external business partnerships, we have pivoted resources toward a classroom para-educator dedicated to Newcomer and EL1 core classes to provide immediate, localized support for our EL students (found in Strategy 3.3).

Communication Tool Enhancement: We have formalized the use of Student Planners not just for organization, but as a primary daily home-school communication bridge to facilitate dialogue between families and teachers regarding student progress and R.I.S.E. values (found in Strategy 3.5).

Metric Updates: Our annual outcomes have been adjusted to include more ambitious targets for Parent engagement and a new baseline for Family Night attendance to measure the effectiveness of our increased event frequency.

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	30,500.00
2000-2999: Classified Personnel Salaries	35,000.00
4000-4999: Books And Supplies	30,750.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	39,373.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	30,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	35,000.00
4000-4999: Books And Supplies	Targeted Allocation	30,750.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	3,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	13,000.00

5800: Professional/Consulting
Services And Operating Expenditures

Targeted Allocation

39,373.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,123.00
Goal 2	74,500.00
Goal 3	13,000.00

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
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Nicole Tafoya	Principal
Alice Oshiro	Classroom Teacher
Jennifer Philips	Classroom Teacher
Araceli Arreola	Other School Staff
Haydee Enoveso	Parent or Community Member
Elliana Saham	Secondary Student
Omar Omar	Parent or Community Member
Evelyn Espinoza	Classroom Teacher
Stefanie Blanco	Parent or Community Member

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

English Learner Advisory Committee

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 4/28/26.

Attested:

Principal, Dr. Nicole Tafoya on 4/28/26

SSC Chairperson, Omar Omar on 4/28/26