School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huerta Elementary	39686766118871	10/17/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Huerta's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The school goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

How, when, and with whom did your 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

Huerta staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have voice in Huerta's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 19, 2023
- January 18, 2024
- February 15, 2024
- March 14, 2024
- Septmeber 26, 2024
- October 17, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting last year: August 10, 2024
- Title 1 Parent Meeting this year: August 15, 2024
- Monthly Coffee Hour on: September 24, 2024
- English Language Advisory Committee on October 15, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on: July 30, 2024
- Leadership Meeting on: September 12, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Huerta, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	117.5 points below standard (red)	129.5 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	population too small, no indicator	population too small, no indicator	1.7% suspended at least one day (green)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

For the 2023-2024 school year at Huerta Elementary, students did not have access to speech services for a period of 4 months.

The lack of access to speech services for four months can have several significant impacts on students: Students who rely on speech services may experience delays in their communication skills, which can hinder their ability to express themselves effectively. Speech and language skills are crucial for reading and writing. Delays can lead to difficulties in academic performance, especially in language arts subjects. Communication barriers can affect students' ability to interact with peers, leading to potential isolation or challenges in forming friendships. Students may become frustrated or anxious if they struggle to communicate their needs or feelings, which can impact their overall emotional well-being. Frustration with communication can lead to behavioral problems, as students may act out when they feel unheard or misunderstood. For students with Individualized Education Programs (IEPs), the lack of speech services can hinder progress toward their goals, potentially requiring adjustments to their plans. Prolonged gaps in speech services can lead to long-term difficulties in communication skills, affecting academic achievement and social relationships well into the future.

For the 2023-2024 school year Huerta Elemetnary students did not have access to an Instructional Coach from Jan- May.

The lack of access to an Instructional Coach from January to May can significantly impact Huerta Elementary students in several ways: Without an Instructional Coach, teachers may have fewer resources and strategies for effective instruction. This can lead to less engaging lessons and a potential decline in instructional quality. Instructional Coaches often provide ongoing professional development and feedback. Without this support, teachers may miss out on new methodologies and best practices, which can affect student learning. Instructional Coaches help identify student needs and tailor interventions. Without this guidance, students who require additional support may not receive it, potentially leading to gaps in understanding and achievement. The absence of coaching can exacerbate inequities, particularly for students who need differentiated instruction. Some students may struggle more without targeted interventions or personalized support. Coaches often help analyze student data to inform instruction. Without this analysis, teachers may not adjust their strategies based on student performance, hindering progress. Overall, the absence of an Instructional Coach can lead to a decline in instructional quality, negatively affecting student engagement, learning outcomes, and overall academic growth.

For the 2023-2024 not all students had access to music and/or art instruction.

The lack of access to Music and Art instruction can have significant impacts on students across several dimensions: Music and Art education fosters critical thinking, problem-solving, and creativity. Without these experiences, students may miss out on essential skills that are increasingly important in today's world. Engaging in Music and Art provides an outlet for self-expression and emotional exploration. Students without access to these forms of expression may struggle with stress, anxiety, and a sense of isolation. Music and Art are vital for understanding diverse cultures and histories. Limited exposure can hinder students' appreciation for diversity and reduce their ability to empathize with others. Collaborative projects in Music and Art promote teamwork and communication. Students without these opportunities may find it harder to develop social skills that are crucial for future success. Studies have shown that involvement in arts education can enhance academic achievement in other subjects. The absence of these programs might result in lower overall academic performance.Early exposure to Music and Art can inspire future career interests. Without these programs, students might not discover or develop talents that could lead to fulfilling careers. Disparities in access to Art education often reflect broader social inequalities. Students from underserved

communities may face even greater challenges, exacerbating existing educational inequities.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	82.5 points below standard (red)	108.6 points below standard (red)	1.9% suspended at least one day (orange)			
Foster Youth						
English Learner	117.5 points below standard (red)	129.5 points below standard (red)	1.1% suspended at least one day (orange)			
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	84.5 points below standard (red)	109.3 points below standard (red)	2.1% suspended at least one day (orange)			
Student with Disabilities				42.6% chronically absent (orange)		
African American						
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	86.5 points below standard (red)	111.1 points below standard (red)	1.5% suspended at least one day (orange)			
Two or More Races						
Pacific Islander/ Native Hawaiian						

White						

Major gaps were observed between student groups on the CA Dashboard Indicators for Huerta School. These disparities highlight the need for targeted interventions to support underperforming groups and ensure equitable access to resources and opportunities. Trend data was also reviewed year over year which resulted in observing that in both ELA and Math are areas of concern as student performance has been declining. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA and Math as an area of focus for this 2024-2025 school year due to the decline in student performance. When using the 5 Whys technique to analyze the decline in ELA performance, we discovered the following strategies to support schoolwide improvement:

- School wide AVID
- Professional Learning Communities
- MTSS for academic achievement, Social-Emotional Learning, and Behavior Support

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By end of the year 2025, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 10% students. MATH: By end of the year 2025, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 10% students. EL goal: By end of the year 2025, per ELPAC, increase the number of students who reclassify by 10%.

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.

Students at Dolores Huerta Elementary, in the area of ELA, 19% of the students are at two or more grade levels below. In the area of Math 20% of the students are at two or more grade levels below.

Students at Dolores Huerta Elementary do not have equitable access to school wide AVID strategies.

Students at Dolores Huerta Elementary, according to the i-Ready Diagnostic in Math, 16% of the students are two or more grade levels behind. Based on the California School Dashboard, Huerta is -109.3 and -129.5, from the average distance from the standard, with the sub-groups of Socioeconomically Disadvantaged and English Language Learners being the highest rates.

Students at Dolores Huerta Elementary, according to the i-Ready Diagnostic in ELA, 14% of the students are two or more grade levels behind. Based on the California School Dashboard, Huerta is -84.5 and -117.5, from the average distance from the standard, with the sub-groups of Socioeconomically Disadvantaged and English Language Learners being the highest rates.

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
Number of students performing 2 or more grade levels below in ELA and Math.	210 students performing 2 or more grade levels below in ELA. 192 students number performing 2 or more grade levels below in Math.	189 students 2 or more grade levels below in ELA. 173 students 2 or more grade levels below in Math.
Number of students reclassified.	11 of 147 students have been reclassified in ELD.	15 of 147 students reclassified in ELD.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.4	Bilingual Instructional Support Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/ parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. Bilingual instructional program support for K-8th grade EL students: Bilingual assistant (District Funded) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.	English Learners	$[Enter amount here]	[Specify the funding source(s)]
1.1.5	English Learner Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 1.1.6 | English Learner Programs and Supports

English Language Learners will also have access to Lexia English. Lexia Language Development is an adaptive, blended learning speaking, listening and grammar program that supports students' English language development through academic conversations, It follows an asset-based model and is infused with culturally responsive pedagogy. The program was created by CA educators, built specifically to CA ELD standards, and provides progress monitoring showing student's real time progress and growth across all proficiency levels.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.6 English Learner Programs and Supports:
License Agreements: $8,031.80 | English Learners | $8,031.80 | 0100 - LCFF/S&C (site) |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support

Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.
Huerta teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. In addition, teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CABE, GLAD Institute, AVID conference, Data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning. Instructional Coach, Program Specialist, Administrators, and Consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. In addition, teachers will have the opportunity to engage in on site collaboration and attend conferences for professional development. Substitute teacher time for Teachers to be released during the school day to collaborate with support from Coaches and Program Specialist four times in a school year.

Title I Funding Allocation:
Substitute Teachers: 18 Teachers X 8 X $200= $29,033.77
Conferences: $ 15,000
Teacher Additional Compensation: 18 Teachers X 10 hours X $60 per hour= $10,800

LCAP 1.7 Teacher Collaboration, Professional Development & Academic Support:
Substitute Teacher time for Teachers to be released during the school day to collaborate with support from Coaches and Program Specialist four times in a school year 18X2X$200 = $7,200 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $29,033.77

$7,200

$10,800

$15,000 | 3010 - Title I

0100 - LCFF/S&C (site)

3010 - Title I

3010 - Title I |
| 1.1.8 | School Site Administrators Leadership Professional Development

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.8 School Site Administrators Leadership Professional Development:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.11	Access to Foundational & Outdoor Learning Spaces Provide students opportunities to: *Interact with their peers who will attend their kindergarten class promoting social skills, *Establish a connection between the kindergarten teacher and preschooler, *Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
1.1.12	Acceleration of Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 1.1.13 | Literacy and Library Supports

Library Media Assist (0.375 FTE Centralized Funding) to support student literacy and oversight of the school library. All Huerta students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.13 Literacy and Library Supports
License Agreement: $7,153.20 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $7,153.20 | 0100 - LCFF/S&C (site) |

1.1.14	Advancement Via Individual Determination (AVID)	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$6,000	3010 - Title I
	To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.		$20,000	0100 - LCFF/S&C (site)
			$5,000	0100 - LCFF/S&C (site)
	Huerta School implements AVID school-wide strategies to students in grades K-8th. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.		$10,218	0100 - LCFF/S&C (site)
	Provide students in grades K-8th grade with resources and supports to increase writing proficiency across the disciplines using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, marking the text and Cornell Notes) that supports student collaboration (e.g., pair-share, philosophical chairs, fishbowl, and carousel).			
	Huerta has an AVID Leadership Team working on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. Huerta also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, highlighters, planners, and other organizational materials.			
	The goal is for all Huerta teachers to attend an AVID Summer Institute training for full implementation of the program/strategies at our school.			
	Applicable supplemental materials include: Planners, binders, pencil pouches, sheet protectors, chart paper, easel pads, dividers, spiral notebooks, novels/ books, folders/sleeves, printer ink, post it chart paper, white board eraser, post it notes, easel, file folders, graph paper, binder tab inserts, 2 pocket folders, colored two-pocket folders, ball point pens, dry erase markers, journals, highlighters, sentence strips, poster boards, presentation boards and composition notebooks.			
	Appropriate materials/equipment to enhance/support ELA and Math instruction will include, but not limited to: note cards, paper, pens, pencils, small white boards, white board markers, highlighters, binders, sheet protectors, printers, printer toner/ink (black and color), chart paper, tape, sentence strips, composition books, spiral notebooks, student chrome books, crayons, map colors, rulers, Math tools such as manipulatives, compass, protractors, post-it notes, Smart Board or other interactive media, etc. Supplies to support the poster maker and laminator for student work.			
	Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker. Maintenance agreements ensure the equipment is available and			

	usable to provide a print rich environment and produce materials needed to implement supplemental programs. Title I Funding Allocation: Field Trip Transportation: $6,000 LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials: $20,000 Non-Instructional Materials: 10,218 Maintenance Agreement: $5,000			
1.1.15	Recapturing Learning Loss To provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Benchmark, I-ready, and Accelerated Reader) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel). All students will have access to Xtra Math to improve basic Math computation and fluency. Use Lexia Core5 reading and Lexia PowerUp Literacy and Lexia English Language Learner Program to improve Reading scores. It is a computer bases assessment and reading comprehension and fluency program that pre-tests students to determine their levels to provide support to enhanced direct instruction to focus on areas of improvement. Students in grades K-5th will have access to Lexia Core5 Reading and grades 6th-8th will have access to Lexia PowerUp Literacy. Title I Funding Allocation: No additional Title 1 funding is allocated for this strategy. LCFF funding: License Agreements: 9,815	All Students	$9,815	0100 - LCFF/S&C (site)

| 1.1.16 | Outdoor Education/Science Camp

5th grade students at Huerta Elementary will be attending science camp in Spring 2025.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.16 Outdoor Education/Science Camp:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

1.1- Our school was AVID certified for the 2023-2024 school year which is evidence of the full implementation of the school wide AVID strategies WICOR, focused notes, and student data binders. Students used the two and three column note structures and they were provided time to revisit there, mark up, and expand for clarification/expansion. In grades kinder through 2nd grade teachers display 2-column/ 3-column charts and model work to students. In grades 3rd-5th students learn to use the 2-column/3-column notes independently in ELA, Math, Science, Social Studies and ELD (EL students only). Students learn to take notes, mark a text and also reference their notes. In grades 6th-8th grade students continue to use 2-column/3-column notes independently in all subjects and are able to take focused notes and refer to them as needed to apply in their work. AVID strategies are helping our students stay focused and organized in all grade levels. Each grade level has a focus on organization and also are provided the supplies and materials needed to help support the students. Students were organized through the use of daily planners and students were able to communicate their weekly goals and understanding of tasks. Student data binders demonstrate the student progress through the course of the school year including their drafts and supportive documents. The following are materials that were provided to every student, planners, binders, dividers, pencil pouches, binder paper, notebook, highlighter, pens, pencils, and sharpeners. 1.2 - In order to support the increasing of academic questioning and improving literacy skills, through the implementation of benchmark curriculum, Accelerated Reader, and AVID weekly. In 1st-8th grade, students are using the Accelerated Reader to take the STAR test to determine Lexile reading level. This has provided our students with a Lexile level to select reading books

at their level. They have the opportunity to build on fluency and reading comprehension. Teachers are able to monitor student growth in reading fluency and comprehension. Classroom teachers in grades K-8th grade incorporated math routines in fluency through I-ready and XtraMath. In Accelerated Reader, Huerta Elementary students grew over 23.38% in their reading Lexile level according to the STAR Assessments administered during the 1st Trimester and the 2nd Trimester. In XtraMath, Huerta Elementary students have 52 students of participating classes who are scoring 80% in Math fluency. 1.3 a) - Teachers were given the opportunity to co-plan and collaborate within grade levels each trimester releasing them for a full day. Teachers collaborated during PLC time twice a month. The Program Specialist provided ongoing coaching support as needed or requested by teachers. It focused on providing new teachers with curriculum support and assessments. In addition, most teachers received support in lesson planning using the district adopted curriculum, which included providing, co-planning, co-teaching and demonstration of lesson support. b) Conferences: During the school year many options were offered to our teachers to attend conferences. A team of 8 teachers attended PLC training for a total of 4 sessions. c) Program Specialist has provided support in modeling classroom lessons, collaborating with teachers, analyzing school wide data, and planning and scheduling assessments and tests.

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

1.3 - In planning to release teachers for collaboration, sometimes there were no substitute teachers to release teachers. This resulted in unspent teacher additional compensation and substitute pay.

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.

1.3 a) - In the 2024-2025 school year we will continue to focus on collaborating in grade level teams and in vertical collaboration to identify the essential grade level standards that every student needs to master by the end of the year. We will continue to provide ongoing coaching support to all teachers. We will continue to work in our PLC's focusing on CFA's SMART goals, collective commitments and instructional strategies. There will be additional days provided to release teachers to collaborate in grade level teams. In addition, funding will be allocated to send more teachers for the AVID training Pathways.

Goal 2.1

Goal #	Description
Goal 2.1	During the 2024-2025 school year, Huerta will decrease chronic absenteeism for all students to below 15% school wide.

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.

At Dolores Huerta Elementary, there has been an increase in Chronic Absenteeism for the 2023-2024 school year, 27.41%. With 39 students who are English Language Learners.

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
Chronic Absenteeism (All Students)	29.59%	15%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.5	Positive Behavior Interventions and Support (PBIS) Counselor will provide students with social and emotional supportive resources that positively impacts student learning through programs such as Second Step, PBIS, Restorative Justice, PLUS program, mindfulness, counseling, structured student engagement activities, that will decrease discipline, improve attendance and create a positive school climate. Teachers and counselors implement PBIS practices, across classrooms and school common areas. These include: lining up, coming to carpet, hand signals for quiet, bathroom, group work norms, whole class norms, walking thru building, getting materials, etc. Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.11	Student Attendance and Truancy	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	3010 - Title I
	Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Title I Funding Allocation: Conferences: $5,000 LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.			
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.13	Mental Health Resources and Supports for Students Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.14	Social Emotional and Restorative Practices and Responsive Schools Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.15	School Connectedness Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.	English Learners, All Students, Foster Youth, Students with Disabilities, Low Income	$[Enter amount here]	[Specify the funding source(s)]
2.1.16	Assistant Principal Restoration at TK-8th Grade School Sites Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.17	Additional School Site Support Program Specialist (1.0 FTE Centralized Funding) will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will plan and support intervention for students in tier 3 in collaboration with classroom teachers. Program Specialist will monitor data for students with disabilities periodically to coordinate targeted support and provide differentiated resources to address their needs. The Program Specialist also works with teachers during collaboration to assist with planning, and the data cycle for analyzing student assessment results. The Program Specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level. The program specialist will coordinate all state and district assessments such as ELPAC, CAASP, and PSAT. The Program Specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title 1 funding is being allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

| 2.1.20 | Instructional Technology

Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Also media accessories such as ink and cords.

Title I Funding Allocation:
Equipment: $88,913

LCAP 2.20 Instructional Technology:
Equipment: $10,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $10,000

$88,913 | 0100 - LCFF/S&C (site)

3010 - Title I |
| 2.1.21 | Instruction and Teacher Staffing

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.21 Instruction and Teacher Staffing:
No additional site LCFF is being allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

2.1.22	Recruit, Hire, Retain High Qualified Staff Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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

An Analysis of how this goal was carried out in the previous year.

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

2.1 -This strategy was not implemented, staff did not attend a PBIS training outside of district. Staff did attend PBIS trainings and meetings within district to continue to support students. 2.2. During the 2023-2024 school year structured student engagement activities during non-instructional time (recess) helped reduce discipline and maintain a safe learning environment. Factory Institute of Training was the consultant that was hired to provide services 5 days a week during lunch recess for grades 1st-8th grade. Structured activities planned for students included the following; basketball, soccer, volleyball, kickball, obstacle course, and physical exercise activities. According to Synergy Discipline Incidents entered documenting behaviors, in the 2022-2023 school year there were 68 overall discipline incidents entered compared to 52 in the 2023-2024 school year to date. A decrease of 23.53%. In behaviors documented during unstructured time, there were 40 incidents entered during the 2022-2023 school year compared to this year at 20 incidents in the 2023-2024 school year to date. A decrease of 50%.

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

For the 2023-2024 school year it was budgeted to send staff to a PBIS conference. Staff did not participate in a PBIS conference, instead staff participated in the district PBIS meetings.

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.

Funding will be allocated to send a team to an attendance conference.

Goal 3.1

Goal #	Description
Goal 3.1	By the end of the school year, 2025, Huerta Elementary School will have identified personal passions or talents and developed a plan to further explore and nurture them by creating a personal interest inventory to identify student strengths and areas of enjoyment. Research potential career paths related to student passions. Provide professional development for staff to relate to student interests.

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.

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
Activity Calendar Professional Development Participation	50% participation	80% participation Rate

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.4	Expanded Learning and Enrichment Opportunities Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after and intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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

An Analysis of how this goal was carried out in the previous year.

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

3.1 - During the 2023-2024 fall and spring parent conferences were scheduled for each grade level. Teachers where released a full day to schedule conferences for in-person, via-zoom or phone. Teachers communicated with parents and reached out through various communication that included the following: letter sent home with student and Class Dojo. Teachers arranged for translation if parent requested, and support was also provided by our Community Assistant with communication. Fall Conferences Completed: 156 conferences Spring Conferences Completed: 174 conferences 3.2 - During the 2023-2024 academic school year there were monthly parent meeting opportunities offered. Parent Coffee Hour scheduled on Tuesday mornings. On average 20 parents continuously participated in attend ending these meetings. Meeting topics offered ranged from, Title 1, REMS, Mental Health, I-Ready, Attendance, Drug and Tobacco Awareness, ClassDojo, PLUS, Coping skills, College and Career Readiness, School Readiness and state testing. In addition, we have scheduled Family Educational Nights such as, Math Night, Science Night, Project Lead the Way, AVID, Literacy Night, Music and Art Night. On average there was over 100 families that attended and participated in the Family Nights. Our Community Assistant has provided support for our families and helped keep ongoing communication between families, teachers and staff. In addition, community resources and opportunities have been shared with parents.

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

For the 2023-2024 school year it was budgeted in the SPSA to hire a Community Assistant for .75. From August- December the position was not filled. The Community Assistant position was filled in January 2024.

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.

3.1 For the 2024-2025 school year parent conferences will be encouraged to be in person on school camps to build stronger partnerships.

Goal 4.1

Goal #	Description
Goal 4.1	During the 2024-2025 school year, Huerta will maintain at 80% of parent participation in academic conferences. Annual Measurable Outcomes

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.

At Dolores Huerta Elementary, there is a need to increase parental coffee hours and parent/teacher academic conferences.

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
Academic Conference Sign In	80%	Average based on Sign-In Sheets

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Teachers will meet with parents and students at least twice each year to discuss student academic progress and current data. Teachers will have an opportunity to conference during the day with a substitute provided. Teachers will be released during the school day to participate in Parent Coffee and present a PD for parents. Substitute Teachers for Teacher release time and Academic Conferencing. Title I Funding Allocation: Teacher Additional Compensation: 18 teachers X 2 days X $200=$7,200 LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$7,200	3010 - Title I

4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

4.1.4	Parent Advisory Committee Supports and Resources	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$1,500	3010 - Title I - Parent
			$470	3010 - Title I - Parent
	Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.		$1,500	3010 - Title I - Parent
	Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.		$64,777.23	3010 - Title I
	Provide parent events such as parent meetings (e.g., Parent Coffee Hours, etc.), ESL classes, computer classes, parent volunteering, college/career readiness events (e.g. field trips, admissions, etc.), workshops (e.g., Parenting Partners, etc.), which combine parenting and leadership skills to empower parents to become vital contributors to their children's academic success. Provide parent meetings in where they can learn how to help their child at home with through the use of manipulatives for Math. Include support for parents with technology and how to access supports for their students and communication with the school. Parenting Partners focus on three critical outcomes: 1) Positive parent engagement, 2) Improved student academics, 3) Strong home learning environment. In addition, also provide the parents the opportunity to attend CABE conference.			
	Parent Meeting - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc., to support parent engagement while using various strategies. These materials can be used during parent coffee hour and training sessions to provide visuals and hands-on activities for our parents.			
	Non-Instructional Materials- Instructional Materials/Supplies for parent and student involvement activities such as AVID Night, Literacy Night, Math and Science and PLTW. These materials are essential to providing hands-on activities for our families to learn together and to build a community bond focused on learning.			
	This strategy will be monitored using parent sign in sheets and parent survey. The Community Assistant will work closely with parents to schedule and plan meetings, classes, and workshops based on parent needs (0.75 FTE) Community Assistant.			

| Title I Funding Allocation:
Community Assist Salary & Benefits (0.75FTE): $64,777.23
Non-Instructional Materials: $470 - Title 1 Parent
Instructional Materials: $1,500 - Title 1 Parent
Meeting Expenses: $1,500 - Title 1 Parent

LCAP 4.4 Parent Advisory Committee Supports and Resources:
No additional site LCFF is being allocated for this strategy. | | | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

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.

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

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.

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Supplementing district effort by providing culturally relevant books for students to have access through classroom library and school library. Title I Funding Allocation: Books & Reference Materials: $ 5,000 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.	African American	$5,000	0100 - LCFF/S&C (site)
6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024
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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$230,194.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$312,612.00

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 ($)
3010 - Title I	$226,724.00
3010 - Title I - Parent	$3,470.00

Subtotal of additional federal funds included for this school: $230,194.00

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 ($)
0100 - LCFF/S&C (site)	$82,418.00

Subtotal of state or local funds included for this school: $82,418.00

Total of federal, state, and/or local funds for this school: $312,612.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: **Huerta Elementary**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

03/14/2024
Date of Meeting

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

English Learner Advisory Committee

October 15, 2024
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on **October 17,2024** .
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee	Date of Meeting

Attested:

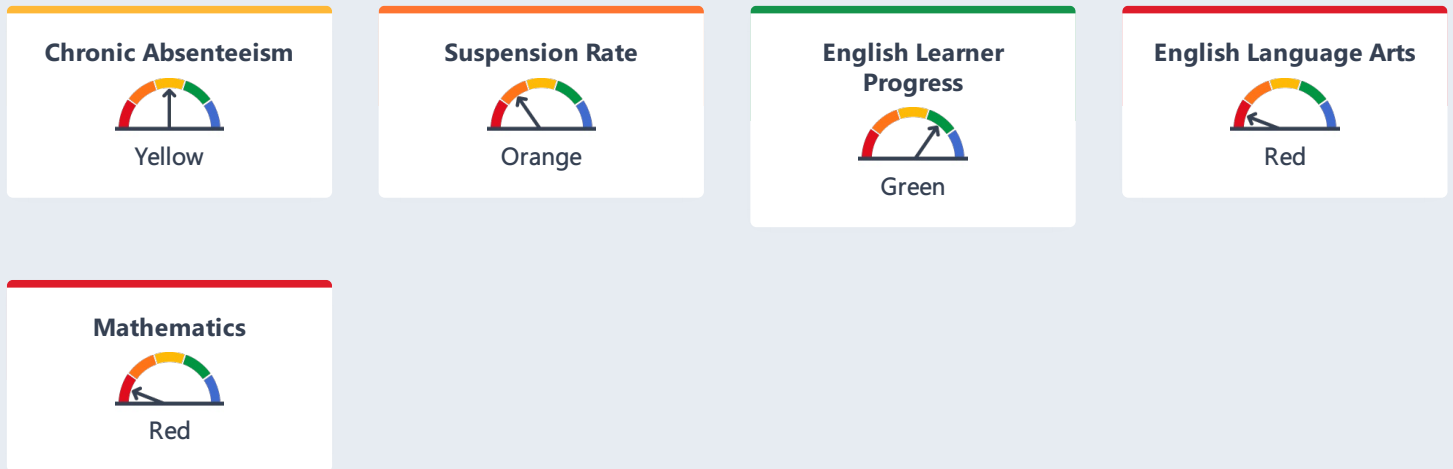**Ariana Casillas**

Typed Name of School Principal

Signature of School Principal

10/22/24

Date

Dolores Huerta Elementary

Explore the performance of Dolores Huerta Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Orange	Green	Red

Mathematics
Red

School Details

NAME
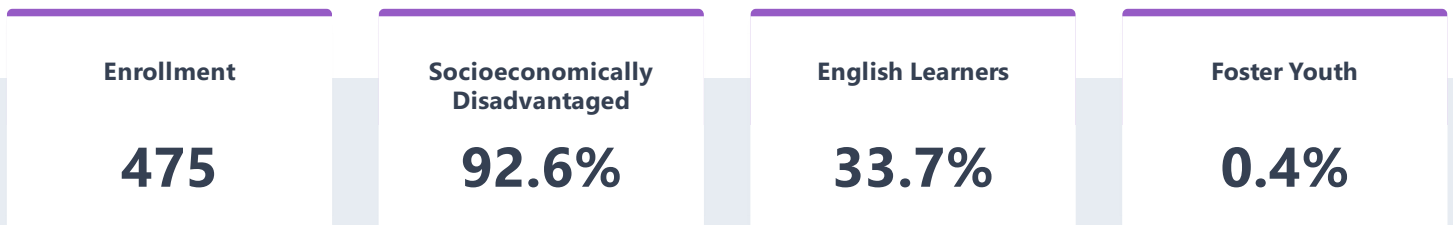Dolores Huerta Elementary

ADDRESS
1644 South Lincoln
Stockton, CA 95206-1946

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	92.6%	33.7%	0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Red

82.5 points below standard

Declined 19.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

3	0	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

Mathematics

Red

108.6 points below standard

Declined 7.5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

3	0	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

English Learner Progress

Green

59% making progress

Maintained -1.9%

LEARN MORE

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Yellow

31.8% chronically absent

Declined 16% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0	1	3
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Orange

1.9% suspended at least one day

Increased 1.7% ▲

EQUITY REPORT
Number of Student Groups in Each Level

0	3	0
Red	Orange	Yellow

1	0
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Red

82.5 points below standard

Declined 19.4 Points ▼

Number of Students: 309

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

155.8 points below standard

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

127.6 points below standard

Declined 30.9 Points ▼

Number of Students: 32

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Red

117.5 points below standard

Declined 28.6 Points ▼

Number of Students: 140

Hispanic

Red

86.5 points below standard

Declined 21.8 Points ▼

Number of Students: 285

Socioeconomically Disadvantaged

Red

84.5 points below standard

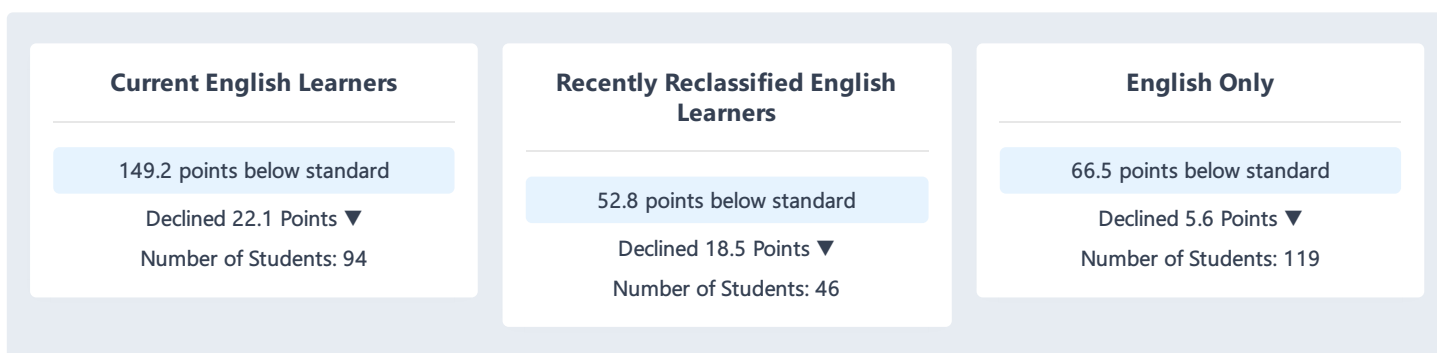Declined 19.8 Points ▼

Number of Students: 288

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	63.1 points below standard	82.5 points below standard

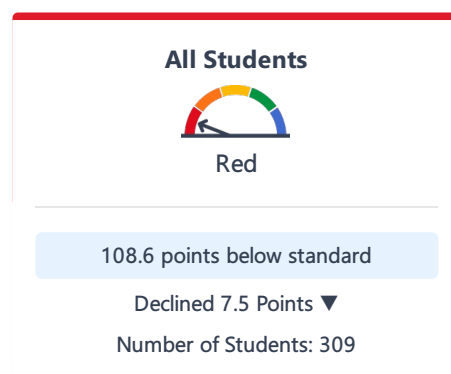# English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

149.2 points below standard

Declined 22.1 Points ▼

Number of Students: 94

Recently Reclassified English Learners

52.8 points below standard

Declined 18.5 Points ▼

Number of Students: 46

English Only

66.5 points below standard

Declined 5.6 Points ▼

Number of Students: 119

Mathematics

All Students

Explore 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.

All Students

Red

108.6 points below standard

Declined 7.5 Points ▼

Number of Students: 309

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

No Student Groups

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

170.2 points below standard

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

148.6 points below standard

Declined 39.3 Points ▼

Number of Students: 32

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Red

129.5 points below standard

Declined 10.7 Points ▼

Number of Students: 140

Hispanic

Red

111.1 points below standard

Declined 9.4 Points ▼

Number of Students: 285

Socioeconomically Disadvantaged

Red

109.3 points below standard

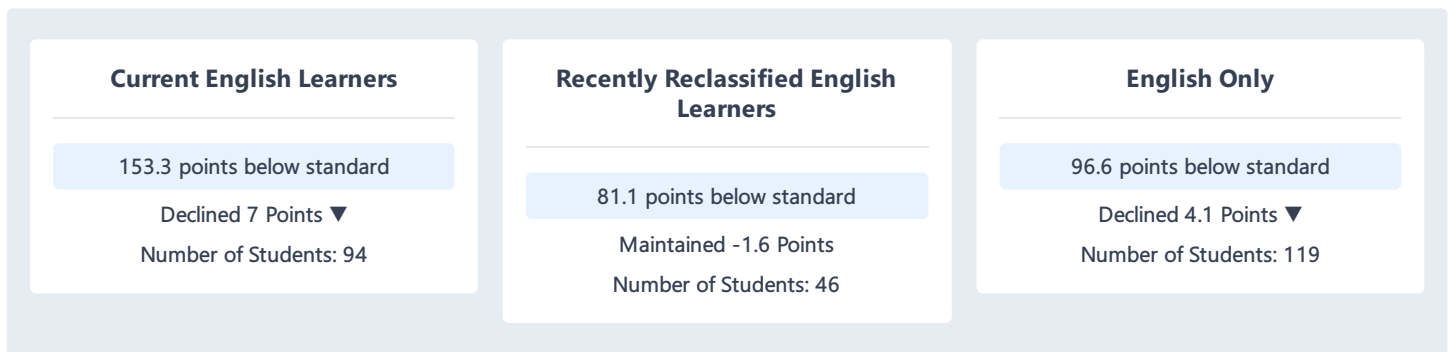Declined 6.2 Points ▼

Number of Students: 288

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	101.1 points below standard	108.6 points below standard

# Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

153.3 points below standard

Declined 7 Points ▼

Number of Students: 94

Recently Reclassified English Learners

81.1 points below standard

Maintained -1.6 Points

Number of Students: 46

English Only

96.6 points below standard

Declined 4.1 Points ▼

Number of Students: 119

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Green

59% making progress towards English language proficiency

Maintained -1.9%

Number of EL Students: 139
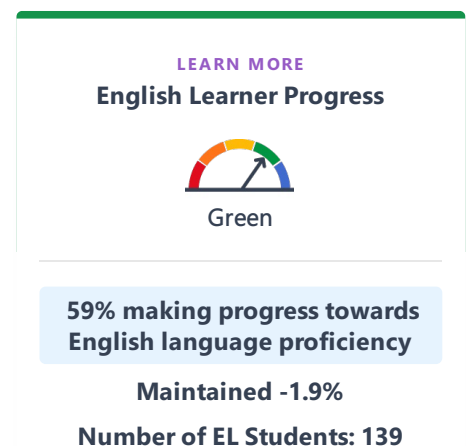
Student English Language Acquisition Results
Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766118871&year=2022-23

All Students

Yellow

31.8% chronically absent

Declined 16% ▼

Number of Students: 491

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

Students with Disabilities

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American

No Performance Color

46.7% chronically absent

Declined 6.7% ▼

Number of Students: 15

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

54.5% chronically absent

Declined 13.9% ▼

Number of Students: 33

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities

Orange

42.6% chronically absent

Declined 13.9% ▼

Number of Students: 54

English Learners

Yellow

28.9% chronically absent

Declined 18.3% ▼

Number of Students: 180

Hispanic

Yellow

30.3% chronically absent

Declined 17.2% ▼

Number of Students: 446

Socioeconomically Disadvantaged

Yellow

32.2% chronically absent

Declined 16.5% ▼

Number of Students: 457

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Orange

1.9% suspended at least one day

Increased 1.7% ▲

Number of Students: 523

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

Students with Disabilities

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American

No Performance Color

10.5% suspended at least one day

Increased 10.5% ▲

Number of Students: 19

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

7.1% suspended at least one day

Increased 7.1% ▲

Number of Students: 42

Two or More Races

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

Orange

1.1% suspended at least one day

Increased 1.1% ▲

Number of Students: 190

Hispanic

Orange

1.5% suspended at least one day

Increased 1.5% ▲

Number of Students: 471

Socioeconomically Disadvantaged

Orange

2.1% suspended at least one day

Increased 1.9% ▲

Number of Students: 483

Students with Disabilities

Green

1.7% suspended at least one day

Declined 0.4% ▼

Number of Students: 59

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.2%	1.9%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.2%	1.9%

Huerta Data Review

April 2024

Summary

Accountability
- Current ESSA Status is **No Status**, exiting ATSI for the most current year ([slide 10](#))
- State Indicators identified as "Red" were **ELA and Math** ([slide 10](#)) and were lower than the district ([slide 11](#))
- State Indicators for **Absenteeism, Suspension, and ELPI** increased from the prior year ([slide 10](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 31.8% ([slides 12](#))

Demographics
- Demographics are majority **Hispanic** at 90.7% of the student population ([slide 5](#))
- 33.7% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

State Assessments
- Percent of students meeting or exceeding standards on **ELA** decreased nearly 5% from prior year to 16.2% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 1% from prior year to 9.29% ([slide 16](#))
- Number of **students tested with ELPAC** decreased from 2022 to 2023 by 7 students to 160 ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 5% ([slide 18](#))

Local Assessments
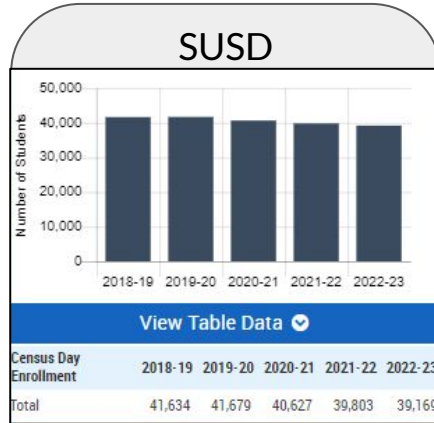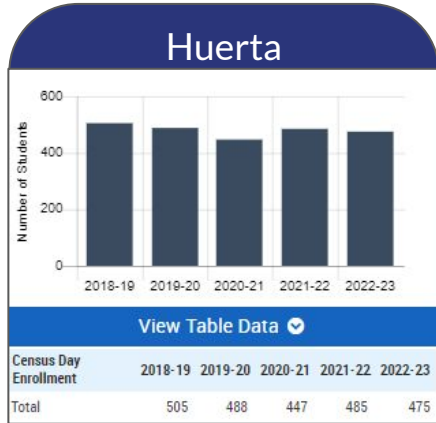- i-Ready (starting on [slide 21](#)): At the end of 2022-23, **Reading on grade level** increased to 32% and **Math** increased to 26%
- i-Ready Lessons: Students have spent on average 28 minutes in reading and 30 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels (starting on [slide 27](#))

Demographics

Enrollment

Huerta

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	505	488	447	485	475

SUSD

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Huerta's enrollment declined by 10 students from 2021-22 to 2022-23
- Huerta's **stability rate** (percent of students who start and end the school year at the school) is 85.5%, near the district at 87%

Sources: Enrollment: EdData, Huerta
Stability Rate: DataQuest

Demographics

Huerta

Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	1.6 %	1.4 %	0.7 %	0.4 %	0.4 %	0.7 %
Asian	2 %	1.2 %	1.3 %	1.2 %	1.3 %	8.8 %
Black or African American	2.6 %	2.7 %	2.9 %	1.9 %	3.2 %	9.2 %
Filipino	3.4 %	2.7 %	2.5 %	1.2 %	0.8 %	3.3 %
Hispanic or Latino	87.1 %	88.9 %	90.2 %	92.2 %	90.7 %	69.6 %
Native Hawaiian or Pacific Islander	0.6 %	0.4 %	0.2 %	0.2 %	0.2 %	0.5 %
None Reported	0 %	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	1.4 %	2 %	1.6 %	1.9 %	2.1 %	3.5 %
White	1.4 %	0.6 %	0.7 %	1 %	1.3 %	4.1 %

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- None Reported
- Two or More Races
- White

- Huerta's population is majority **Hispanic**, with 90.7% of the student population

Sources: EdData, Huerta

English Learners

Huerta
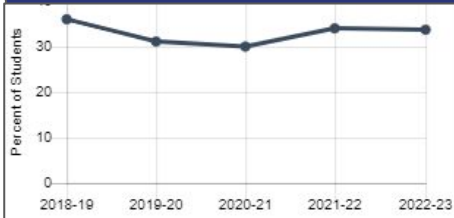
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	36 %	31.1 %	30 %	34 %	33.7 %
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	182	152	134	165	160

SUSD

| English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- **Huerta** averaged 32.96% English Learners over the last 5 years
- Most current data is **33.7%** of the student population are English Learners
- The percent of English Learners is **higher** than the district (between 21% and 25% over the last 5 years)

Sources: EdData, Huerta

English Learners' Language

Huerta

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Cebuano (Visayan)	0.4 %	0.2 %			
Filipino (Pilipino or Tagalog)	0.2 %				
Hmong	0.2 %				
Lao	0.2 %			0.2 %	
Spanish	35 %	30.9 %	30 %	33.6 %	33.1 %
Vietnamese				0.2 %	0.2 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Sources: EdData, Huerta

Current ELs and RFEPs by Grade Level
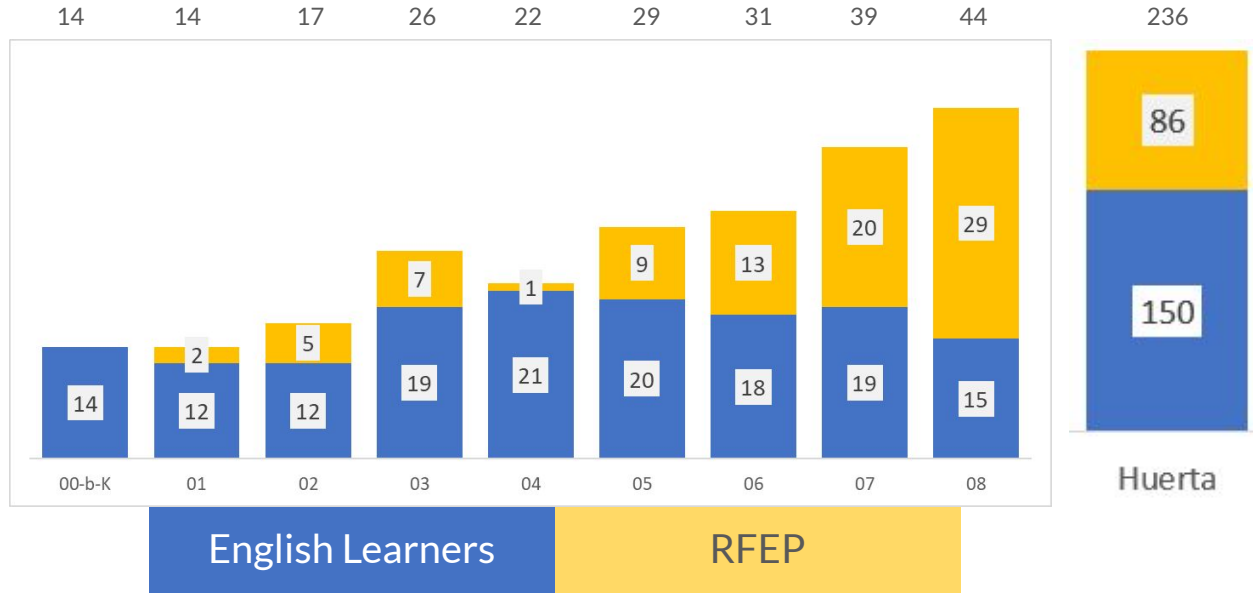
- Huerta has 150 **English Learners** and 86 **RFEP** students*
- **4th grade** has the highest number of English Learners at 21
- Average of 17 ELs per grade level

Source: Synergy, local data as of 4/10/24

State Assistance & Indicators

2023 ESSA Support

- Huerta exited ATSI this year and currently has "No Status"
- Huerta **improved:**
  - Absenteeism
  - Suspension
  - ELPI
- ELA **declined** to Red
- Math **remained** unchanged

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	**No Status**	ELA	1 - Red	2 - Orange
2022	ATSI	Math	1 - Red	1 - Red
2021	No Status	Absenteeism	3 - Yellow	1 - Red
2020	No Status	Suspension	2 - Orange	5 - Blue
2019	No Status	ELPI	4 - Green	4 - Green
2018	No Status			

Note: These are the color indicators on the California School Dashboard (see next slide)
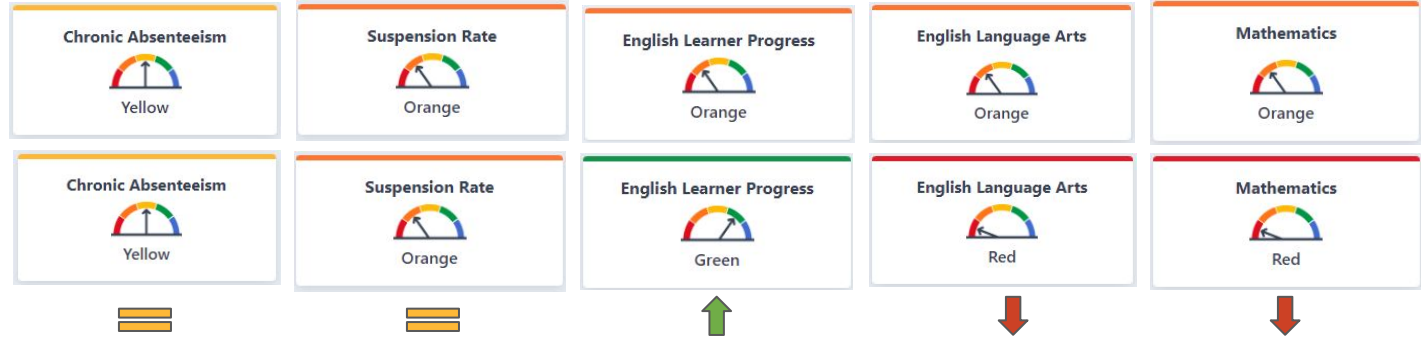
Source: ESSA 2023, visually on 2023 Indicator Dashboard

California School Dashboard

Stockton Unified

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Yellow	Orange	Orange	Orange	Orange

Huerta

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Yellow	Orange	Green	Red	Red

- **Absenteeism (Yellow) and Suspension Rate (Orange)** were the same as the district
- **ELPI (Green)** was higher than the district
- **ELA and Math (Red)** were lower than the district, both Red
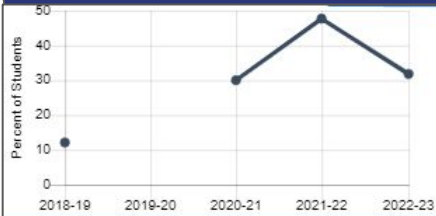
Source: _California School Dashboard_

⬆ Higher than the district   ⬇ Lower than the district   ▤ Same as the district
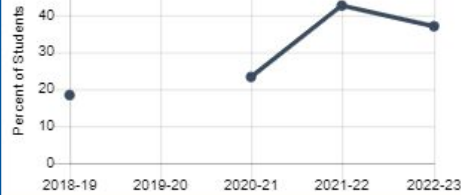
Chronic Absenteeism
Historical

Huerta

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	12.1 %	N/A	30 %	47.7 %	31.8 %

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	63	N/A	142	252	156

SUSD

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Huerta **decreased** the percent of Chronic Absenteeism from 47.7% to 31.8%
- This was lower than the district's absenteeism rate at 37%

Sources:　　EdData, Huerta

Chronic Absenteeism
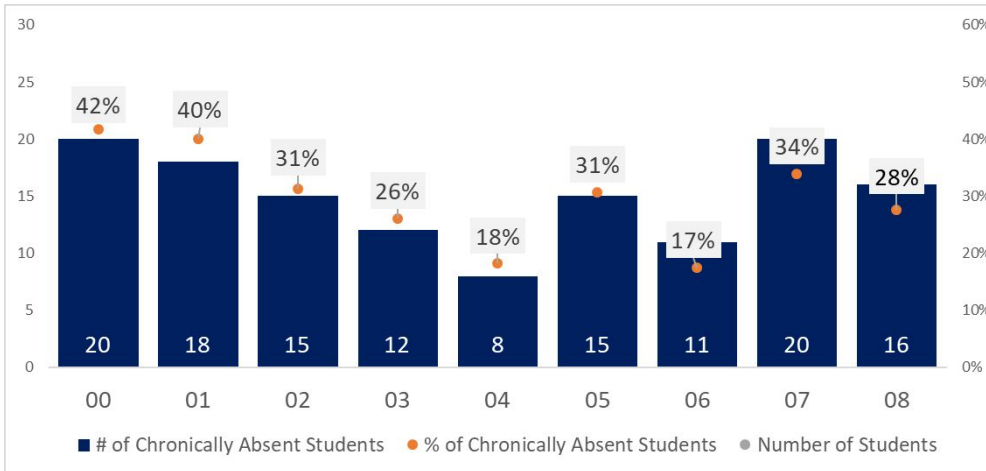
Yellow

Chronic Absenteeism
Current Year

Huerta Chronic Absenteeism through March

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)

Days Absent
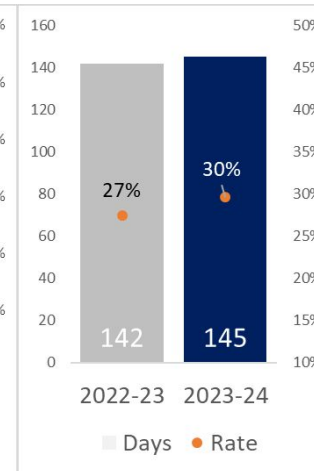
- The number of days absent increased slightly from 142 to 145 and percent of days decreased by 3% (through March)
- **Kinder** has the highest chronically absent rate of students at 42% (20 students)

Source: *Synergy, local data provided by Student Support services, March*

Chronic Absenteeism

Yellow

CAASPP ELA
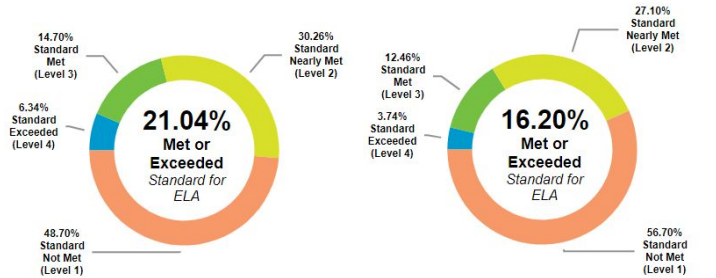## *2 years*

2021-2022
Percent of students within each achievement level

14.70% Standard Met (Level 3)

30.26% Standard Nearly Met (Level 2)

6.34% Standard Exceeded (Level 4)

21.04% Met or Exceeded *Standard for ELA*

48.70% Standard Not Met (Level 1)

2022-2023
Percent of students within each achievement level

12.46% Standard Met (Level 3)

27.10% Standard Nearly Met (Level 2)

3.74% Standard Exceeded (Level 4)

16.20% Met or Exceeded *Standard for ELA*

56.70% Standard Not Met (Level 1)

CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
2022	6%	10%	24%	20%	20%	42%	21%
2023	6%	18%	11%	5%	23%	33%	16%

■ 2022 ■ 2023

2022-2023

Percent Met or Exceeded Standards by Grade Level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Level 4	4%	12%	0%	0%	4%	4%	3.7%
Level 3	2%	6%	11%	5%	19%	29%	12.5%
Level 2	23%	18%	20%	30%	35%	35%	27.1%
Level 1	70%	63%	70%	65%	42%	33%	56.7%

■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)
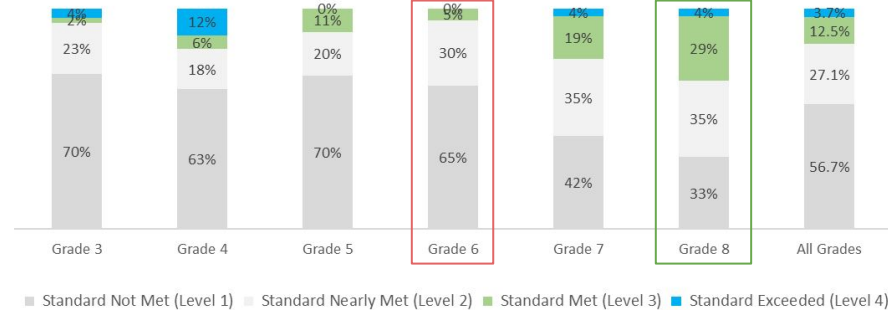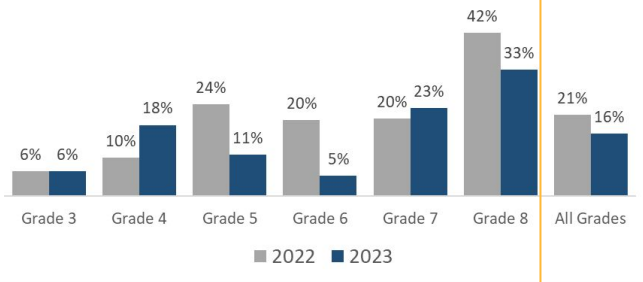
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	70%	63%	70%	65%	42%	33%	56.7%
Standard Nearly Met (Level 2)	23%	18%	20%	30%	35%	35%	27.1%
Standard Met (Level 3)	2%	6%	11%	5%	19%	29%	12.5%
Standard Exceeded (Level 4)	4%	12%	0%	0%	4%	4%	3.7%
Number of Students With Scores	47	49	56	57	57	55	321

- **16.2%** of students met or exceeded ELA standards (11.58% lower than the district at 27.78%)
- This was a 4.84% decrease from the prior year
- **8th grade** had the highest percent met or exceeded standards (33%)
- **6th grade** had the lowest percent met or exceeded standards (5%)
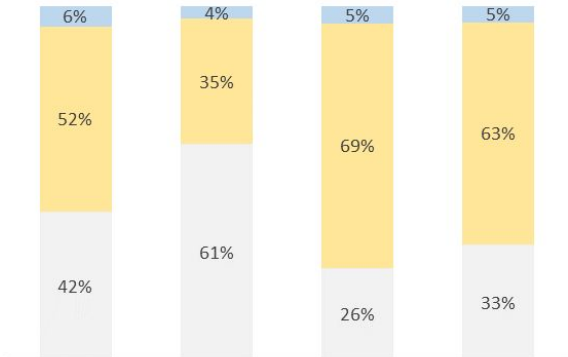
English Language Arts
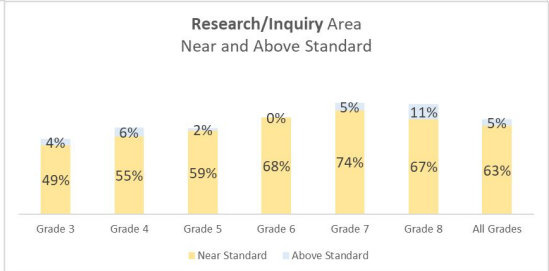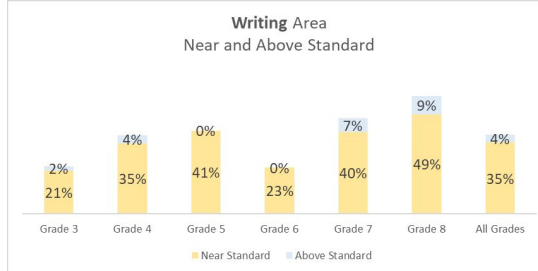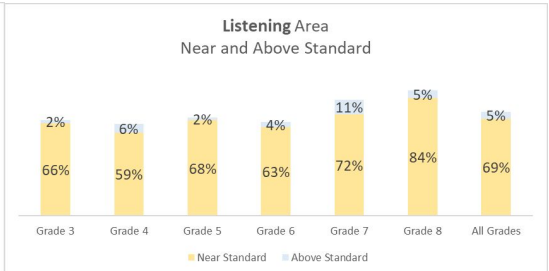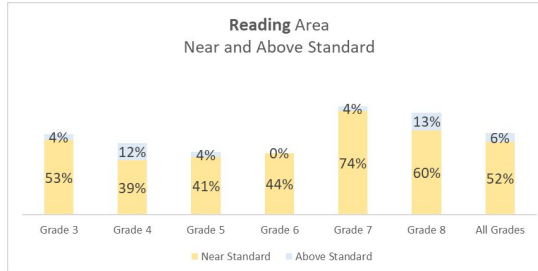
Red

Source: Smarter Balanced Results, Huerta

CAASPP ELA 2022-2023
By Area

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	6%	4%	5%	5%
Near Standard	52%	35%	69%	63%
Below Standard	42%	61%	26%	33%

Reading Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	4%	12%	4%	0%	4%	13%	6%
Near Standard	53%	39%	41%	44%	74%	60%	52%

Listening Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	2%	6%	2%	4%	11%	5%	5%
Near Standard	66%	59%	68%	63%	72%	84%	69%

Writing Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	2%	4%	0%	0%	7%	9%	4%
Near Standard	21%	35%	41%	23%	40%	49%	35%

Research/Inquiry Area
Near and Above Standard

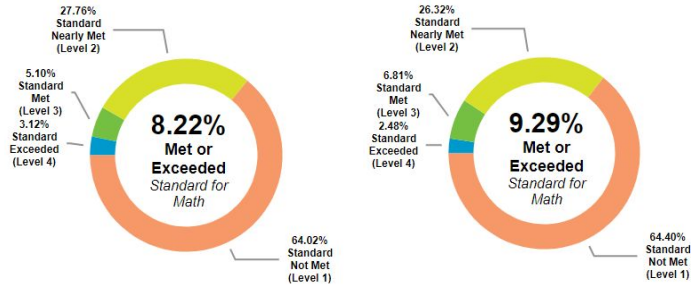|	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	4%	6%	2%	0%	5%	11%	5%
Near Standard	49%	55%	59%	68%	74%	67%	63%

- **Writing** was the lowest area on CAASPP, with 61% of students below standard
- **Listening** was the highest with 74% near or above standard

English Language Arts

Red
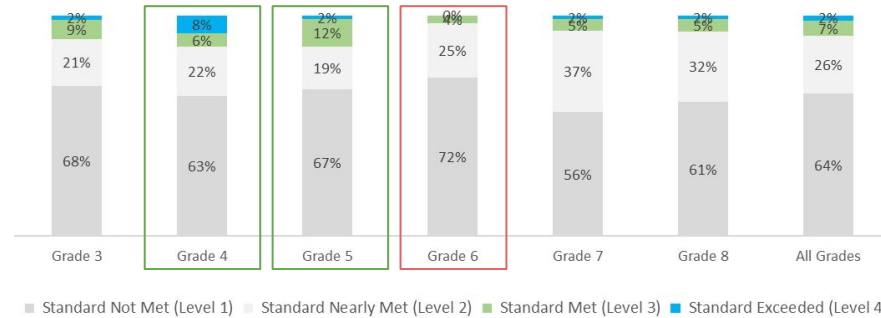
CAASPP Math
2 years

2021-2022 | 2022-2023

Percent of students within each achievement level | Percent of students within each achievement level

2021-2022 donut chart:
- 27.76% Standard Nearly Met (Level 2)
- 5.10% Standard Met (Level 3)
- 3.12% Standard Exceeded (Level 4)
- **8.22% Met or Exceeded** Standard for Math
- 64.02% Standard Not Met (Level 1)

2022-2023 donut chart:
- 26.32% Standard Nearly Met (Level 2)
- 6.81% Standard Met (Level 3)
- 2.48% Standard Exceeded (Level 4)
- **9.29% Met or Exceeded** Standard for Math
- 64.40% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level

CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

Grade	2022	2023
Grade 3	8%	11%
Grade 4	5%	14%
Grade 5	7%	14%
Grade 6	10%	4%
Grade 7	11%	7%
Grade 8	10%	7%
All Grades	8%	9%

Legend: Standard Not Met (Level 1) | Standard Nearly Met (Level 2) | Standard Met (Level 3) | Standard Exceeded (Level 4)

| Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	68%	63%	67%	72%	56%	61%	64%
Standard Nearly Met (Level 2)	21%	22%	19%	25%	37%	32%	26%
Standard Met (Level 3)	9%	6%	12%	4%	5%	5%	7%
Standard Exceeded (Level 4)	2%	8%	2%	0%	2%	2%	2%
Number of Students With Scores	47	49	57	57	57	56	323
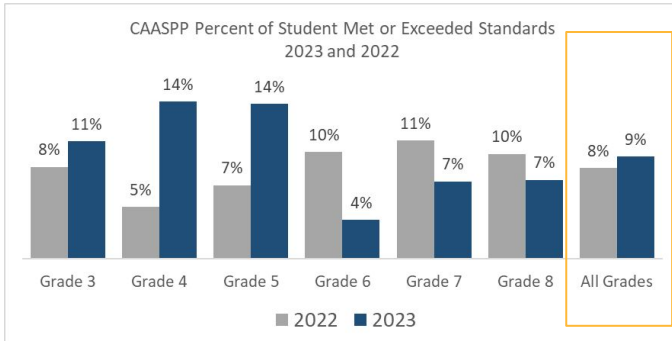
- **9.29%** of students met or exceeded Math standards (7.47% lower than the district at 16.76%)
- This was an increase of 1% from prior year
- **4th and 5th grades** were the highest at 14% met or exceeded standards
- **6th grade** was the lowest at 4% met or exceeded standards

Mathematics
Red

Source: Smarter Balanced Results, Huerta
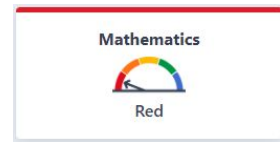
CAASPP Math 2022-2023
By Area
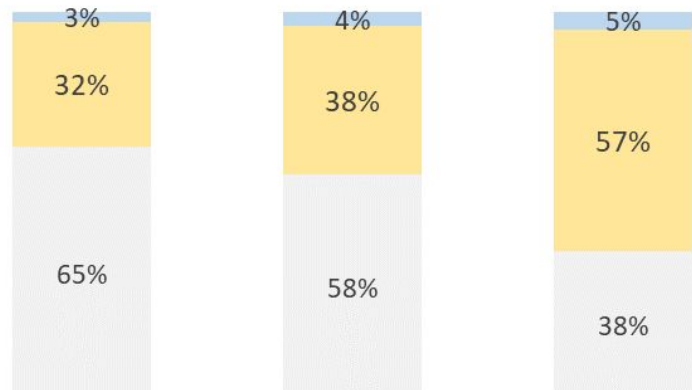
	Concepts & Procedures	Problem Solving	Communicate Reasoning
■ Above Standard	3%	4%	5%
■ Near Standard	32%	38%	57%
■ Below Standard	65%	58%	38%

Concept & Procedures Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	6%	4%	2%	0%	2%	4%	3%
Near Standard	30%	33%	39%	14%	39%	38%	32%

Problem Solving Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	0%	14%	2%	0%	4%	4%	4%
Near Standard	38%	24%	32%	40%	40%	52%	38%

Communicating Reasoning Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	2%	10%	2%	0%	7%	7%	5%
Near Standard	68%	45%	51%	56%	58%	64%	57%

- **Concepts & Procedures** was the lowest math area in CAASPP at 65% of students below grade level
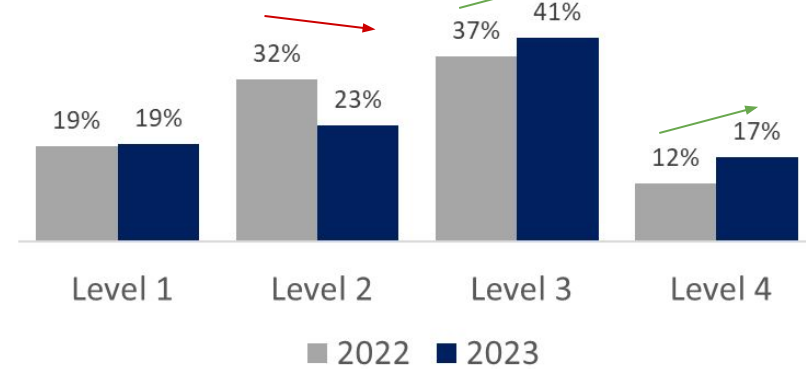- **Communicate Reasoning** was the highest area at 62% of students near or above grade level

Mathematics
Red
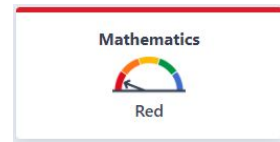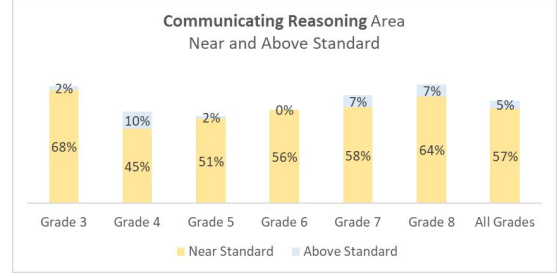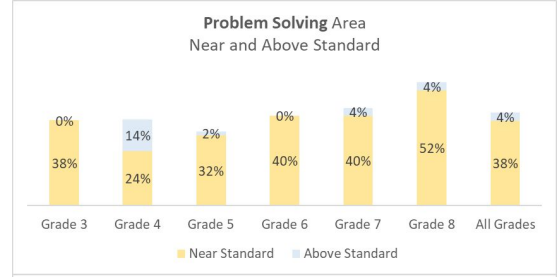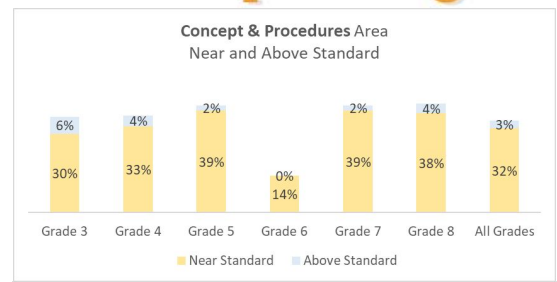
ELPAC
2 Years Overview

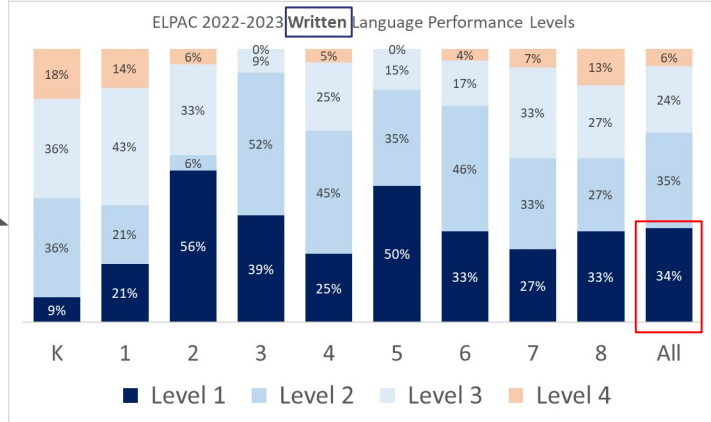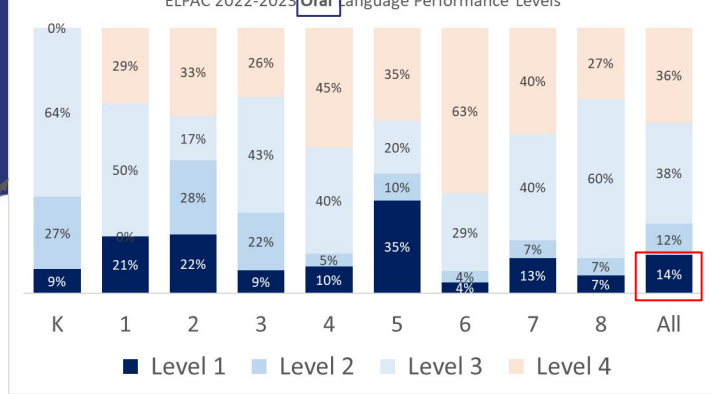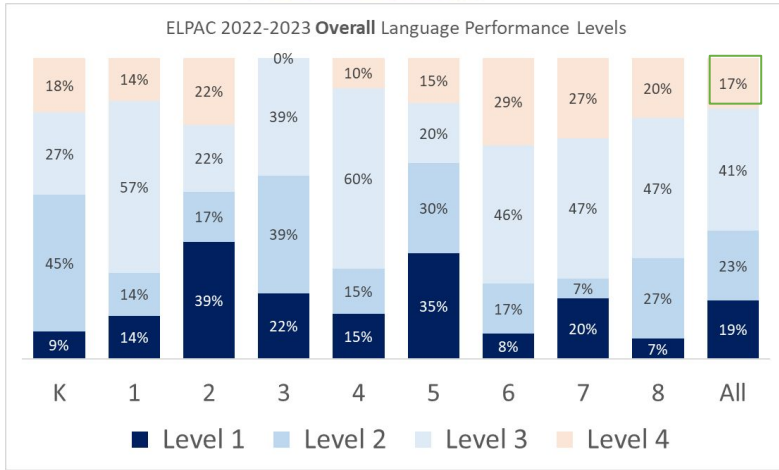Number of Students Tested With ELPAC 2022 and 2023
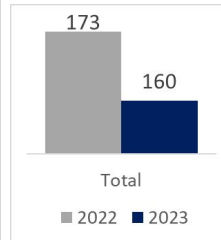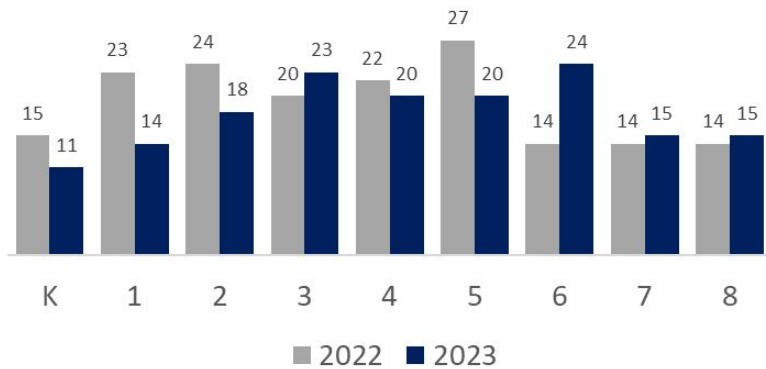
Percent of ELPAC Levels 2022 and 2023

- Number of students taking the ELPAC **decreased by 13** from 173 to 160
- The number of students increased the most in 6th (+10)
- Percent of students scoring level 4 increased by 5%

English Learner Progress

Green

Source: ELPAC Results, Huerta

ELPAC 2022-2023
Overall Results

ELPAC 2022-2023 **Overall** Language Performance Levels

ELPAC 2022-2023 **Oral** Language Performance Levels

ELPAC 2022-2023 **Written** Language Performance Levels

PL	K	1	2	3	4	5	6	7	8	All
Level 1	1	2	7	5	3	7	2	3	1	31
Level 2	5	2	3	9	3	6	4	1	4	37
Level 3	3	8	4	9	12	4	11	7	7	65
Level 4	2	2	4	0	2	3	7	4	3	27
Total	11	14	18	23	20	20	24	15	15	160

- **160 students** took the ELPAC in 2022-2023
- 17% of students received a 4 (considered "proficient")
- 34% of students received a 1 in **Written** Language versus 14% received a 1 in **Oral** Language

English Learner Progress

Green

Source: ELPAC Results, Huerta

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	34%	37%
Huerta	28%	32%

% on Grade Level Diagnostic 2

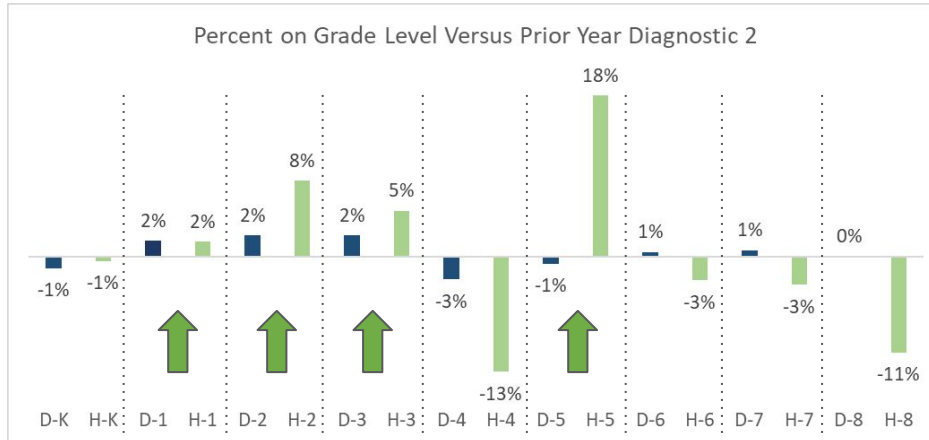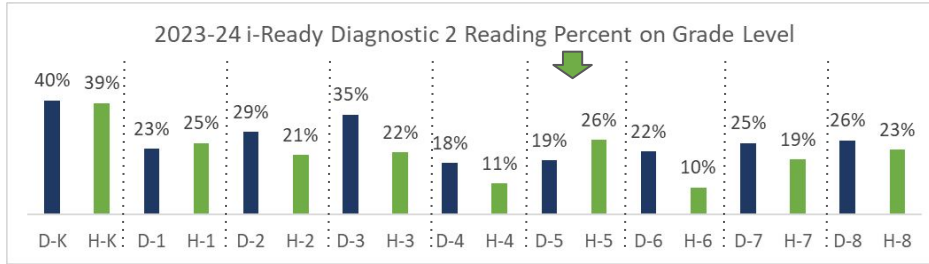|	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Huerta	18%	21%	21%

Diagnostic 3 - End of Year

- Huerta increased the percent of students on grade level by 4% with 32% of students on grade level at the end of last year

Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 21% of students were on grade level, remaining flat from prior year

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Reading
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

D-K 40% | H-K 39% | D-1 23% | H-1 25% | D-2 29% | H-2 21% | D-3 35% | H-3 22% | D-4 18% | H-4 11% | D-5 19% | H-5 26% | D-6 22% | H-6 10% | D-7 25% | H-7 19% | D-8 26% | H-8 23%

Percent on Grade Level Versus Prior Year Diagnostic 2

D-K -1% | H-K -1% | D-1 2% | H-1 2% | D-2 2% | H-2 8% | D-3 2% | H-3 5% | D-4 -3% | H-4 -13% | D-5 -1% | H-5 18% | D-6 1% | H-6 -3% | D-7 1% | H-7 -3% | D-8 0% | H-8 -11%

Strengths

- 5th grade had a higher percent on grade level than the district
- 1st, 2nd, 3rd, and 5th increased the percent of students on grade level

Opportunities

- 4th grade declined by 13% on grade level versus prior year
- 6th grade declined by 3% and had the lowest percent on grade level at 10%

D = District
H = Huerta

Source: 2023-24 i-Ready Dashboard

i-Ready Reading Domains
Percent on Grade Level

Strengths

- **Phonological Awareness, Phonics, and High-Frequency Words** increased percent on grade level
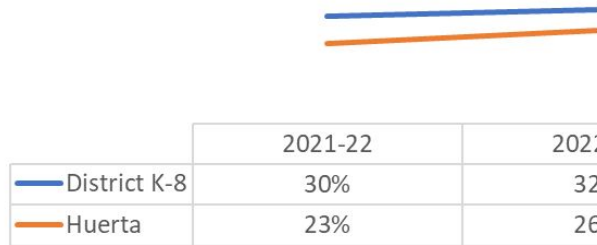
Opportunities

- **Vocabulary** had the largest gap to the district for percent of students on grade level and had a 5% decrease from the prior year

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

D PA: 84% 84% | H PA: 83% 84% | D PH: 58% 59% | H PH: 54% 55% | D HFW: 75% 76% | H HFW: 72% 73% | D VOCAB: 24% 24% | H VOCAB: 22% 17% | D LIT: 29% 30% | H LIT: 25% 25% | D INFO TEXT: 27% 26% | H INFO TEXT: 24% 22%

■ 2022-23 ■ 2023-24

Percent Difference from District

PA: -0.3% | PH: -3.7% | HFW: -2.9% | VOCAB: -7.0% | LIT: -4.7% | INFO TEXT: -3.8%
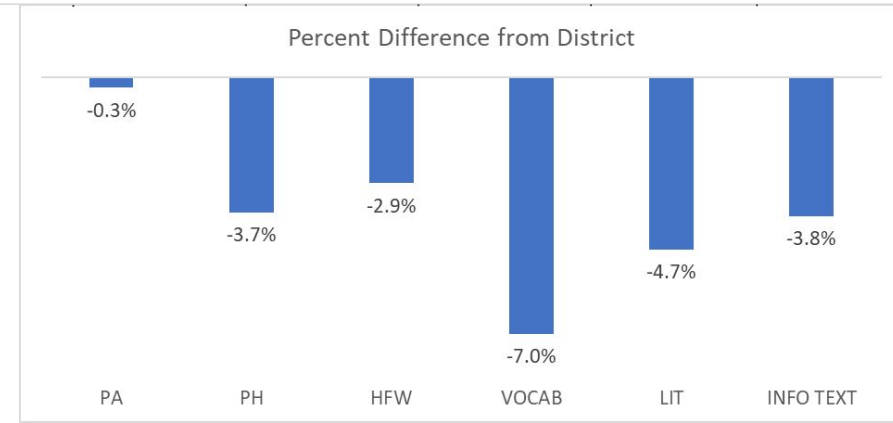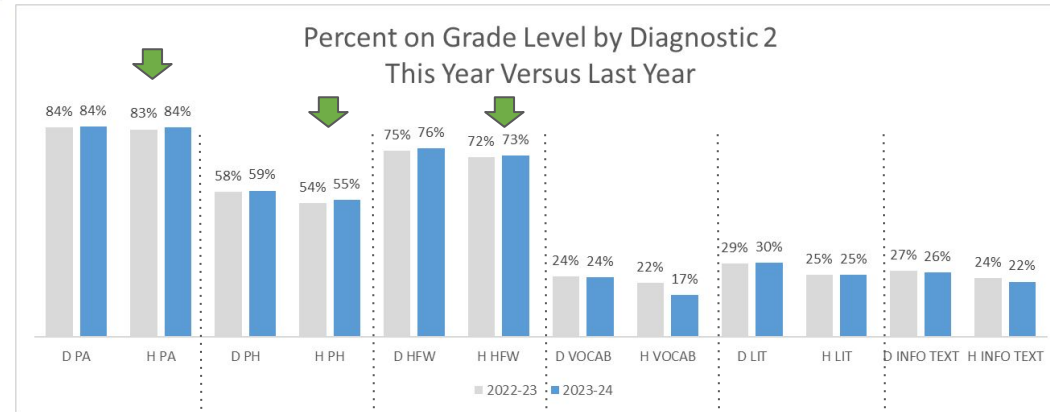
D = District
H = Huerta
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
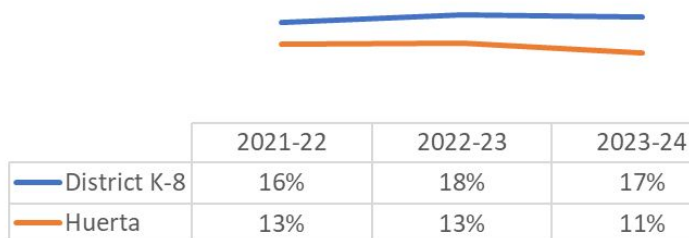INFO TEXT = Informational Text

Source: 2023-24 i-Ready Dashboard

i-Ready Math

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	30%	32%
Huerta	23%	26%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	16%	18%	17%
Huerta	13%	13%	11%

Diagnostic 3 - End of Year

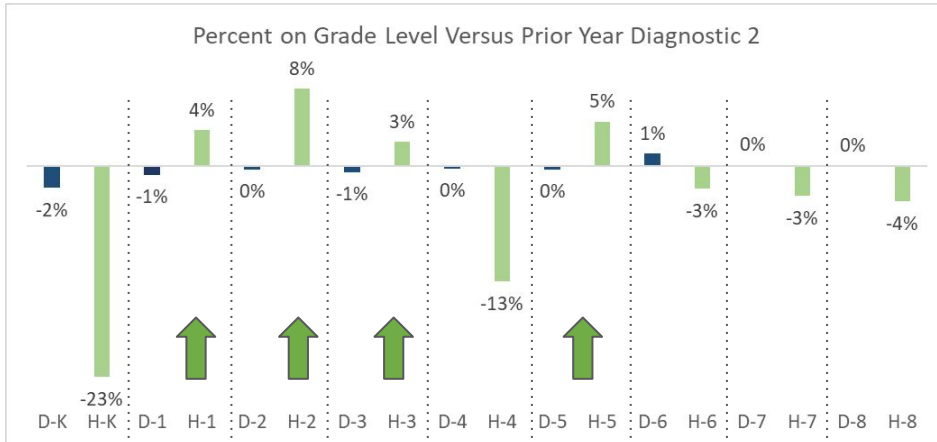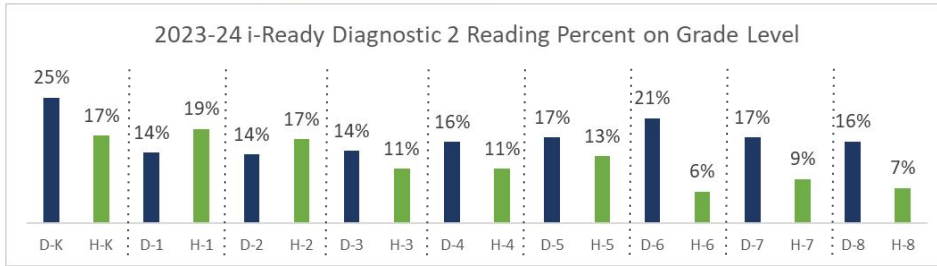- At the end of 2022-2023, Huerta increased the percent of students on grade level by 3% to 26%

Diagnostic 2 - Most Current

- For the most recent diagnostic, 11% of students were on grade level, decreasing 2% from prior year

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Math
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

D-K 25% | H-K 17% | D-1 14% | H-1 19% | D-2 14% | H-2 17% | D-3 14% | H-3 11% | D-4 16% | H-4 11% | D-5 17% | H-5 13% | D-6 21% | H-6 6% | D-7 17% | H-7 9% | D-8 16% | H-8 7%

Percent on Grade Level Versus Prior Year Diagnostic 2

D-K -2% | H-K -23% | D-1 -1% | H-1 4% | D-2 0% | H-2 8% | D-3 -1% | H-3 3% | D-4 0% | H-4 -13% | D-5 0% | H-5 5% | D-6 1% | H-6 -3% | D-7 0% | H-7 -3% | D-8 0% | H-8 -4%

Strengths

- 1st, 2nd, 3rd, and 5th grades increased the percent of students on grade level

Opportunities

- Kinder and 4th grade decreased the percent of students on grade level

D = District
H = Huerta

Source: 2023-24 i-Ready Dashboard

i-Ready Math Domains
Percent on Grade Level

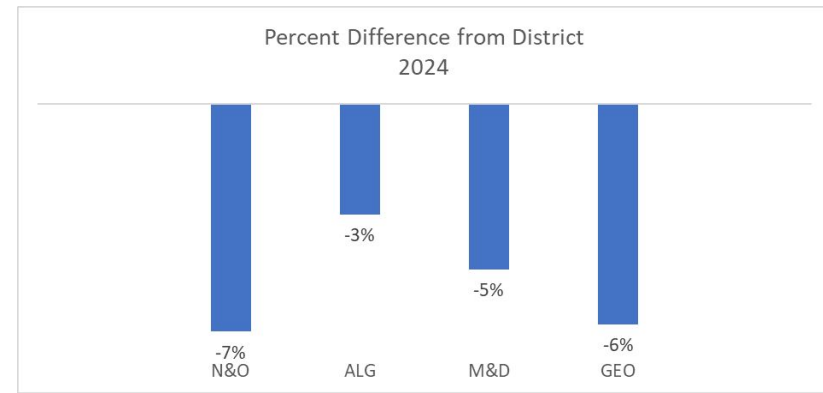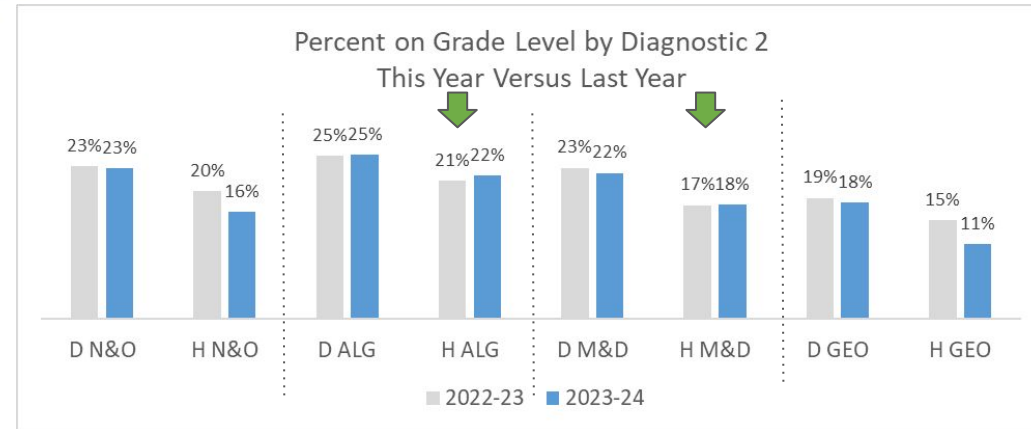## Strengths

- Algebra and Measurement & Data had a slight increase for percent of students on grade level

Opportunities

- Geometry had the lowest percent on grade level and a 6% gap to the district
- All domains have a gap to the district's percent on grade level

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

	D N&O	H N&O	D ALG	H ALG	D M&D	H M&D	D GEO	H GEO
2022-23	23%	20%	25%	21%	23%	17%	19%	15%
2023-24	23%	16%	25%	22%	22%	18%	18%	11%

Percent Difference from District
2024

N&O	ALG	M&D	GEO
-7%	-3%	-5%	-6%

D = District
H = Huerta
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
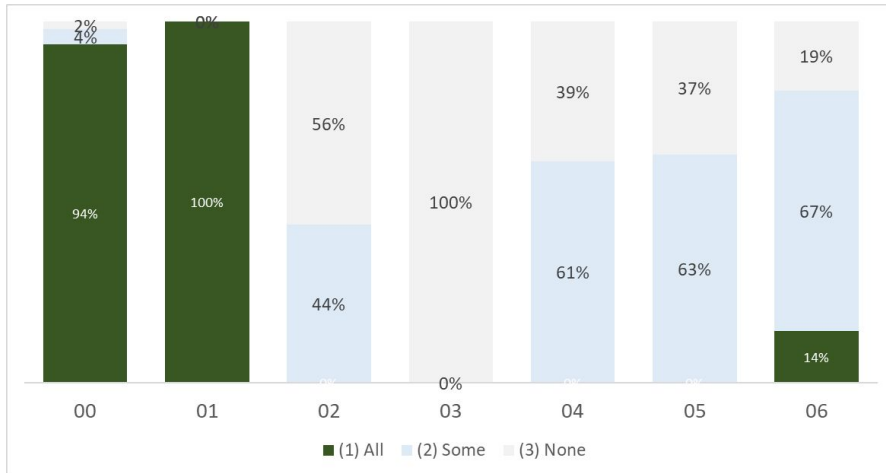GEO = Geometry

Source: 2023-24 i-Ready Dashboard

Curriculum Engagement and Results

Benchmark

Benchmark Engagement
K-6 ELA Curriculum

Huerta
Percent of Benchmark Unit Assessments Administered
2023-2024

- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed:**

➔ **High Engagement**
  ○ Kinder, 1st

➔ **Some Engagement**
  ○ 2nd, 4th, 5th, 6th

➔ **No Engagement**
  ○ 3rd

Data included is for online administered assessments

Benchmark Standards Performance
Overall

Huerta

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	51	63	38	45	43
Grade k	69	80	53	65	-
Grade 1	62	78	57	68	58
Grade 2	47	56	50	54	27
Grade 3	51	33	-	34	-
Grade 4	36	42	27	37	09
Grade 5	53	57	55	41	59
Grade 6	41	48	31	33	31

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District

Language	Reading Foundational Skills	Reading Informational Text	Reading Literature	Writing
-1	-1	-5	-5	-3
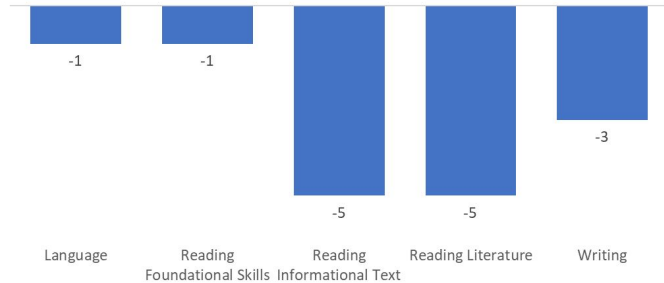
- **Reading Foundational Skills** has the highest percent correct at 63%, a 1% gap to the district
- **Informational Text** is the lowest standard at 38% correct, with a 5% gap to the district
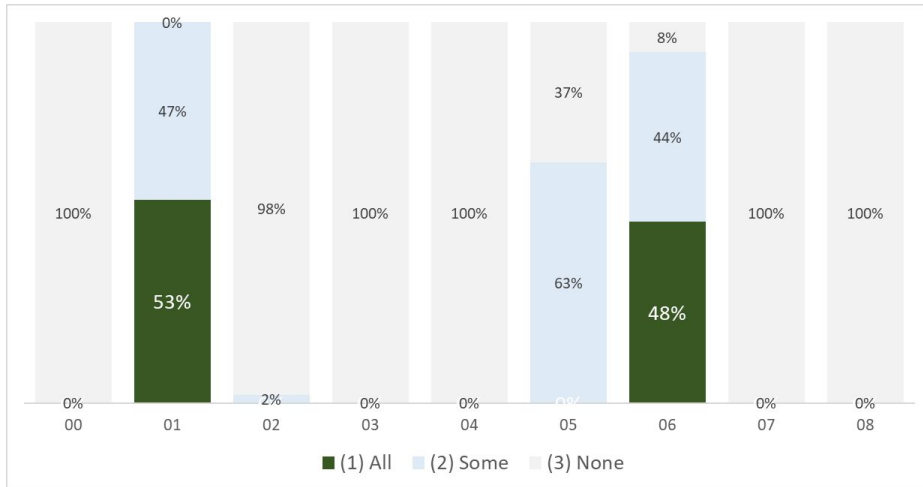
Curriculum Engagement and Results

Ready Math

Ready Math Engagement

Huerta
Percent of Ready Math Unit Assessments Administered
2023-2024

- Engagement in the Ready Math Unit Assessments is **low:**
- ➔ **High Engagement**
  - ○ 1st, 6th
- ➔ **Some Engagement**
  - ○ 5th
- ➔ **No Engagement**
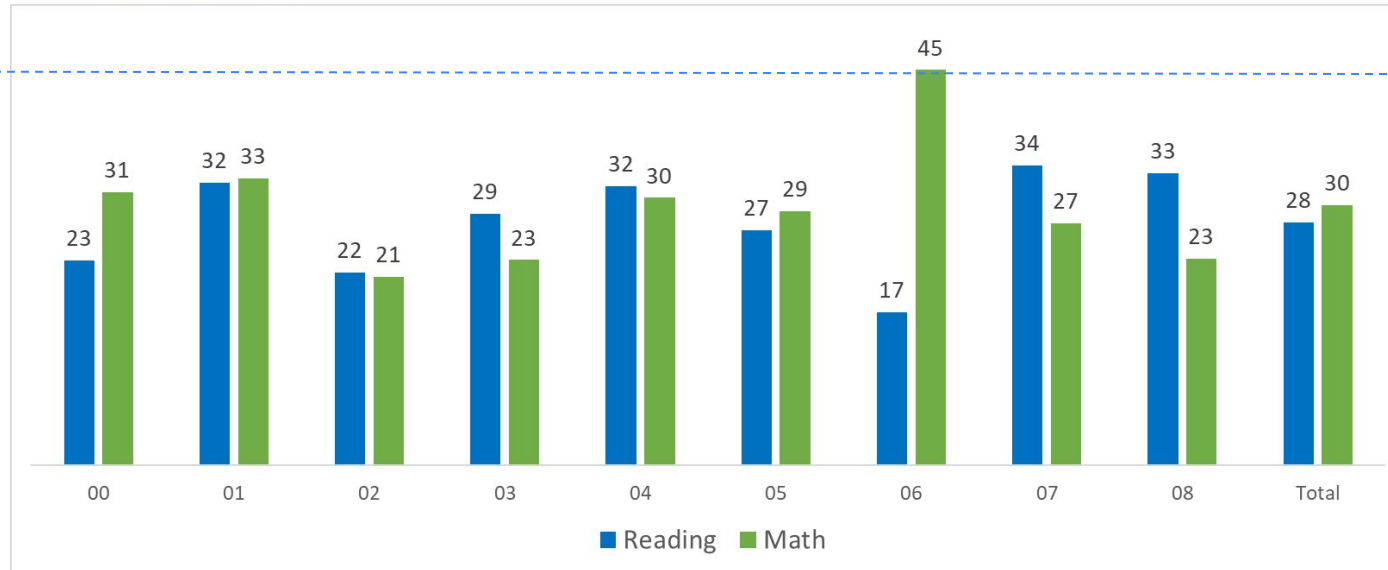 - ○ Kinder, 2nd, 3rd, 4th, 7th, 8th

i-Ready Lessons

Average Minutes - i-Ready Lessons

*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall,** the average year-to-date minutes 28 for reading and 30 for math
- 1st grade had the highest average at 65 total minutes (32 for reading, 33 for math)

i-Ready Pathway Data- Avg Minutes
Reading
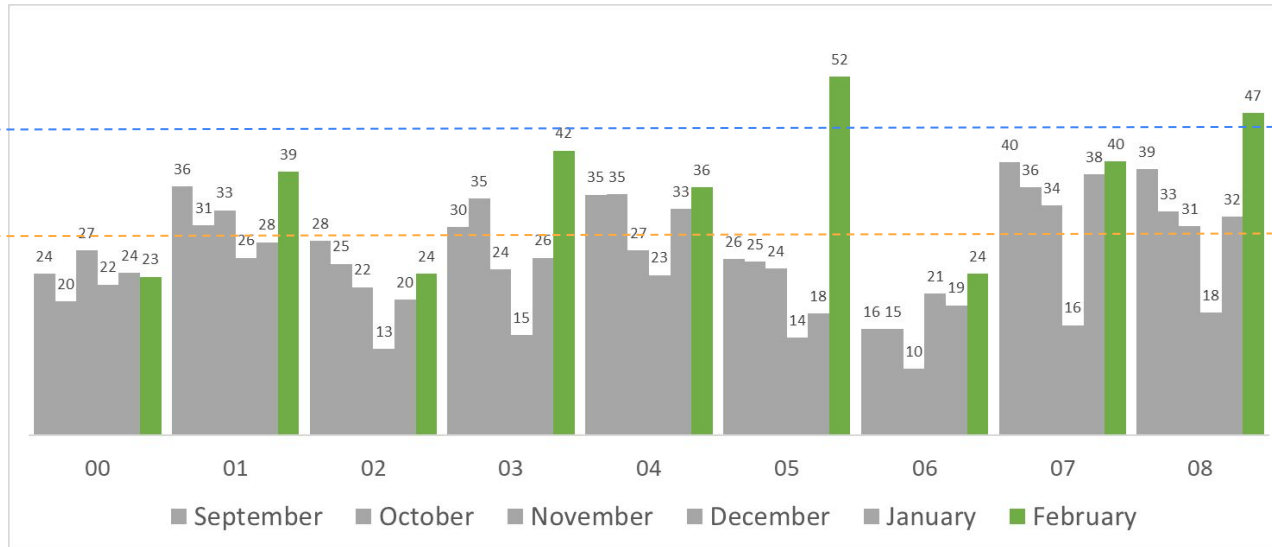
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Huerta, **28 minutes** were spent on average in i-Ready **Reading (orange line)**
- No grades met the recommended 45 minutes per week for Reading

i-Ready Pathway Data- % Correct
Reading
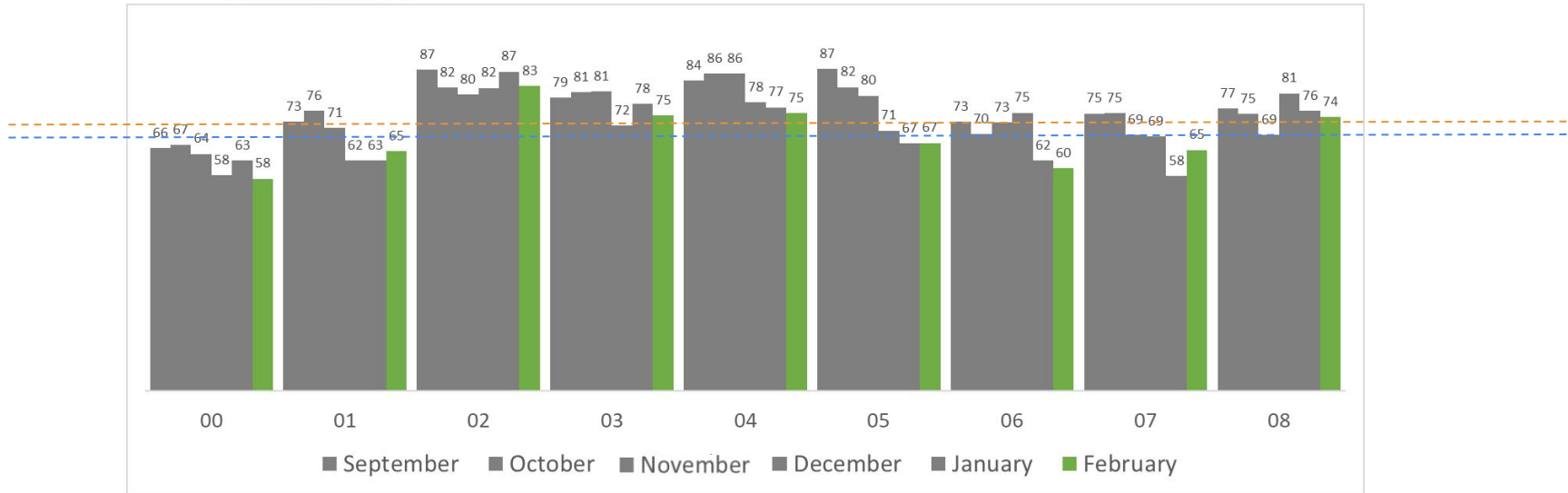
i-Ready recommends 70% for passing lessons (blue line)

- For Huerta, **average was 73%, above the target**
- 2nd, 3rd, 4th, 5th, and 8th grade are meeting the target

i-Ready Pathway Data- Avg Minutes
Math
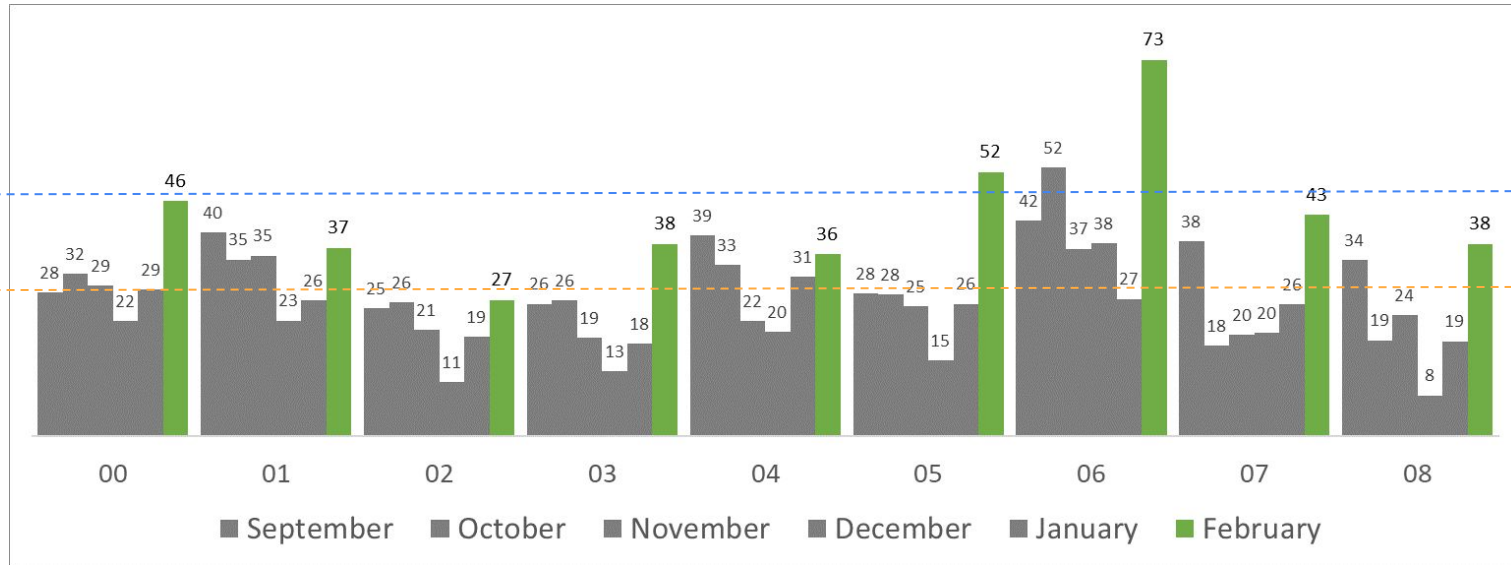
i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Huerta, **30 minutes** were spent on average in i-Ready **Math (orange line)**
- 6th grade was the only grade level to meet the recommended minutes per week

i-Ready Pathway Data- % Correct
Math
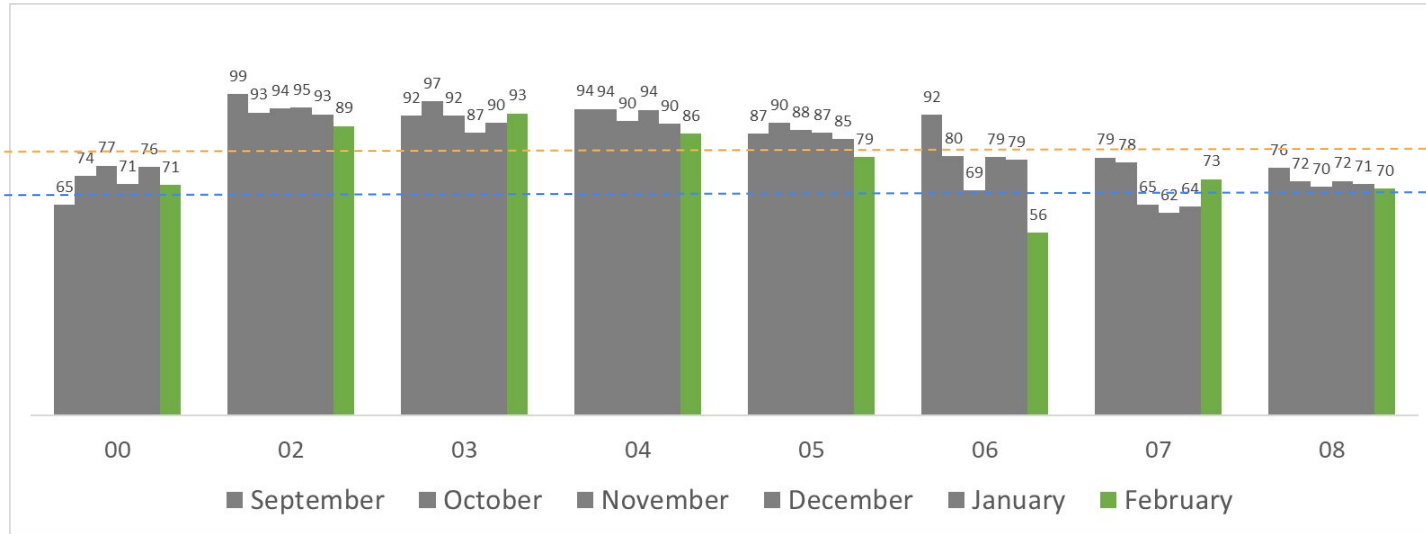
*i-Ready recommends 70% for passing lessons (blue line)

- For Huerta, **average was 81% (orange line)**
- On average, all grades met the 70% target

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

Acronym	Description
ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov