

# 2024-2025 School Plan for Student Achievement (SPSA)

SPSA Year:

X2024-25



# School Plan Overview

Dolores Huerta International Academy will host a variety of family nights and events to promote family and community engagement. Teachers were given planning time to develop Teacher Clarity, IB Planners/Units, and to continue to work on the writing program.

- Scholars read over 100 million words as documented by the Accelerated Reader program
- Tutoring was available for scholars
- ASL classes were offered to students in grades K-6
- Lessons and supports were provided to implement the PBIS expectations
- Dolores Huerta International Academy will continue to improve our PBIS implementation
- Dolores Huerta International Academy will host a variety of family nights and events to promote family and community engagement

IN 1 aolations



<b>Enrollment by Race/Ethnicity</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
Two or More Races	2	0.3
White	10	1.6



2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



Red

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.









**2023 Fall Dashboard English Language Arts Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 13.6 points below standard Increased +9.8 points 335 Students	 Yellow 25.1 points below standard Increased +6.3 points 168 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Yellow 20.1 points below standard Increased +8.1 points 224 Students	 Yellow 61.2 points below standard Increased Significantly +43.7 points 34 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6 points below standard Increased +10.6 points  325 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
83.6 points below standard Decreased -11.6 points  87 Students	37.8 points above standard Decreased -9.8 points  81 Students	4.1 points below standard Increased Significantly +22.3 points  149 Students

# School and Student Performance Data

## Academic Performance

### **Mathematics**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more compl a 2 (to)-1( )g1(cipatur( )-81(a )1(r)1f81(a )-1(ol)w )-81(acho)-11(ol)l-81(al)-1(d



**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>Less than 11 Students</p> <p>2 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Color</p> <p>0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p>Yellow</p> <p>45.4 points below standard</p> <p>Increased Significantly +16.4 points</p> <p>325 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>

# School and Student Performance Data

## Academic Performance

### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

#### 2023 Fall Dashboard English Learner Progress Indicator

##### English Learner Progress



Red

29.8% making progress towards English language proficiency

Number of EL Students: 178 Students

Performance Level: 1

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

2023 Fall Dashboard Student English Language Acquisition Results		
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	
68	57	

# School and Student Performance Data

## Academic Performance

### College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low  
Lowest Performance

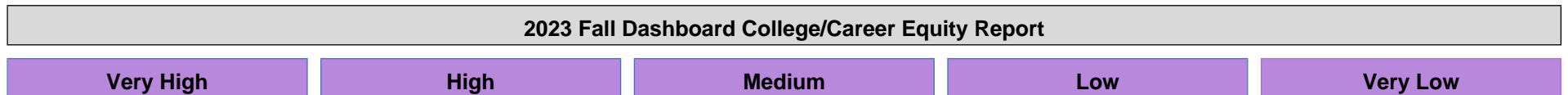
Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.





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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

# School and Student Performance Data

## **Academic Engagement**

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

**All Students**

Yellow

11.8% Chronically Absent

Declined Significantly -9.2

633 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

**African American**

Less than 11 Students

4 Students

# School and Student Performance Data

**2023 Fall Dashboard Graduation Rate for All Students/Student Group**

**All Students**





**English Learners**

**Foster Youth**

**Homeless**



**2023 Fall Dashboard Suspension Rate for All Students/Student Group**

All Students	English Learners	Foster Youth
 Green 0.3% suspended at least one day Increased 0.3 637 Students	 Blue 0% suspended at least one day Maintained 0 266 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day 14 Students	 Green 0.5% suspended at least one day Increased 0.5 441 Students	 Orange 2.9% suspended at least one day Increased 2.9 69 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

**African American**

Less than 11 Students  
4 Students

**American Indian**

No Performance Color  
0 Students

**Asian**

## Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes
Student Fall SEL Survey: Participation Rate for Grades 3-12	88%	79%	95%
Family Climate Survey: Household Participation Rate	19%	10%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	84%	68%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	0%	79%	N/A – Participation for optional grade levels is not expected. Participation rate is only included to provide additional context for the interpretation of results.

Student Fall SEL Survey	
Grade levels that participated:	Grades 3-6
Strategies or challenges that contributed to participation rate:	Monitored completion rate and notified teachers which students still needed to complete their survey. We had several teachers out on leave and it was challenging to get substitute teachers to complete the survey with their scholars.
Areas where growth was evident from previous year:	Self-efficacy, growth mindset and emotion regulation went up 2 percentage points each in grades 3-5. We had growth in all areas for our 6th graders with the exception of emotion regulation. Sense of belonging had a huge growth (14% in 6th grade).
Areas of strength identified:	Supportive relationships is a strength in all grades.
Areas where growth is needed:	Emotion regulation is an area of needs as only 52% of students responded favorably.

Student Climate Survey	
Grade levels that participated:	Grades 3-6
Strategies or challenges that contributed to participation rate:	The challenge was that there was a lot going on, we have substitutes in a couple of classes.

Student Climate Survey	
Areas where growth was evident from previous year:	While there wasn't any growth from previous years; School safety and rigorous expectations were the areas with the least drop.
Areas of strength identified:	Our strengths are student interactions and rigorous expectations.
Areas where growth is needed:	Student voice continues to be an area of need.

Family Climate Survey	
Strategies or challenges that contributed to participation rate:	The timing of the survey was difficult for our families.
Areas where growth was evident from previous year:	The area of facilities had the most growth and is at 100%. School safety and family engagement were other areas of growth.
Areas of strength identified:	Student interactions is an area of strength at 95%.
Areas where growth is needed:	Although family engagement is an area that showed growth, it remains an area of need as it is only at 28%.

Site-Based Surveys	
Describe formal and informal methods for gathering input about stakeholder needs (teachers/staff, families, students).	The staff met during the summer and listed areas of need for professional development. Our Leadership Team met and listed a variety of focus areas that they saw as a need for school. They took those focus areas to their grade level teams. We met again and determined that writing and ELD were areas of focus for this year.
Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.	The areas for professional development were GLAD training, Staff also requested training on our new science program for K-5, Twig. Parents expressed an interest in developing reading strategies with their children. We offered assistance through the Latino Family Literacy Project. Students are given surveys to support our PBIS implementation through PBIS and informal surveys.

## Analysis of Qualitative Data

### Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

















## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.

MAP Growth Language (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.06	0.12	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.13	-0.07	>= 0

**CAASPP Data Analysis – ALL Students**

**Achievement Trends:**

DHIA is a dual language school where 3rd grade students are learning the concept in Spanish 70% of the day and English 30% of the day. The data shows that the percentage of students meeting/exceeding increases as the grade level increases in ELA. Additionally, the average distance from standard started at the Nearly Met Range in the 3rd grade and by the 6th grade, students are in the Met range for ELA

Schoolwide, 43.5% of our scholars met or exceeded the state standards in ELA and 27.4% met or exceeded the standards in math. In ELA the school average is 13.6 points below standard which is about 36 points above the district average. In math the school average is 44.3 points below standard which is about 39 points above the district average.

In ELA, the average distance from standard has increased (positive change of DFS), which is narrowing the achievement gap. There was an increase (positive change of DFS) of average DFS for all grade levels in Math.

English Learners and Students with Disabilities are the two groups that are significantly below the schoolwide percentage in both ELA and math.

**Growth Trends:**

DHIA showed growth in both Math and ELA, schoolwide. Additionally, all student groups with the exception of EL had a positive change of Distance from standard in both Math and ELA. EL students only had a positive change of DFS in Math

The percent Standard Met/Exceeded increased in ELA for grades 3 and 6 but decreased for grades 4 and 5. The percent Standard Met/Exceeded increased in Math for grades 4, 5, and 6 but decreased for grade 3.

In ELA, all student groups cohort improved their distance from standard significantly, narrowing the achievement gap. The White student group cohort is the only one that maintained in ELA.

In math, grade 4 and grade 5 cohort significantly improved their distance from standard; resulting in narrowing the achievement gap. However, grade 5 cohort declined in distance from standard, resulting in widening the achievement gap.

**Identified Areas of Strength:**

Schoolwide, listening is a relative area of strength in ELA.

Schoolwide, Communicating Reasoning is a relative area of strength in math.

Identified Needs (Areas for Growth):

Schoolwide, writing is the greatest area of need in ELA.

Schoolwide, Concept and Procedures is the greatest area of need in math.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

ELA and Math: English Learners and our students with disabilities.



## Site Measures for Evaluating Actions/Services

We switched from MAP to iReady this year. The percentage of students with improved placement is as follows in reading:

K 18%, 1st 32%, 2nd 33%. 3rd 48%, 4th 59%, 5th 52%, and 6th 41%

The percentage of students with improved placement is as follows in math:

K 18%, 1st 45%, 2nd 45%. 3rd 29%, 4th 39%, 5th 42%, and 6th 47%

The pre and post tests given for tutoring sessions have shown improvement in 90% of scholars.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served Person(s) Responsible	2024-25 Estimated Cost
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2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<p>to strengthen instruction and engagement in all academic content areas, STEAM, PBIS, and wellness.</p> <ul style="list-style-type: none"> <li>Contracted services and materials</li> <li>Certificated/Classified hourly pay</li> <li>Substitute pay</li> <li>Conference-related fees and travel</li> </ul>	Classroom Visit Data Teacher Surveys				
<p>1E Conduct informational meetings and parent workshops on a variety of educational topics and needs such as, but not limited to, Family Nights, IB Exhibition, College and Career, Readiness, Literacy, Safety, Bullying, Student report cards, California State Testing, IB programs, PBIS, Dual Language programs and Language Acquisition, and building effective home school partnerships</p> <ul style="list-style-type: none"> <li>Childcare will be provided</li> <li>teacher hourly pay</li> <li>classified hourly</li> <li>Conference-related fees and travel</li> <li>books and materials/printing</li> <li>certificated/classified training</li> </ul>	Surveys	Scholars in grades K-6	Administration Counselor Teachers TOA Community Bilingual Aide	3,000	1,000
<p>1F Continue with the implementation of school-wide PBIS program:</p> <ul style="list-style-type: none"> <li>Provide a CICO Coordinator with hourly pay to monitor students on CICO</li> <li>Purchase PBIS student awards</li> <li>Purchase PBIS store items</li> <li>Certificated and classified hourly</li> </ul>	TFI Panorama Surveys	Scholars in grades K-6, particularly scholars with disabilities, behavior, or academic concerns	Administration Counselor PBIS Team		6,500

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
1G Promote school connectedness through student activities and campus beautification opportunities <ul style="list-style-type: none"> <li>• school murals and signs</li> <li>• student led garden</li> <li>• Athletic equipment and assembly</li> <li>• Certificated/Classified hourly pay</li> </ul>		Scholars in grades K-6	Administration Teachers Assistant Principal Secretary		3,500
Goal 1H Provide time for teachers and staff to align standards to assessments, to collaborate, and to analyze data. <ul style="list-style-type: none"> <li>• teacher hourly pay</li> <li>• classified hourly</li> </ul>	Benchmarks iReady data	Scholars in grades K-6	Administration TOA Teachers	2,500	500
Goal 1I Enhance student engagement and holistic development by .5   221.19999695 97.39					

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of ELs: English Learners in the DLI program and English program will demonstrate improved academic growth and achievement in Reading through the use of Academic discourse structured with response frames.			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 73.1 (2021-2022)</li> </ul>	-83.6	-80.6
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 99.8 (2021-2022)</li> </ul>	-98.2	-95.2
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -4.0 1st: -10.6 2nd: -15.3 3rd: -15.4 4th: -18.9 5th: -10.6 6th: -7.8	KN: -4.9 1st: -9.2 2nd: -11.3 3rd: -16.9 4th: -18.6 5th: -15.1 6th: -8.9	KN: -4.4 1st: -8.7 2nd: -10.8 3rd: -16.4 4th: -18.1 5th: -14.6 6th: -8.4
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -2.4 1st: -7.7 2nd: -17.1 3rd: -14.0 4th: -14.4 5th: -11.5 6th: -10.9	KN: -1.1 1st: -5.6 2nd: -11.0 3rd: -16.1 4th: -14.9 5th: -15.1 6th: -14.0	KN: -0.6 1st: -5.1 2nd: -10.5 3rd: -15.6 4th: -14.4 5th: -14.6 6th: -13.5
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.36	-0.02	>= 0



## MAP Data Analysis – EL Students

Schoolwide, our English Learners fared worse than our ALL student group in both reading and math.

How does the EL Student Group growth compare to the ALL-Student Group?

Similarly to the ALL student group, English Learners did not make expected growth in math. As a result, the achievement maintained. In reading our ALL student group made some growth but our English Learners did not.

Identified Areas of Strength:



2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
		with disabilities			

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]



LEA/School GOAL 1b Language Needs of EIs:  
 English Learners in the DLI program and English program will demonstrate English language proficiency growth in their productive language by developing their writing skill with an emphasis on explicit vocabulary development.

	69% - Somewhat/Moderately Developed 27% - Beginning Development	57% - Somewhat/Moderately Developed 35% - Beginning Development	performance, but rather are measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	17% - Well Developed 67% - Somewhat/Moderately Developed 17% - Beginning Development	14% - Well Developed 65% - Somewhat/Moderately Developed 21% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

CA Dashboard Analysis (English Learner Progress Indicator) – EL Students

ELPI Performance (Status AND Change)

Only 29.8% of English Learners made adequate progress toward English proficiency which was a decline of 29.9% from the prior year. The percent of English Learners making progress is considered "Very Low."

Site Measures for Evaluating Actions/Services

Description of Data Collected for Progress-Monitoring

Classroom observations, pre and post tests (tutoring), and ELD assessments.

Identified Areas of Strength:

We provide many opportunities for language development. An example of language development is that students prepare and present culminating projects for their IB units. Based on pre and post tests, the majority of students are scoring 80% or above on their post test.

Identified Needs (Areas for Growth):

Students with disabilities need supports with developing language acquisition.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

Language proficiency data including ELPAC and CFAs reveal that students need to develop their reading and writing. Targeted lessons will be provided to ELs on their specific needs.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	



LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	25.9% (2021-2022)	31.2%	34.2%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 58.5 (2021-2022)	-53.4	-50.4



Site Measures for Evaluating Actions/Services

Identified Needs (Areas for Growth):

Students need to read more in the kindergarten and first grades. based on classroom observations, we need to provide more opportunities for scholars to read in Spanish.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

Teacher read alouds and literacy circles will be implemented.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
Goal 2 Action A Incorporate literacy circles to improve students' early literacy skills. <ul style="list-style-type: none"> <li>classified and certificated hourly</li> </ul>	iStation data Renaissance data Classroom visit data iReady Data	K-3 scholars	Teachers Principal Assistant Principal	2,000	

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A Provide Differentiated Instruction to close the achievement gap in reading comprehension, vocabulary development, language development, and Math</p> <ul style="list-style-type: none"> <li>• Supplemental instructional materials (English and Spanish)</li> <li>• Supplemental Printing</li> <li>• Hourly pay for Instructional Coordinator</li> <li>• Classroom and library books</li> <li>• Bookshelves and organizational supplies</li> <li>• Contract services GLAD Training</li> <li>• Provide access to materials to close the achievement gap in reading comprehension through Epic subscription and library books.</li> </ul>	All scholars	50,000	Principal Assistant Principal Librarian
<p>1C Provide extended learning opportunities to support real world experiences, literacy and multilingualism</p> <ul style="list-style-type: none"> <li>• Contracted services</li> <li>• Instructional materials/printing</li> </ul>	All scholars	12,500	Principal Teachers
<p>1G Promote school connectedness through student activities and campus beautification opportunities</p> <ul style="list-style-type: none"> <li>• Athletic equipment and assembly</li> </ul>	All scholars	8,000	Principal Assistant Principal Teachers
<p>Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English.</p> <ul style="list-style-type: none"> <li>• Instructional software and materials</li> </ul>	All scholars	20,000	Principal Teachers









# School Site Council Membership





# RECOMMENDATIONS AND ASSURANCES



CO A O S A S S A C S

Name of School: Dolores Huerta International Academy

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

[REDACTED]

May 14, 2024

kd

5-14-24

APRONIA HERRERA

5-30-24

2. The SSC reviewed its responsibilities under state law and district governing board policies,

in the School Plan for Student

[REDACTED]