

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar Chavez Middle School	Hayward Unified School District (01611926056949)	Sept. 13, 2023	October 11, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Chavez Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

Chavez Middle School's School Site Council (SSC) collected educational partner input throughout the school year in developing the 2023-2024 School Plan for Student Achievement (SPSA). Educational partners included parents, staff, Site Based Decision Making (SBDM), English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT), the Local Curriculum Council (LCC), and Department Chairs. The SSC, comprised of administration, parents, students, teachers, and support staff, then engaged in ongoing discussions regarding the academic and developmental needs of Chavez students, parents, and teacher support. Based on these discussions, program, operation, and budget recommendations were made for the 2023-2024 SPSA.

## Resource Inequities

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

Educational partners have identified several areas where resource inequities exist. These areas included language services and aids, culture, facilities, SEL, and technology. Therefore, the following recommendations were made:

**Language:** The School Site Council identified the need for multiple language software that would also benefit students in accessing the core curriculum and aid teachers in delivering instruction to diverse language learners. Our goal is to complete the hiring of our BIA in Vietnamese to support our newcomers from Vietnam.

**Culture:** An AASAI Family Engagement Outreach Equity Specialist and Advisory Committee are needed to recognize African American students' cultural and language needs. This action will support the district and site focus on eliminating the inequities of racist and biased practices that harm students and their families. As with ELAC and SPED, having formal participation in decisions positively impacts education policies and practices at all levels.

**Facilities:** School bathrooms and locker rooms desperately need repair or modernization. Cesar Chavez is scheduled for a Classroom Refresh project at the start of the 2023/2024 school year. We still require a usable athletic field that would allow our school to host home games for football, softball, and soccer.

**SEL:** The SSC recognized the need to hire a full-time Psychologist or Social Emotional Counselor/Advisor to help some of the 518 students develop the socioemotional resiliency skills required for school success. Far too many students are referred to the office, serve detention, or are suspended, resulting in the loss of valuable instructional minutes. Additionally, persons available to support the Community of Services Team have yet to be fully reconstituted due to COVID impacts. Our World House students' work with our HPN provided SE Counselor has made a tremendous impact, reducing the number of students who repeatedly go to the office.

Technology: There is a continuous need for additional student chrome books and chargers to be available to all students. Many students have chrome books that are more than 4 years old and chargers that no longer work.

Our focus for the 2023-2024 school year is to address the inequities revealed in Needs Assessment and outlined above. It is expected that implementing these measures will improve student academic performance, attendance, and behavior.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.19%	0.19%	2	1	1
African American	4.1%	3.50%	4.1%	22	18	21
Asian	9.0%	6.23%	10.4%	48	32	54
Filipino	6.4%	4.28%	2.5%	34	22	13
Hispanic/Latino	73.9%	77.04%	74.1%	393	396	384
Pacific Islander	2.8%	4.47%	4.4%	15	23	23
White	1.5%	1.95%	1.7%	8	10	9
Multiple/No Response	1.9%	2.14%	2.7%	10	11	14
	<b>Total Enrollment</b>			532	514	518

### Conclusions based on this data:

There has been a slight increase in the enrollment of 7th and 8th graders.  
 There has been an increase of Asian students.  
 There has been a decrease of Hispanic/Latino students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	239	236	195	44.90%	45.9%	40.5%
Fluent English Proficient (FEP)	189	180	163	35.50%	35.0%	33.8%
Reclassified Fluent English Proficient (RFEP)	4	34	34	1.7%	14.4%	16%

### Conclusions based on this data:

The 2022-23 school year showed a 16% increase in student reclassification compared to 2021-22.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	276	262		0	234		0	234		0.0	89.3	
Grade 8	266	273		0	246		0	244		0.0	90.1	
All Grades	542	535		0	480		0	478		0.0	89.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2477.			4.27			23.08			25.64			47.01	
Grade 8		2478.			3.28			18.03			25.82			52.87	
All Grades	N/A	N/A	N/A		3.77			20.50			25.73			50.00	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		5.15			55.36			39.48		
Grade 8		4.92			43.85			51.23		
All Grades		5.03			49.48			45.49		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.00			45.65			44.35	
Grade 8		5.74			44.26			50.00	
All Grades		7.81			44.94			47.26	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		4.70			64.96			30.34	
<b>Grade 8</b>		6.97			61.89			31.15	
<b>All Grades</b>		5.86			63.39			30.75	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		5.98			64.96			29.06	
<b>Grade 8</b>		7.38			64.75			27.87	
<b>All Grades</b>		6.69			64.85			28.45	

**Conclusions based on this data:**

Chavez students are struggling the most in Reading and Writing on the CAASPP, with the highest percentages of students scoring below standard in each of those two claims.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	276	262		0	247		0	247		0.0	94.3	
Grade 8	266	273		0	261		0	261		0.0	95.6	
All Grades	542	535		0	508		0	508		0.0	95.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2414.			2.43			4.45			17.81			75.30	
Grade 8		2424.			1.92			7.28			12.26			78.54	
All Grades	N/A	N/A	N/A		2.17			5.91			14.96			76.97	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.83			27.13			70.04	
Grade 8		2.68			30.65			66.67	
All Grades		2.76			28.94			68.31	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.43			37.65			59.92	
Grade 8		1.53			35.63			62.84	
All Grades		1.97			36.61			61.42	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.21			49.80			48.99	
Grade 8		3.07			43.68			53.26	
All Grades		2.17			46.65			51.18	

**Conclusions based on this data:**

Chavez students are struggling the most in Concepts and Procedures on CAASPP mathematics. This claim had the highest percentage of students scoring below standard.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	72.4	45.9	0.4
Total Number of Students enrolled in Cesar Chavez Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	239	45.9
Foster Youth	02	0.4
Homeless	25	4.7
Socioeconomically Disadvantaged	385	72.4
Students with Disabilities	56	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.1
American Indian	2	0.4
Asian	48	9.0
Filipino	34	6.4
Hispanic	393	73.9
Two or More Races	10	1.9
Pacific Islander	15	2.8
White	8	1.5

**Conclusions based on this data:**

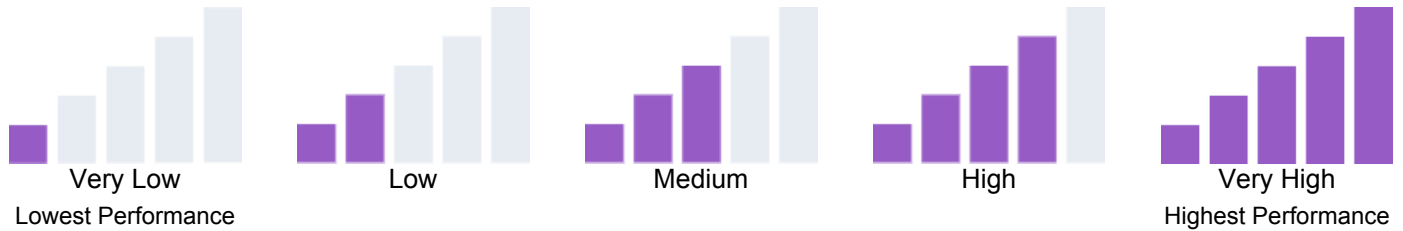
Socioeconomically disadvantaged students make up an overwhelming majority of the student population at 72.4%.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Very Low	<b>Graduation Rate</b> N/A	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Very Low		
<b>English Learner Progress</b>  Medium		

#### Conclusions based on this data:

Chavez students are struggling in Language Arts and Math as measured on the CAASPP. However, Chavez has a large English Learner population, and they are performing better on the English Learner Progress indicator.

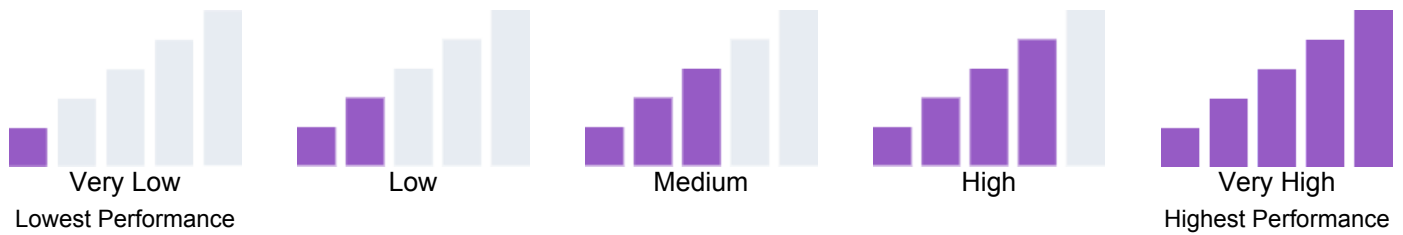


# School and Student Performance Data

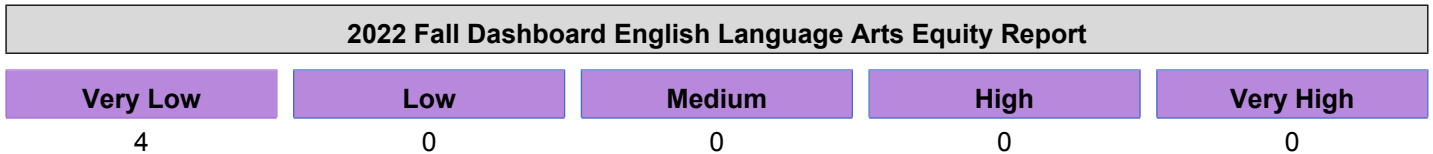
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

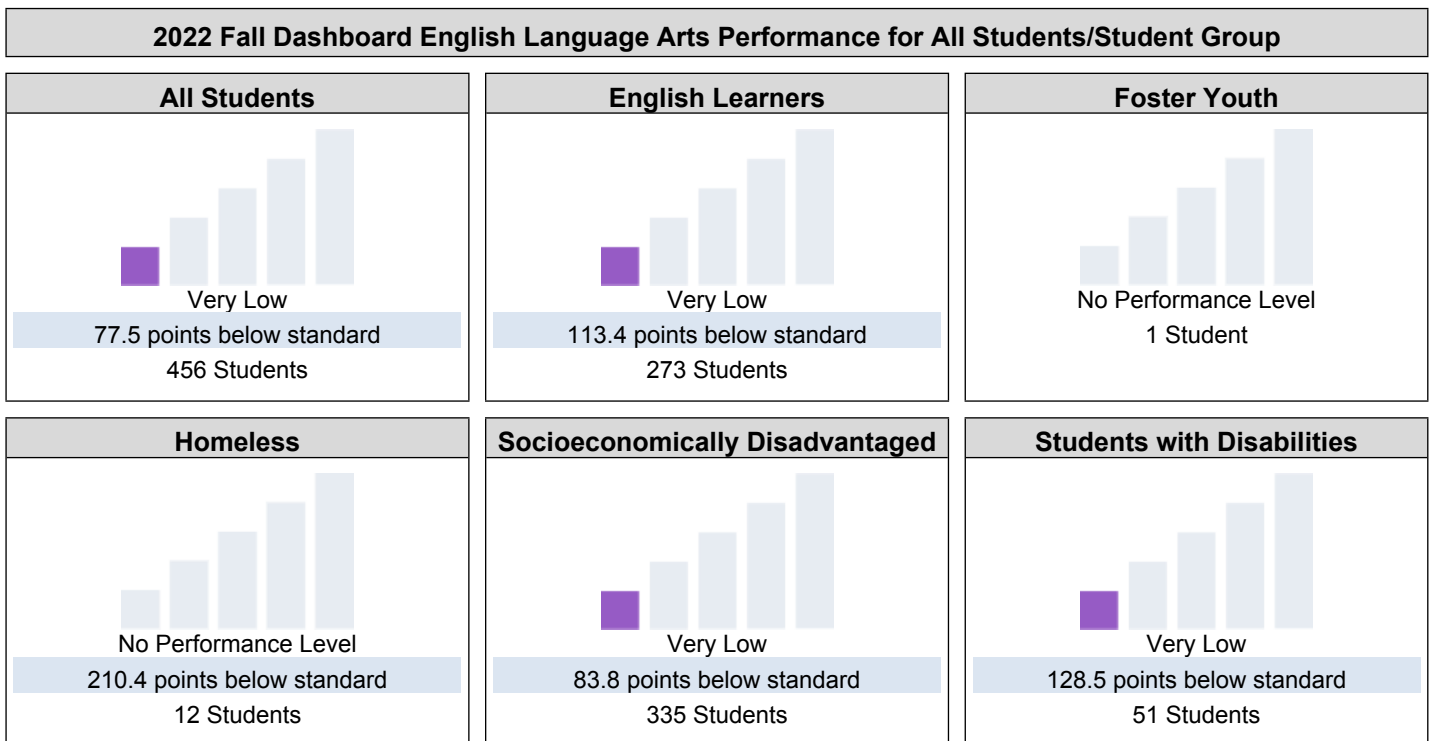
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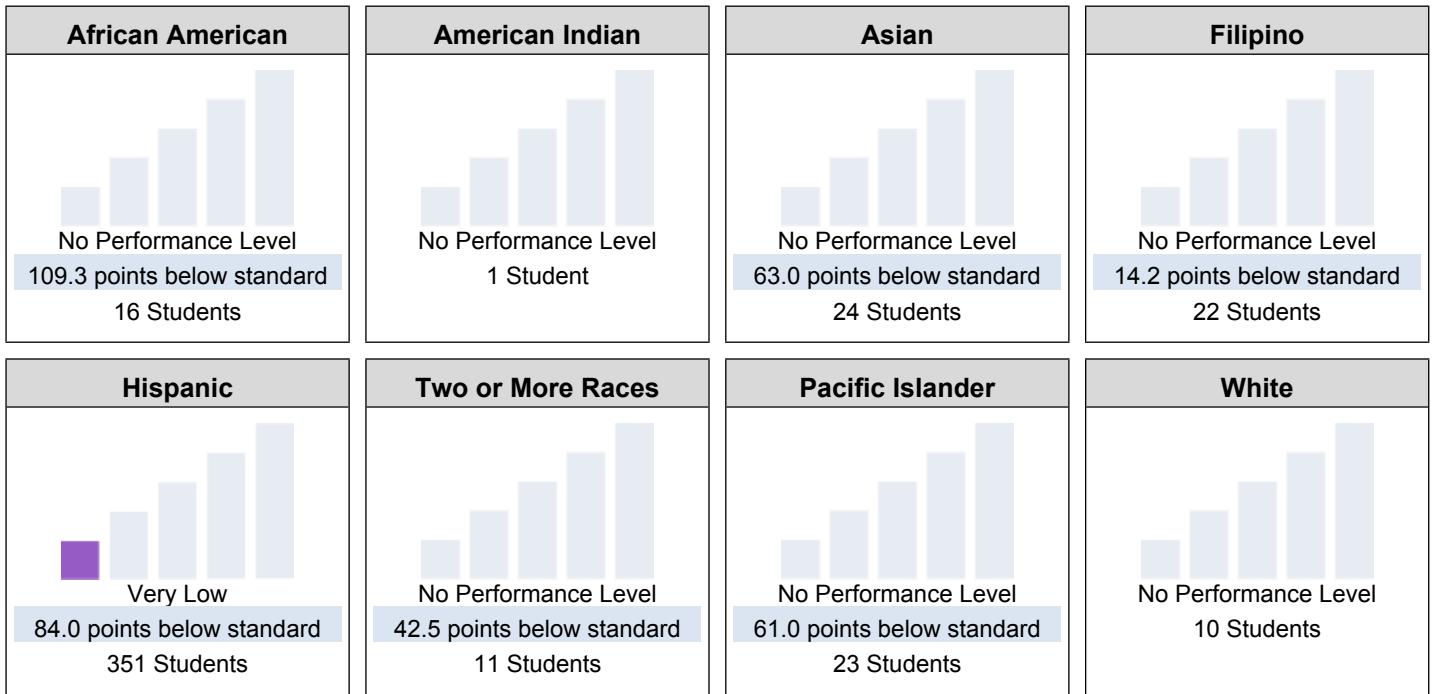
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
145.1 points below standard 196 Students	32.5 points below standard 77 Students	63.7 points below standard 84 Students

**Conclusions based on this data:**

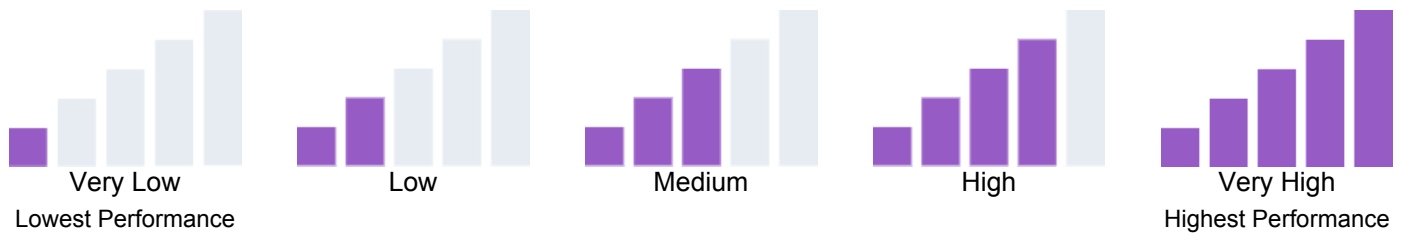
Based on the only reported group, Hispanic student performance in ELA was very Low. No other data was provided.

# School and Student Performance Data

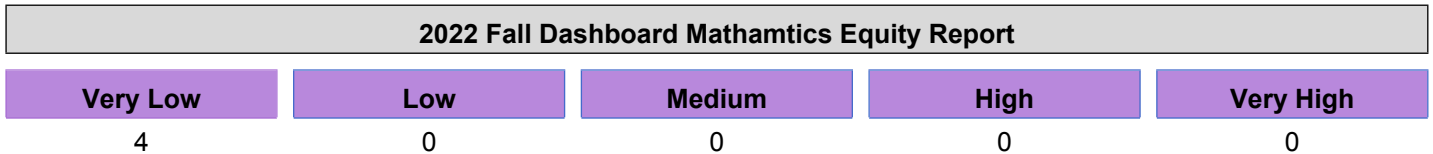
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

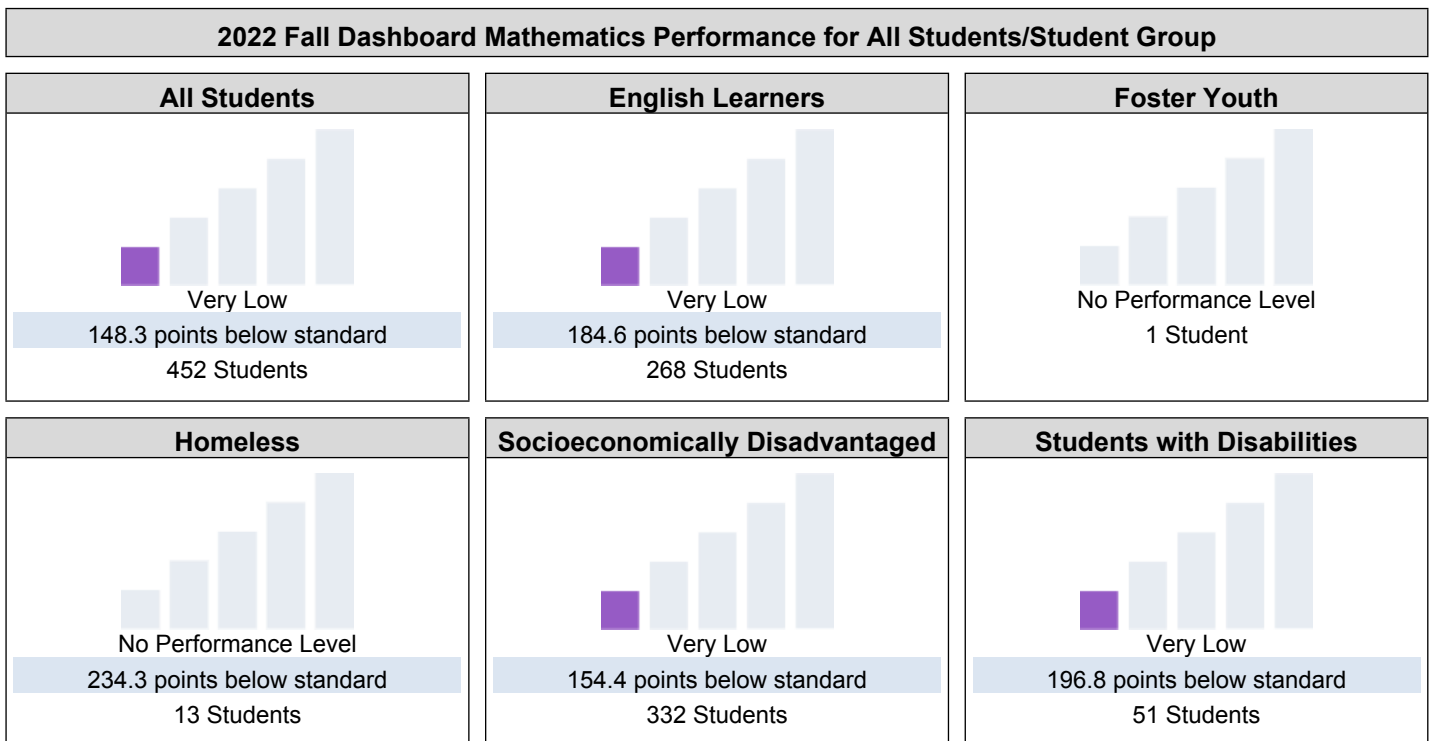
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



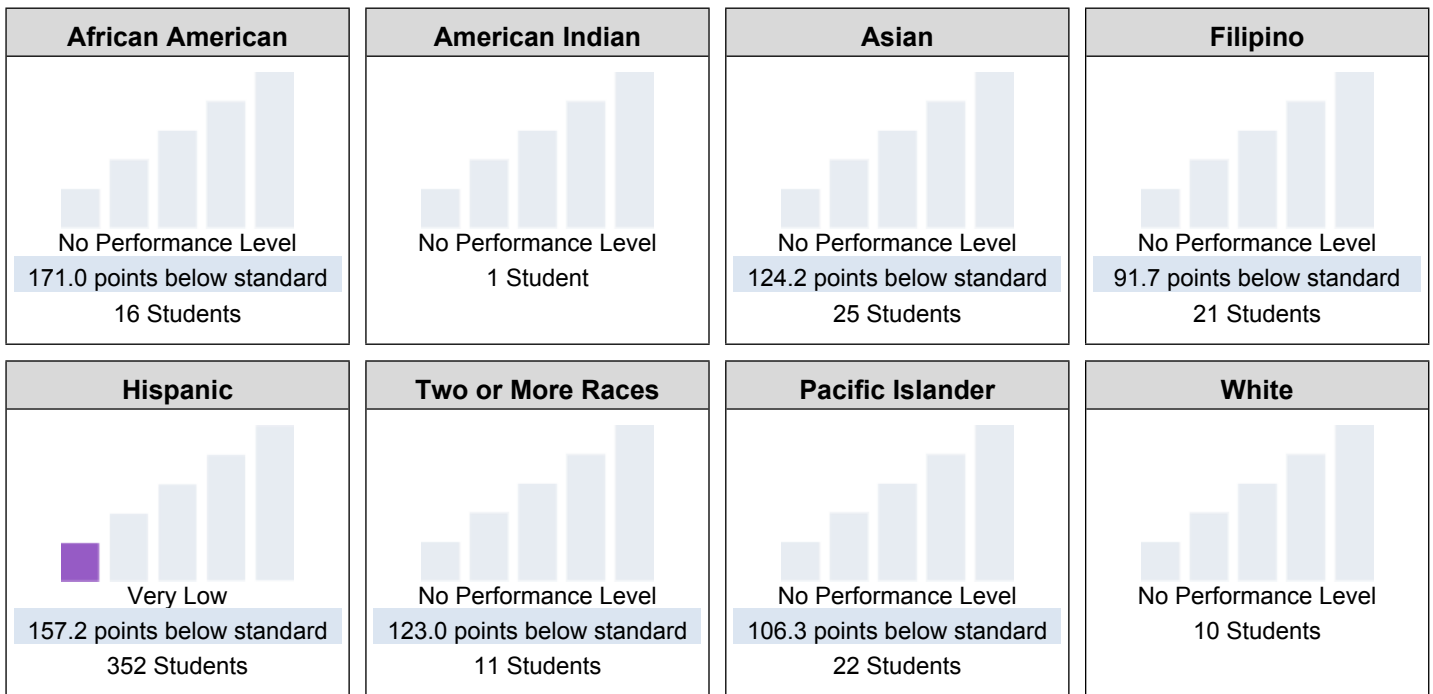
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">207.2 points below standard</p> <p>192 Students</p>	<p style="background-color: #e6f2ff;">127.4 points below standard</p> <p>76 Students</p>	<p style="background-color: #e6f2ff;">132.0 points below standard</p> <p>84 Students</p>

**Conclusions based on this data:**

Based on the only reported group, their performance in this area was Very Low. No other data was provided.

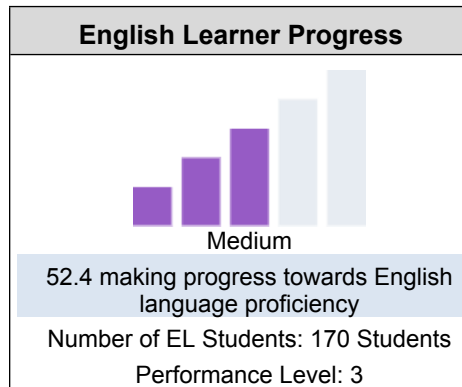
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.9%	41.8%	0.0%	52.4%

#### Conclusions based on this data:

Over half of the English Learners at Chavez are making progress toward proficiency as measured on the ELPAC.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

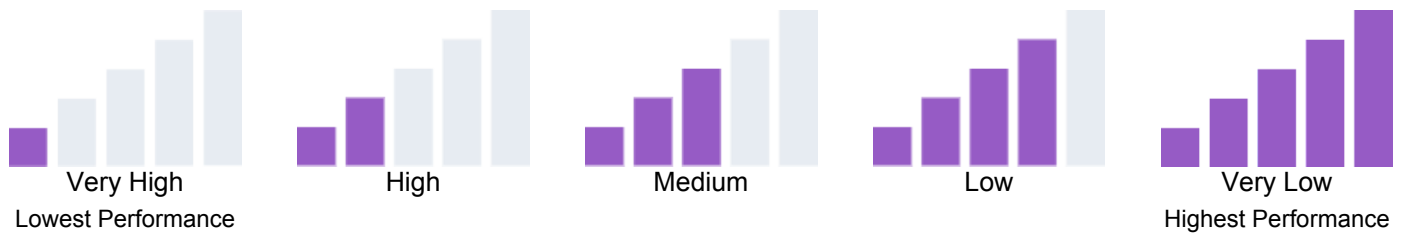
N/A

# School and Student Performance Data

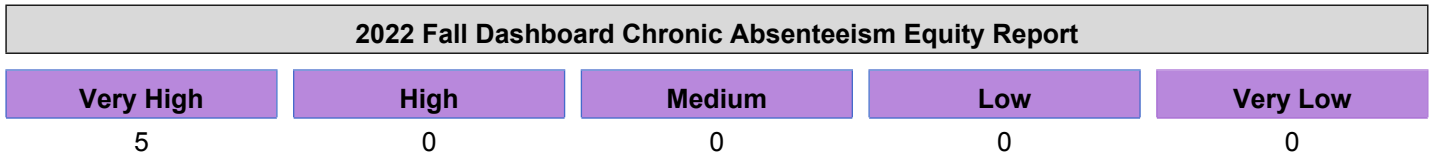
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

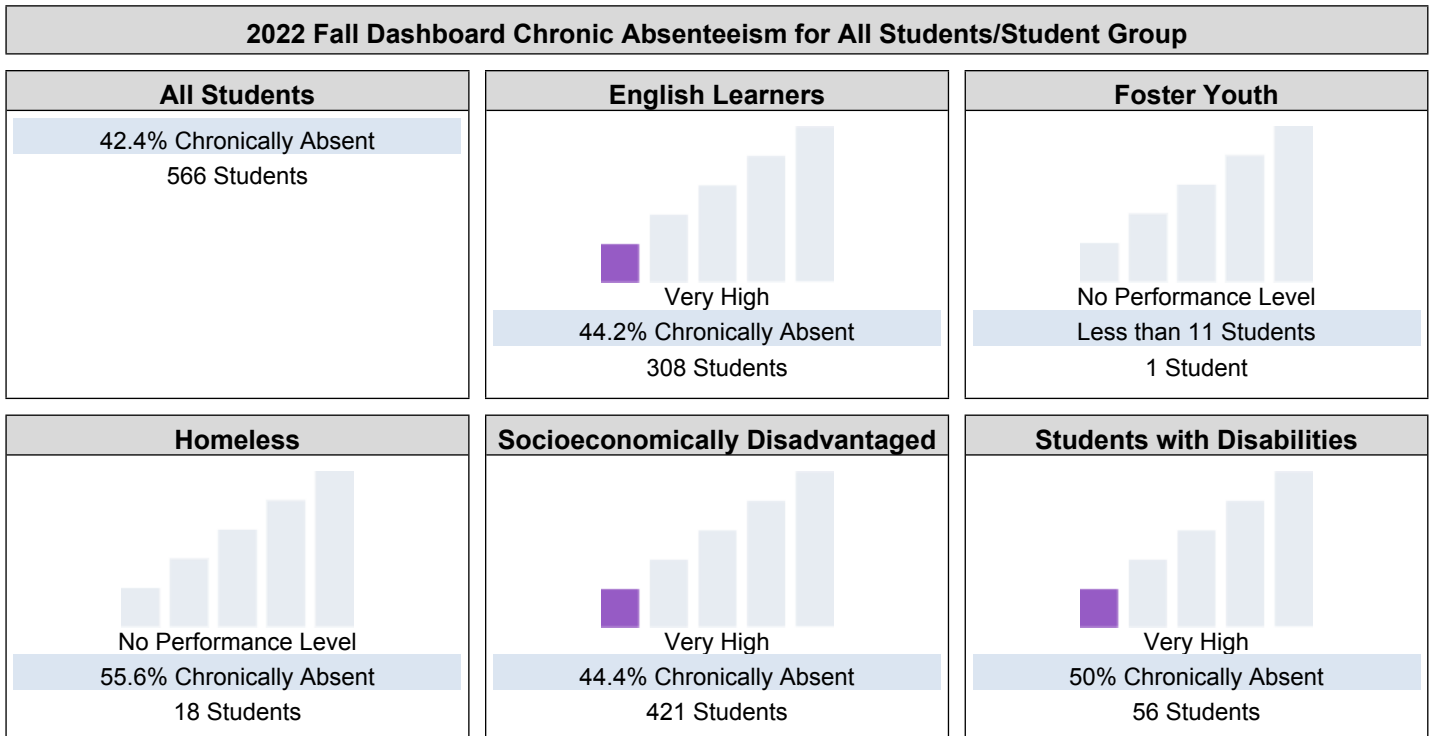
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



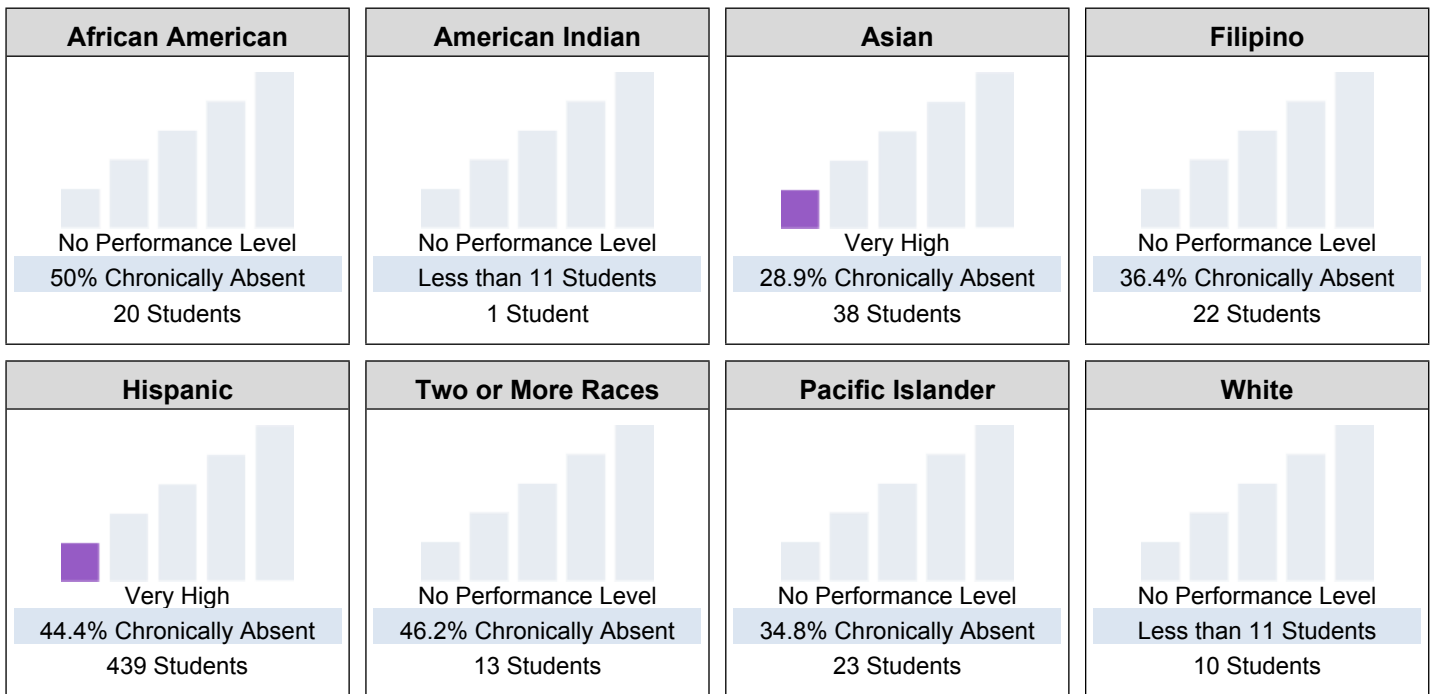
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

Chronic Absenteeism is very high across all reported student groups.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

**Very Low**      **Low**      **Medium**      **High**      **Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
N/A		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

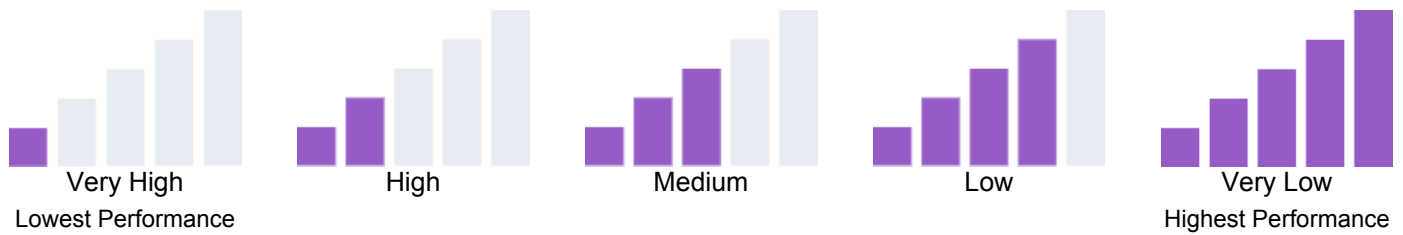
N/A

# School and Student Performance Data

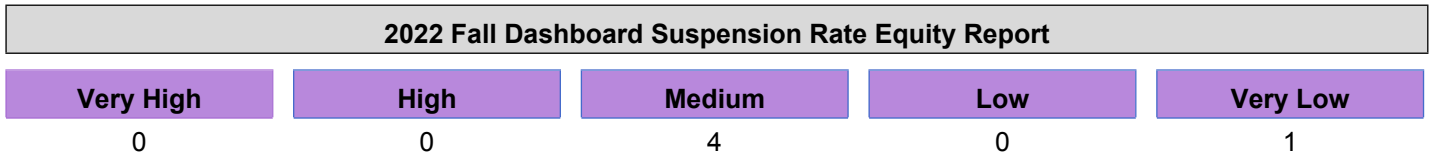
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

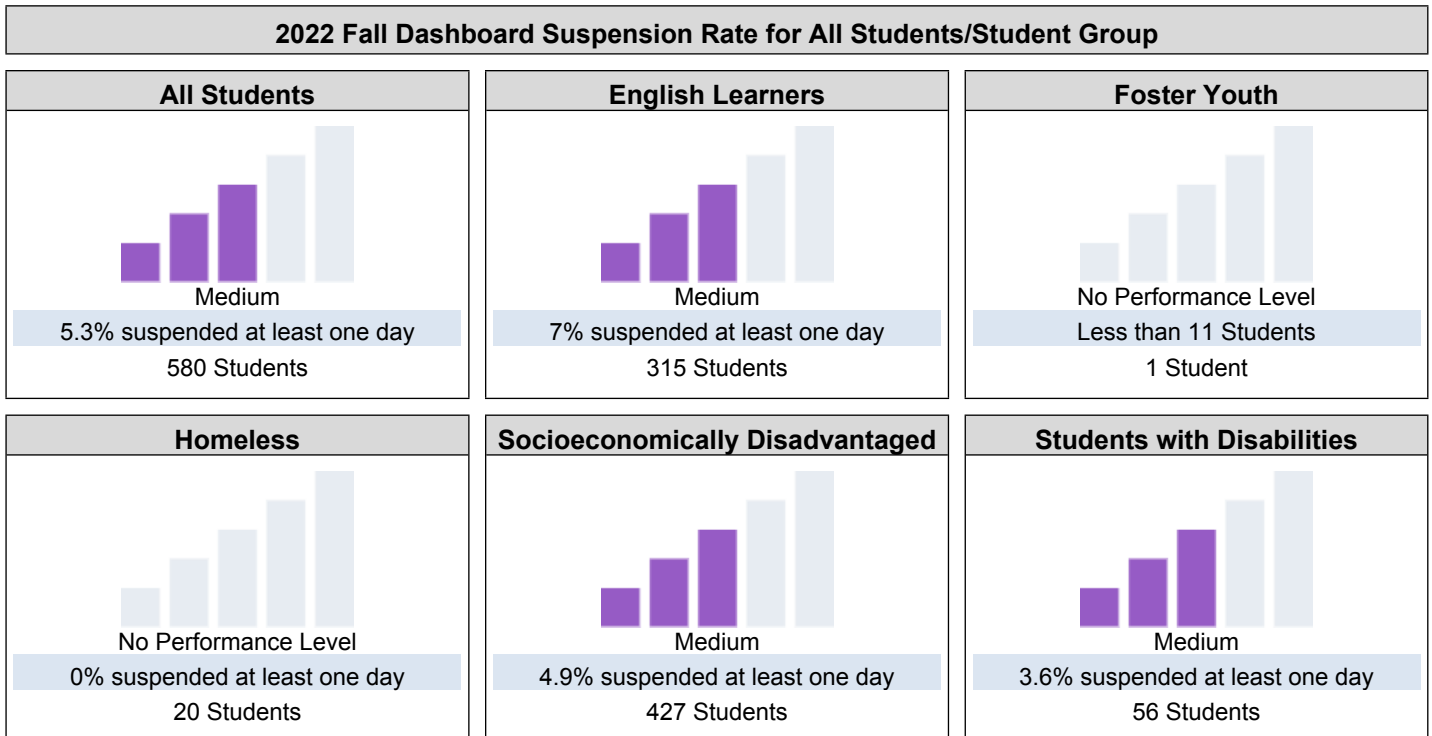
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



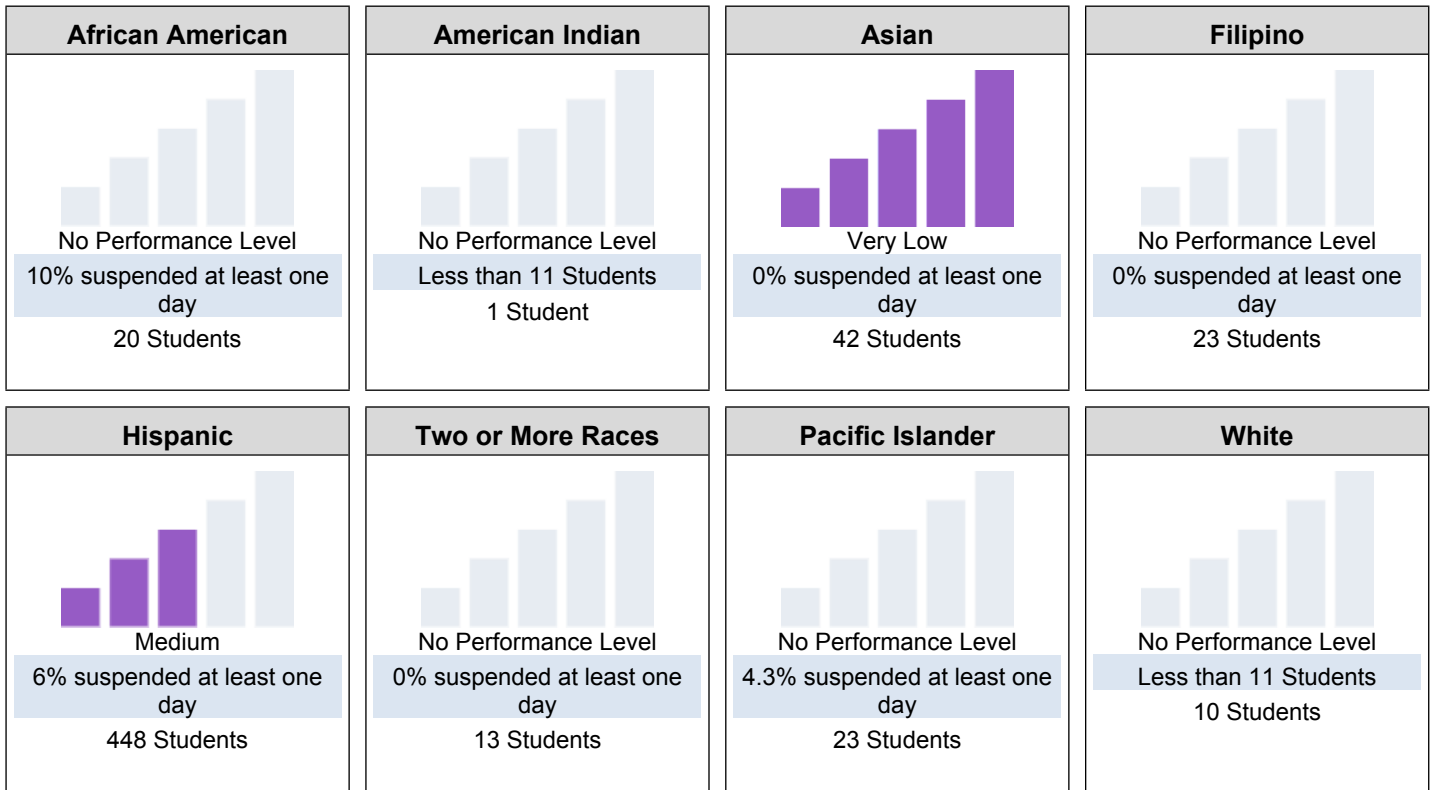
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

The suspension rate is Medium among all reported student groups, except for Asian students, who are reported as Very Low.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Language Arts

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10%

Schoolwide, students will increase their English Language Arts (ELA) proficiency scores by 10% as measured by CAASPP. Students will demonstrate growth towards and/or proficiency in grade level ELA concepts by demonstrating understanding of literary and non-fictional texts, producing clear and purposeful writing, demonstrating effective communication skills, investigating, analyzing and presenting information.

## Identified Need

Chavez Middle School has identified the need for common forms of assessments in order to align essential grade level standards.

Chavez Middle School has identified a need for Tier 2 Reading intervention supports.

Chavez Middle School has identified a need for families to provide more books at home for leisure reading.

Chavez Middle School has identified the need to continue providing the African American Literature as an ELA class, in support of culturally responsive instruction for students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the 2022 CAASPP	Based on the 2021-22 CAASPP data, 21% met ELA standards and 4% exceeded ELA Standards	By June 2024, students who have met or exceeded ELA standards will increase by 10%.
Data from STAR Reading assessments	Based on the winter 2022-23 STAR Reading assessments, 31% of 7th graders and 22% of 8th graders are reading at 1-3 grade levels below.	By June 2024, 7th and 8th graders who are reading 1-3 grade level below will decrease by 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Cesar Chavez Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Chavez Middle School will use the results of common formative assessments to collaborate and create Reteach lessons as a Tier 1 Intervention to support students with acquiring grade level proficiency.

Chavez Middle School will provide before and/or after school Tier 2 reading intervention.

Chavez Middle School will use Renaissance STAR assessment results at least twice a year to identify students' baseline levels and measured growth throughout the year.

Chavez Middle School will build and/or replace classroom and school libraries' novel selections in Language Arts that aligns with the HMH Into Literature curriculum.

Chavez Middle School will use Interim Assessment Block testing at least once a year to measure the grade level proficiency for essential standards selected by the ELA department.

Chavez Middle School will provide books for students to read at home during community events.

Chavez Middle School will continue to collaborate with Cal State East Bay through the Climate Empowerment Learning Initiative grant to promote cross curricular literacy development around climate change.

Chavez Middle School will provide African American Lit teacher support with an Instructional Coach.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Certificated subs
20,000	Title I

	1000-1999: Certificated Personnel Salaries Certificated Extra duty
7,500	Title I 5000-5999: Services And Other Operating Expenditures Renaissance STAR and Accelerated Reader subscription
15,000	Title I 4000-4999: Books And Supplies Build/replace classroom and school libraries
3,000	LCFF 4000-4999: Books And Supplies Resources and books for the African American Lit class
5,000	LCFF 4000-4999: Books And Supplies Books provided to extend home libraries for students
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Coaching support for the African American Lit class

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

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

Based upon the 2021-22 CAASPP results, 25% met or exceeded ELA standards. Due to the pandemic, there are no CAASPP scores from 2020-21 to make a comparison of growth. The strategies of cultural and linguistic responsive teaching, additional interventions such as IXL English, increased the number of Bilingual Instructional Aides, providing Tier 3 reading intervention through our TOSA and Tier 1 interventions provided through the district's newly adopted Language Arts curriculum enabled students to access their grade level ELA standards. Staff professional development and staff collaboration was based upon data from Renaissance STAR Reading assessments and Infinite Campus grading system. We were unable to adopt the Tutoring.com nor implement summer school specific to supporting Cesar Chavez students around ELA.

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

During the 2022-23 school year, we did not adopt the Tutoring.com online program nor did we expand the supplemental ELA intervention program.

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.

Chavez did not expand the supplemental ELA intervention program.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 10%.

Schoolwide, students will increase their math proficiency scores by 10% as measured by CAASPP. Students will demonstrate growth towards and/or proficiency in grade level math concepts and applications, problem solving, number sense and algebraic expressions.

## Identified Need

Chavez Middle School has identified the need for common forms of assessments in order to align essential grade level standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on 2022 CAASPP	Based on the 2022 CAASPP data, 8% of students met or exceeded the Math standards.	By June 2024, the number of students who meet or exceed the Math standards will increase by 10%.
Based on IXL Math Diagnostics	Create a baseline for students' math levels	By June 2024, students' scores on the Math Diagnostic will increase by 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity



Cesar Chavez Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Chavez Middle School will use the results of common formative assessments to collaborate and create Reteach lessons as a Tier 1 Intervention to support students with acquiring grade level proficiency.

Chavez Middle School will provide before and after school Tier 2 Math tutoring, using data from ST Math.

Chavez Middle School will use IXL Math Diagnostics at least twice a year to identify students' baseline levels and measured growth throughout the year.

Chavez Middle School will use Interim Assessment Block testing at least once a year to measure the grade level proficiency for essential standards selected by the Math department.

Chavez Middle School will continue to collaborate with Cal State East Bay through the Climate Empowerment Learning Initiative grant to promote cross curricular literacy development around climate change.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Certificated subs
10,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra duty
3,000	LCFF 4000-4999: Books And Supplies Supplemental mathematics manipulatives to support student learning of key math concepts
18,000	LCFF 5000-5999: Services And Other Operating Expenditures 3 year subscription to ST Math to support student diagnostic for Tier 2 Math Intervention and support for ELLs
1,000	LCFF 4000-4999: Books And Supplies Refreshments provided for families who participate in Family Math Series (5 evenings)

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

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

Math faculty used the IXL Math Program and lessons from the Growth Mindset workshops to support student success in Math. We would like the HPN grant to allow us to bring in a Math Coach to support our Math teachers in collaboration and creating common formative assessments. Our Math department chair was working at 1.2 FTE and unable to provide as much support to our Math teachers as needed. Unable to implement weekly parent seminar around math-focused growth mindset.

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

During the 2022-23 school year, we did not provide the HPN Math Coaching support.

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.

Chavez did not have a Math Coach for the 2022-23 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 10%

## Identified Need

Chavez Middle School has identified a need for more ELD language supports for newcomers acquiring English.  
 Chavez Middle School has identified a need for more counseling supports for newcomers, many experiencing trauma from their journey to the United States.  
 Chavez Middle School has identified a need for Tier 2 ELD intervention supports for our long term English Language Learners.  
 Chavez Middle School has identified a need for some newcomer families to have hotspots in order for students to complete school work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on 2022 ELPAC	Based on the 2022 ELPAC data, 12.4% of ELLs scored a 4 on the ELPAC.	By June 2024, the number of students that score a 4 on the ELPAC will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long term English Language Learners and Newcomers

## Strategy/Activity

Chavez will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

Chavez Middle School will use the results of common formative assessments to collaborate and create Reteach lessons as a Tier 1 Intervention to support ELLs with acquiring grade level proficiency.

Chavez Middle School will use the Renaissance STAR reading assessments at least twice a year to identify students' baseline levels and measured growth throughout the year.

Chavez Middle School will review ELPAC scores to determine which students need Tier 2 supports for small group instruction and test readiness for the ELPAC, so that Saturday academies may be implemented for support.

Chavez Middle School will continue to provide language assessments to Newcomers to help place them in the appropriate English level core classes.

Students will have access to an online language learning program for additional English language support.

Families who do not have internet service will be provided a hot spot to support students in completing school work at home.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra Duty for Saturday Academies
15,000	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures School subscription to online language learning program for 150 World House students
2,000	LCFF 4000-4999: Books And Supplies Refreshments for ELAC parent meetings
20,000	LCFF 1000-1999: Certificated Personnel Salaries 0.1 FTE for ELL Specialist
3,000	LCFF 4000-4999: Books And Supplies

	Low level/high interest books for ELD classrooms
1,500	LCFF 2000-2999: Classified Personnel Salaries Afterschool homework support for newcomers
2,000	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Hot spots for newcomers and low income families who cannot afford internet service

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

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

Our reclassification rate increased by 17% exceeding the goal of 5%. HPN provided Chavez with a part-time ELL Specialist who conducted Tier 3 ELD supports as well as a part-time counselor who provided social emotional supports for our World House students. We did not host Saturday academies to prepare students for the CAASPP or the ELPAC.

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

There are no foreseeable programmatic or budgetary changes at this time.

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

The ELD department collaborated with our Counseling, Special Education, and Mathematics departments to brainstorm ways to effectively assess matriculation opportunities for students upon reentry and transition to high school. We want to continue to increase our support of Long-Term English Learners and reclassification efforts by providing after-school literacy intervention programs. Based on our ELAC membership, parents also requested more ELPAC/CAASPP Saturday academies to support them and their children. We anticipate utilizing other funding sources to support the sustainability of these extra programs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Chavez will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a monthly basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music), or through school wide activities.

## Identified Need

Chavez Middle School has identified a need for an LCD projector and speakers in the Multi-purpose room, that would allow for performances and concerts.

Chavez Middle School has identified a need for an after school Drama club for students.

Chavez Middle School has identified a need for more supplies for the Art and STEAM elective courses

Chavez Middle School has identified a need for replacing the Cesar Chavez mural that was painted over in 2019-2020.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Chavez will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures DJ services for student dance shows and cultural community events
5,000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff for after school programs like Drama or Talent Show
2,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Teacher professional development for arts integration
2,000	LCFF 4000-4999: Books And Supplies LCD Projector and speakers for assemblies in the MPR
8,000	LCFF 4000-4999: Books And Supplies Transportation and tickets for field trips to museums and performances
3,000	LCFF 4000-4999: Books And Supplies Supplies for the Art and STEAM elective courses

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

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

Student connectedness continued to demonstrate improvement during the 2021/2022 school year, as noted in the CHKS survey. Approximately 51% of Cesar Chavez students felt as if they had an adult, teacher and or staff member that they could talk to. The Cesar Chavez MS administration, faculty and staff maintained a high academic level of teaching and learning. The school climate also allowed for bell to bell teaching, as the level of classroom disruptions were reduced drastically as evidenced by the reduction in suspensions as

noted in the California dash board data from the 2021/2022 school year (very high) to medium during the 2022/2023 school year.

VAPA related activities for students came in the form of our school music and art programs. Our students were able to perform at district wide events, teaming up with high school music programs at Tennyson high school as well as Mt. Eden high school.

Our Cesar Chavez advanced art students participated in art exhibits at the Hayward museum. We are currently waiting for the delivery of our multi purpose room stage curtains, which will enhance the opportunity of hosting our own VAPA events for our community and all Cesar Chavez MS stakeholders.

Families that required services were also referred to COST, which forwarded the services needed to organizations such as Care Solace, the food pantry, or a medical facility. Students also participated in athletic activities, such as flag football, basketball, softball, volleyball, and soccer. For academic engagement, students could participate in the SSC and SBDM school governing bodies, which allowed them to voice their opinion. Allowing students to have a voice may result in more parents becoming more active in school-wide activities.

Our COST Program remained intact even expanding into two separate meetings for a broader and more comprehensive response to provide wrap around services to subgroups of students who are many times overlooked when in need for services.

Our COST services provided support and access from over 15 providers offering various supports for students' academic, emotional, and mental health concerns. This included 1:1 Case Management support for students who were identified as needing encouragement to connect to school virtually.

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

Things improved tremendously with the implementation of our school-wide initiatives and our school climate, such as our purchase of hoodies for the entire student body. Students cohered around the mission of climate empowerment through the CELI initiative due to a grant administered by Cal State University East Bay. School-wide participation under the CELI grant brought faculty together to plan and implement school-wide lessons across curricular areas. We also dedicated MAA funds to order a sweatshirt for every student and staff member bearing the CELI logo. Students wore their CELI sweatshirts with pride and excitement, with the sweatshirt providing a unifying influence on our campus culture.

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.

We are eager to carry these initiatives forward, as the CELI grant lasts several more years.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a weekly basis, either through standalone SEL curriculum or culture/climate initiatives. All students will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

## Identified Need

Chavez Middle School has identified a need to fully implement PBIS reaching 80% of students who will receive Cheetah Checks.  
 Chavez Middle School has identified a need to increase the number of school assemblies around SEL and positive school climate.  
 Chavez Middle School has identified a need to provide our incoming 7th graders with new chrome books to promote the importance of technology in learning.  
 Chavez Middle School has identified a need to increase opportunities for parents to participate in school/community events.  
 Chavez Middle School has identified a need to continue work a school psychologist intern, to support students and staff regarding Tier 2 behavior interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on the 2022 CA Healthy Kids Survey	51% of students felt that there was a caring adult at school.	By June 2024, 75% of students will feel that there is a caring adult at school.
Wellness Center Sign In	Based on the 2022-23 Wellness Center Sign Sheets, the center was visited on average 134 times per month	By June 2024, the number of students visiting the Wellness Center will be monitored monthly to see if there is an increase or decrease in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		number of visits compared to 2022-23 school year.
COST Data Review reports	Based on the 2022-23 COST Data Review reports, about 18 referrals to COST per month.	By June 2024, the number of students referred to COST will be monitored monthly to see if there is an increase or decrease in the number of visits compared to 2022-23 school year.
PBIS Schoolwide Fidelity Tool	Based on the data from the PBIS Schoolwide Fidelity Tool, only 64% of students have received a Cheetah Check from an adult at school.	By October of 2023, 80% of students will have received a Cheetah Check from an adult at school.
School Calendar	In 2022-23, Chavez hosted 2 events, a Latinx Heritage Celebration and African American Literature Readers' Theater.	By June 2024, Chavez will host four school community events, increasing the number to 4 events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Chavez Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.  
 Chavez Middle School will continue to hold weekly drawings for prizes for Cheetah Check winners.  
 Chavez Middle School will provide more assemblies for students around SEL and positive school climate.  
 Chavez Middle School will continue to provide counseling services in the Wellness Center.  
 Chavez Middle School will plan and host 2 additional school community events.  
 Chavez Middle School will plan to continue services for students with the school psychologist intern.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Anti-Bias/Anti-Racist work with Lynn Bravewomon as consultant
500	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Print order for Cheetah Checks (PBIS acknowledgement system)
4,000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures School assemblies
17,300	LCFF 5000-5999: Services And Other Operating Expenditures School Psychologist Intern
1,000	LCFF 4000-4999: Books And Supplies Supplies for calm down space such as fidget toys, puzzles, coloring books for the Wellness Center
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

Families that required services were also referred to COST, which forwarded the services needed to organizations such as Care Solace, the food pantry, or a medical facility. We had access to over 15 providers offering various supports for students' academic, emotional, and mental health

concerns. The addition of a full time and part time social emotional counselor were instrumental in providing in-house social emotional support to students in both an expedited manner, as well as during a psychotic emergency. The continued procurement of an intern-psychiatrist has also helped to maintain a focus on the whole child. Our Psych intern and counselors conducted teacher professional development training and information sessions on COST referrals and the identification of students that may be dealing with a mental health crises. The results of the California Healthy Kids Survey (CHKS), demonstrated that 51% of our students felt connected to an adult, faculty and staff member at our school site. In general, we anticipate seeing a drastic change in the percentage of students that feel connected to at least one adult, faculty and or staff member that they can confide in, as we promote a sense of kindness and support for others as a behavior model for all students to follow during this the 2022/2023 school year.

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.

Chavez will be piloting the Community School program in 2023-24 with the support and resources from the district. This will solidify the continued collaboration between the COST team and school staff.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Cesar Chavez Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

## Identified Need

Family Engagement Specialist identifies a need to provide more parent workshops that will include topics like drug use prevention, parenting support of middle schoolers, and academic support of middle schoolers.

Teachers identified a need for increasing evening school/community events.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Chavez will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF Supplemental and Concentration Funds 5900: Communications Translation Services
5,000	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra duty for evening events
	None Specified None Specified
	None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

Cesar Chavez MS has always been considered a community school. With support from our parents and the Hayward community, our school site was taken off of the closure list during the 2021/2022 school year.

As we catered to the needs of our parents our FES, administration, counseling staff TSA's and EL specialists along with our general education teachers and staff, all of which developed a sense of purpose to provide our Non-English speaking families with academic as well as social emotional support after a very difficult post Covid-19 transition and a return to social normalcy. Support came in the form of our providing families with the knowledge of learning how to navigate our HUSD website for student registration to learning how to access the Infinite Campus parent portal allowing students and parents to maintain a higher level of academic awareness and academic performance throughout the school year.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Cesar Chavez Middle School will decrease chronic absenteeism by 20% in the 23-24 school year.

## Identified Need

Chavez identified a need to decrease chronic absenteeism by 20%.  
Chavez identified a need to decrease tardiness by 10% for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 California Dashboard	Based on the 2022 CA Dashboard results, 42.4% students were identified as chronically absent.	By June of 2024, there will be a decrease of 20% of students who are identified as chronically absent.
Infinite Campus weekly reports	Based on the 2022-23 attendance reports, we will create the baseline and attendance goals for the 2023-24 school year.	By June 2024, there will be a 5% monthly increase of attendance compared to the 2022-23 IC data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Chavez staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.  
Chavez will create an attendance incentive program that will display monthly attendance graphs and goals, comparing past and present years, in prominent areas.

Chavez will send commendation awards for students with perfect attendance and improved attendance.  
 Chavez will provide "make up" time for students who are chronically tardy (5 or more tardies per week).  
 Chavez will provide weekly prizes for the first period class with the best attendance record.  
 Chavez will provide student recognition for students on Honor Roll to encourage student to attend school regularly so they may complete class work and home work as well as receive instructional support as needed.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Unrestricted 4000-4999: Books And Supplies Posters for improved attendance to display around campus
1,500	Unrestricted 0001-0999: Unrestricted: Locally Defined Student incentives for classes with perfect attendance
3,000	LCFF 4000-4999: Books And Supplies Student recognition for Honor Roll and perfect attendance

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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 deleted.

**ANALYSIS**

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

Overall attendance and chronic absenteeism was difficult to improve upon even with systems established by the district to improve student attendance. Our attendance and main office staff were plagued with having to monitor Covid-19 outbreaks which in many cases sent both students and staff home for up to fourteen days at a time. Also the confusion for administration, faculty staff and families to be aware of continuous changes discouraged many parents from even allowing their student to attend school. However the Cesar Chavez MS attendance staff and Principal maintained a schedule throughout the entire school year to provide chronic absence counseling to students and parents as needed.



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

The use of budgeted expenditures for providing students with awards and incentives for good attendance were not implemented due mainly because there became more of a focus on identifying students with COVID -19 symptoms and the volatility associated with students that were not in attendance due to Covid-19 symptoms that had an overall effect on daily attendance data.

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.

Changes include but are not limited to intentionally identifying students that are maintaining excellent attendance and rewarding those students for their achievements.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,300.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$72,500.00
Title I Part A: Disadvantaged Students	\$2,000.00

Subtotal of additional federal funds included for this school: \$74,500.00

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 (\$)
LCFF	\$100,800.00
LCFF Supplemental and Concentration Funds	\$39,500.00
Unrestricted	\$2,500.00

Subtotal of state or local funds included for this school: \$142,800.00

Total of federal, state, and/or local funds for this school: \$217,300.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	73,789.00	34,289.00
Title I	101,771.00	29,271.00
Title 1: Parent Allocation	1,028.00	1,028.00
Comprehensive Support and Improvement (CSI)	446,222.23	446,222.23

## Expenditures by Funding Source

Funding Source	Amount
LCFF	100,800.00
LCFF Supplemental and Concentration Funds	39,500.00
Title I	72,500.00
Title I Part A: Disadvantaged Students	2,000.00
Unrestricted	2,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	75,000.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	52,000.00
5000-5999: Services And Other Operating Expenditures	58,300.00
5800: Professional/Consulting Services And Operating Expenditures	19,000.00
5900: Communications	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	34,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	35,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
0000: Unrestricted	LCFF Supplemental and Concentration Funds	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	4,000.00
5900: Communications	LCFF Supplemental and Concentration Funds	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,000.00
4000-4999: Books And Supplies	Title I	15,000.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	2,000.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,500.00
Goal 2	37,000.00

Goal 3	48,500.00
Goal 4	25,000.00
Goal 5	27,800.00
Goal 6	8,000.00
Goal 7	5,500.00

# School Site Council Membership

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

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

Name of Members	Role
Khanh Yeargin	Principal
Jose Cantu	Classroom Teacher
Peter Hiester	Classroom Teacher
Susan Binford	Classroom Teacher
Alicia Flores	Other School Staff
Jonathan Delgado (ELAC Representative)	Parent or Community Member
Jose Rivera	Parent or Community Member
Phung Nguyen	Parent or Community Member
Jenneth Vega Ruiz	Parent or Community Member
Nellie Taufette	Parent or Community Member
Bailee Ly	Secondary Student
Alex Brand	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 13, 2023.

Attested:



Principal, Khanh Yeargin on 9/19/23



SSC Chairperson, Jonathan Delgado on

## César Chávez Middle School School-Parent Compact

At **César Chávez** Middle School, teachers, staff, and administrators are committed to high levels of student learning and well being, and to serving their community with respect, courtesy, and efficiency. These commitments look like:

- Providing high quality curriculum and instruction.
- Creating an equitable learning environment where every student is supported and motivated to the best of our ability.
- Endeavoring to eliminate the historically predictable outcomes for some groups of students.
- Communicating high expectations for every student.
- Teaching and involving students in classes that are interesting and challenging.
- Participating in professional development opportunities that improve teaching and learning.
- Supporting the formation of partnerships with families and the community.
- Enforcing rules equitably and involving students in creating a relationship centered environment in the classroom.
- Communicating regularly with families about their child's progress in school.
- Providing assistance to families on what they can do to support their child's learning.
- Participating in shared decision making with other school staff and families for the benefit of students.
- Respecting the school, staff, students, and families.

To this end, the school warmly invites all parents to participate in its governance groups, including the School Site Council (SSC), African American Student Achievement Initiative (AASAI), and English Learners Advisory Committee (ELAC). In accordance with HUSD policy, **César Chávez** maintains an active parent center, and welcomes parents to serve in a variety of capacities. **César Chávez** hosts monthly Coffee with the Principal, as well as Back-to-School, Open House, and other parent meetings and workshops. The school also maintains an up-to-date website with information about after school activities, events, meetings, and other important news.