



School Plan for Student Achievement (SPSA)

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)	April 17, 2024	May 22, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cesar Chavez Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Cesar Chavez Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Schoolwide Program

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Chavez Middle School's School Site Council (SSC) collected educational partner input throughout the school year in developing the 2024-2025 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 2024-2025 SPSA.

Resource Inequities

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

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

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 Bilingual Instructional Aides that support World House students that speak various languages.

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: Locker rooms desperately need repair or modernization. Cesar Chavez is currently in a Classroom Refresh project that began 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 482 students develop the socio-emotional 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. 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. Some families require hot spots due to lack of internet access. HPN has supported families but more families need a hot spot than the school and HPN have been able to provide.

Our focus for the 2024-2025 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress Placement Report - English Learners
Mathematics Placement Report - All students
English Language Arts Placement Report - All students
Suspension Rate - All students
Chronic absenteeism - Students with disabilities

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Mathematics Placement Report - socioeconomically disadvantaged, Hispanic, English Learners, and students with disabilities
English Language Arts Placement Report - socioeconomically disadvantaged, Hispanic, English Learners, and students with disabilities
Suspension Rate - socioeconomically disadvantaged, Hispanic, English Learners, and students with disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cesar Chavez Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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
Total Enrollment				532	514	518

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	269	254	217
Grade 8	263	260	265
Total Enrollment	532	514	482

Conclusions based on this data:

1. 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.
2. Overall student enrollment has not changed significantly.
3. Student enrollment by percentage of ethnic subgroups has stayed relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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:

1. The 2022-2023 school year showed a 16% increase in student reclassification compared to 2021-2022.
2. The enrollment of EL and World House students has increased each year.
3. There is a steady decrease of 3% each year of FEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	242	0	234	206	0	234	205	0.0	89.3	85.1
Grade 8	266	273	281	0	246	240	0	244	239	0.0	90.1	85.4
All Grades	542	535	523	0	480	446	0	478	444	0.0	89.7	85.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2455.		4.27	2.93		23.08	14.63		25.64	26.34		47.01	56.10
Grade 8		2478.	2451.		3.28	1.67		18.03	13.39		25.82	24.27		52.87	60.67
All Grades	N/A	N/A	N/A		3.77	2.25		20.50	13.96		25.73	25.23		50.00	58.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.85		55.36	52.68		39.48	41.46
Grade 8		4.92	3.36		43.85	39.92		51.23	56.72
All Grades		5.03	4.51		49.48	45.82		45.49	49.66

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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	4.90		45.65	39.22		44.35	55.88
Grade 8		5.74	2.53		44.26	36.71		50.00	60.76
All Grades		7.81	3.63		44.94	37.87		47.26	58.50

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Listening Demonstrating effective communication skills									
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		4.70	3.90		64.96	68.29		30.34	27.80
Grade 8		6.97	5.04		61.89	64.71		31.15	30.25
All Grades		5.86	4.51		63.39	66.37		30.75	29.12

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Research/Inquiry Investigating, analyzing, and presenting information									
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		5.98	4.88		64.96	60.98		29.06	34.15
Grade 8		7.38	3.78		64.75	55.88		27.87	40.34
All Grades		6.69	4.29		64.85	58.24		28.45	37.47

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Conclusions based on this data:

1. 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.
2. The reading component of the ELA test showed the greatest proportion of students below standard.
3. The listening and research/inquiry components of the ELA test showed significant regressions of student achievement each year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	242	0	247	235	0	247	235	0.0	94.3	97.1
Grade 8	266	273	281	0	261	271	0	261	271	0.0	95.6	96.4
All Grades	542	535	523	0	508	506	0	508	506	0.0	95.0	96.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2407.		2.43	2.55		4.45	3.83		17.81	14.04		75.30	79.57
Grade 8		2424.	2399.		1.92	1.85		7.28	4.43		12.26	5.90		78.54	87.82
All Grades	N/A	N/A	N/A		2.17	2.17		5.91	4.15		14.96	9.68		76.97	83.99

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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	3.83		27.13	17.87		70.04	78.30
Grade 8		2.68	3.32		30.65	15.13		66.67	81.55
All Grades		2.76	3.56		28.94	16.40		68.31	80.04

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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	1.28		37.65	33.62		59.92	65.11
Grade 8		1.53	2.21		35.63	27.31		62.84	70.48
All Grades		1.97	1.78		36.61	30.24		61.42	67.98

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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	2.55		49.80	49.79		48.99	47.66
Grade 8		3.07	1.48		43.68	37.64		53.26	60.89
All Grades		2.17	1.98		46.65	43.28		51.18	54.74

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Conclusions based on this data:

1. Chavez students are struggling the most in Concepts and Procedures on CAASPP mathematics. This claim had the highest percentage of students scoring below standard.
2. Students seem to struggle the most with Concepts and Procedures with only 28% of students meeting standards.
3. The number of students at or exceeding standards has decreased every year for the last three years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1496.0	1485.1	1475.6	1489.4	1477.4	1460.4	1502.2	1492.3	1490.4	121	126	93
8	1497.0	1487.5	1480.5	1478.5	1480.2	1468.0	1515.1	1494.4	1492.7	81	132	124
All Grades										202	258	217

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
7	15.04	15.87	17.20	19.47	17.46	13.98	22.12	15.87	12.90	43.36	50.79	55.91	113	126	93
8	9.88	9.09	6.45	25.93	20.45	17.74	25.93	17.42	15.32	38.27	53.03	60.48	81	132	124
All Grades	12.89	12.40	11.06	22.16	18.99	16.13	23.71	16.67	14.29	41.24	51.94	58.53	194	258	217

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
7	22.12	26.19	25.81	24.78	18.25	13.98	17.70	8.73	8.60	35.40	46.83	51.61	113	126	93
8	17.28	20.45	12.90	27.16	18.94	18.55	20.99	11.36	10.48	34.57	49.24	58.06	81	132	124
All Grades	20.10	23.26	18.43	25.77	18.60	16.59	19.07	10.08	9.68	35.05	48.06	55.30	194	258	217

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
7	5.31	5.56	2.15	14.16	13.49	15.05	29.20	24.60	18.28	51.33	56.35	64.52	113	126	93
8	3.70	1.52	1.61	20.99	12.12	11.29	33.33	27.27	19.35	41.98	59.09	67.74	81	132	124
All Grades	4.64	3.49	1.84	17.01	12.79	12.90	30.93	25.97	18.89	47.42	57.75	66.36	194	258	217

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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	
7	10.71	5.56	4.30	44.64	42.06	37.63	44.64	52.38	58.06	112	126	93	
8	7.41	6.82	4.03	55.56	43.18	34.68	37.04	50.00	61.29	81	132	124	
All Grades	9.33	6.20	4.15	49.22	42.64	35.94	41.45	51.16	59.91	193	258	217	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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	
7	40.91	41.27	37.63	26.36	11.90	10.75	32.73	46.83	51.61	110	126	93	
8	29.11	32.58	28.23	32.91	16.67	19.35	37.97	50.76	52.42	79	132	124	
All Grades	35.98	36.82	32.26	29.10	14.34	15.67	34.92	48.84	52.07	189	258	217	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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	
7	7.96	7.94	4.30	24.78	22.22	22.58	67.26	69.84	73.12	113	126	93	
8	13.58	3.79	4.03	30.86	15.15	15.32	55.56	81.06	80.65	81	132	124	
All Grades	10.31	5.81	4.15	27.32	18.60	18.43	62.37	75.58	77.42	194	258	217	

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
7	8.85	4.76	6.45	50.44	47.62	39.78	40.71	47.62	53.76	113	126	93
8	0.00	2.29	4.03	64.56	54.96	47.58	35.44	42.75	48.39	79	131	124
All Grades	5.21	3.50	5.07	56.25	51.36	44.24	38.54	45.14	50.69	192	257	217

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The total number of students tested for the ELPAC increased significantly.
2. Student achievement in the ELPAC increased overall with the greatest gains in the written language.
3. The reading domain has the biggest proportion of students in the beginning level.

School and Student Performance Data

California School Dashboard Student Population

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	74.9	40.5	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	40.5
Foster Youth		
Homeless	15	3.1
Socioeconomically Disadvantaged	361	74.9
Students with Disabilities	54	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.9
Asian	38	7.9
Filipino	20	4.1
Hispanic	360	74.7
Two or More Races	13	2.7
Pacific Islander	22	4.6
White	9	1.9

Conclusions based on this data:

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

2. EL students make up a significant portion of the population at 37%.
3. Students with disabilities and homeless youth make up a relevant portion of the student population at 10% and 8% respectively.

School and Student Performance Data

Overall Performance

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 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.
2. Academic performance for Math is in the red.
3. The suspension rate is in the red.

School and Student Performance Data

Academic Performance English Language Arts

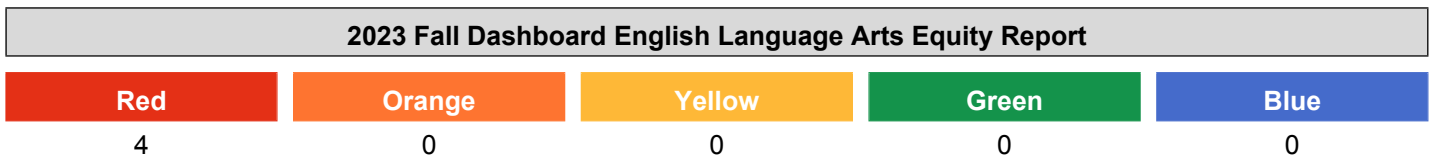
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 106.1 points below standard Decreased Significantly -28.5 points 428 Students	<p>English Learners</p>  Red 141.4 points below standard Decreased Significantly -28.1 points 242 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>206.6 points below standard Increased +13.2 points 12 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 115.7 points below standard Decreased Significantly -31.9 points 337 Students	<p>Students with Disabilities</p>  Red 151.5 points below standard Decreased Significantly -21.9 points 56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>131.7 points below standard</p> <p>Decreased Significantly - 15.4 points</p> <p>18 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>74.5 points below standard</p> <p>Decreased -11.4 points</p> <p>33 Students</p>	<p>35.8 points below standard</p> <p>Decreased Significantly - 21.6 points</p> <p>20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>117.7 points below standard</p> <p>Decreased Significantly - 33.7 points</p> <p>316 Students</p>	<p>66.6 points below standard</p> <p>Decreased Significantly - 19.1 points</p> <p>13 Students</p>	<p>52.6 points below standard</p> <p>Increased +8.4 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>

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
<p>178.8 points below standard</p> <p>Decreased Significantly -33.6 points</p> <p>146 Students</p>	<p>84.6 points below standard</p> <p>Decreased Significantly -52.1 points</p> <p>96 Students</p>	<p>81.1 points below standard</p> <p>Decreased Significantly -16.1 points</p> <p>114 Students</p>

Conclusions based on this data:

1. Based on the only reported group, Hispanic student performance in ELA was very Low. No other data was provided.
2. Asian students were the only ethnic group that increased ELA performance.
3. Current EL students showed an increase in ELA performance (+11.3) while reclassified EL students declined (-5).

School and Student Performance Data

Academic Performance Mathematics

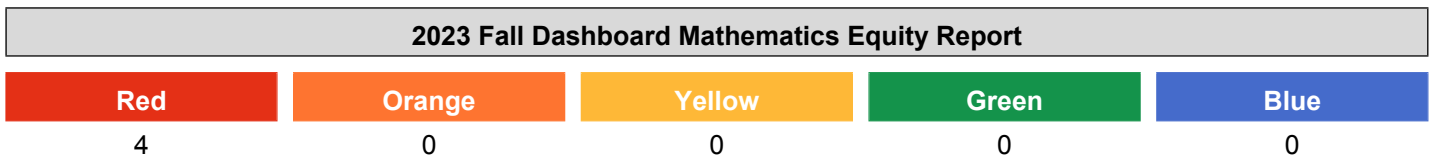
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 166.7 points below standard Decreased Significantly -18.5 points 433 Students	<p>English Learners</p>  Red 195.2 points below standard Decreased -10.6 points 247 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>230 points below standard Increased Significantly +27.8 points 13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 177.2 points below standard Decreased Significantly -22.7 points 342 Students	<p>Students with Disabilities</p>  Red 204.7 points below standard Decreased -7.9 points 56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>203.7 points below standard</p> <p>Decreased -13.6 points</p> <p>18 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>95.1 points below standard</p> <p>Increased Significantly +37.2 points</p> <p>33 Students</p>	<p>116.1 points below standard</p> <p>Decreased Significantly -19.5 points</p> <p>20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>180.2 points below standard</p> <p>Decreased Significantly -22.9 points</p> <p>322 Students</p>	<p>160.6 points below standard</p> <p>Decreased Significantly -28.3 points</p> <p>13 Students</p>	<p>101 points below standard</p> <p>Increased +5.4 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>224.6 points below standard</p> <p>Decreased Significantly -17.5 points</p> <p>150 Students</p>	<p>149.6 points below standard</p> <p>Decreased Significantly -22.2 points</p> <p>97 Students</p>	<p>149.6 points below standard</p> <p>Decreased Significantly -15.1 points</p> <p>114 Students</p>

Conclusions based on this data:

1. Based on the only reported group, their performance in this area was Very Low. No other data was provided.
2. Although some areas are not given a color, AA, Filipino, and Pacific Islander students declined significantly in math scores from previous years. Latinx students maintained scores, however are still below standard in Math.

School and Student Performance Data

Academic Performance English Learner Progress

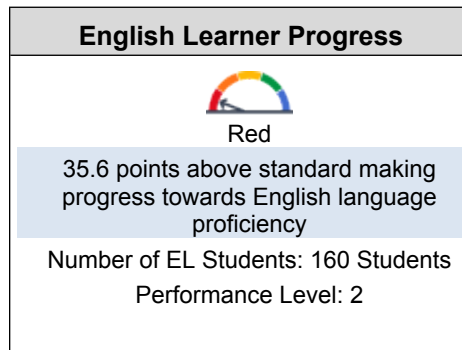
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
7	96	0	57

Conclusions based on this data:

1. Over half of the English Learners at Chavez are making progress toward proficiency as measured on the ELPAC.
2. A total of 9% of students decreased one ELPI level.
3. Overall performance level is medium.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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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 Chronic Absenteeism for All Students/Student Group		
All Students Yellow 30.5% Chronically Absent Declined Significantly -11.9 537 Students	English Learners Yellow 30.5% Chronically Absent Declined Significantly -13.6 275 Students	Foster Youth Less than 11 Students 1 Student
Homeless 36% Chronically Absent Declined -19.6 25 Students	Socioeconomically Disadvantaged Yellow 31.9% Chronically Absent Declined Significantly -12.5 436 Students	Students with Disabilities Orange 36.5% Chronically Absent Declined -13.5 63 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>40.9% Chronically Absent</p> <p>Declined -9.1</p> <p>22 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>15.2% Chronically Absent</p> <p>Declined -13.7</p> <p>46 Students</p>	<p>9.1% Chronically Absent</p> <p>Declined -27.3</p> <p>22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>33.5% Chronically Absent</p> <p>Declined Significantly -10.9</p> <p>400 Students</p>	<p>28.6% Chronically Absent</p> <p>Declined -17.6</p> <p>14 Students</p>	<p>20.8% Chronically Absent</p> <p>Declined -13.9</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism is very high across all reported student groups.
2. Greatest performance increases were shown with white students (+15.9) and African-American (+12.6).
3. Orange performance groups are Latinx, Asian, Homeless, Socioeconomically Disadvantaged, and EL students.

School and Student Performance Data

Conditions & Climate Suspension Rate

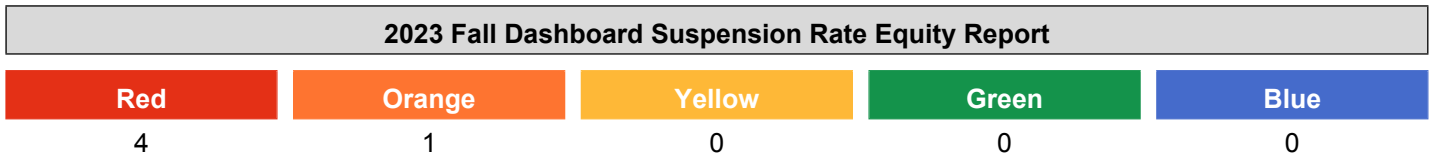
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.1% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 7.7 566 Students</td> </tr> </tbody> </table>	All Students	 Red	13.1% suspended at least one day	Increased Significantly 7.7 566 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">16% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 9 288 Students</td> </tr> </tbody> </table>	English Learners	 Red	16% suspended at least one day	Increased Significantly 9 288 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students	
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Students with Disabilities													
 Red													
25.4% suspended at least one day													
Increased 21.8 63 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>16% suspended at least one day</p> <p>Increased 6 25 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 4.1 49 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p>14.5% suspended at least one day</p> <p>Increased Significantly 8.5 420 Students</p>	<p>18.8% suspended at least one day</p> <p>Increased 18.8 16 Students</p>	<p>8.3% suspended at least one day</p> <p>Increased 4 24 Students</p>	<p>Less than 11 Students 10 Students</p>

Conclusions based on this data:

1. The suspension rate is Medium among all reported student groups, except for Asian students, who are reported as Very Low.
2. There was an increase in every subgroup except for Students w/Disabilities which decreased by 4%.
3. 5.5% increase in suspensions of English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language Arts

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. 50% of all seventh and eighth-graders will demonstrate improvement on the ELA CAASPP by 10% from the previous year's score.

Schoolwide, students will increase their English Language Arts (ELA) proficiency scores by 5% 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

All students master the Common Core State Standards OR show growth toward mastery as demonstrated by results on the Smarter Balanced Assessment.

State Priorities:

2-Implementation of State Standards

4-Pupil Academic Achievement

5-Pupil Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

STAR Reading assessments in the Fall 2023 showed that 49% of 7th grade students are reading at or below the 3rd grade level. 54% of 8th grade students are reading at or below the 3rd grade level. The ELA department determined that multiple strategies were needed to improve student reading skills. These strategies included: 1. Expanding the Multi-Tiered System of Support (MTSS) 2. Implementing other supplemental ELA intervention programs, and 3. Using data to plan professional development.

The Multi-Tiered System of Support approach has helped to target students needing extra support. As a result, students served by this approach showed growth in grade-level reading by as much as two years and two months. Staff will implement other supplemental ELA intervention programs for all statistically significant student subgroups as needed. Lastly, professional development and ELA departmental collaboration will be data-driven to support course scope and sequence lesson planning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the 2023 CAASPP	Based on the 2022-23 CAASPP data, 14% met ELA standards and 2% exceeded ELA Standards	By June 2025, 50% of students will demonstrate improvement on the ELA CAASPP by 10% from their 2024 score.
Data from STAR Reading assessments	Based on the fall 2023-24 STAR Reading assessments, 49% of 7th graders and 54% of 8th graders are reading at 1-3 grade levels below.	By June 2025, 7th and 8th graders who are reading 1-3 grade level below will decrease by 15%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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.</p> <p>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.</p> <p>Chavez Middle School will provide before and/or after school Tier 2 and Tier 3 reading intervention.</p> <p>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.</p> <p>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.</p> <p>Chavez Middle School will provide books for students to read at home during community events.</p> <p>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.</p> <p>Chavez Middle School will provide African American Lit teacher support with an Instructional Coach.</p>	All students	<p>3,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs 3,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra duty 5,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Renaissance STAR and Accelerated Reader subscription 3,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Build/replace classroom and school libraries 1,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Resources and books for the African American Lit class 1,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books provided to extend home libraries for students 5,000</p>

			Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Coaching support for the African American Lit class
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was a decline in students that met or exceeded ELA standards by 5%. In 2022, 23% met or exceeded the ELA standards and in 2023 16% met or exceeded standards. The school adopted Rime Magic as a Tier 3 intervention for students who are reading below a 3rd grade level. Eight teachers, including one ELL Specialist trained in its implementation.

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 major programmatic or budgetary changes.

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 Middle School will vet and adopt a Tier 2 Reading Intervention. Ensure that all ELA/ELD teachers assess their students with the STAR Reading assessments to monitor student progress and help inform instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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. 50% of all seventh and eighth-graders will demonstrate improvement on the Mathematics CAASPP by 10% from the previous year's overall score.

Schoolwide, students will increase their math proficiency scores by 5% as measured by CAASPP from the previous year. Students will demonstrate growth towards and/or proficiency in grade level math concepts and applications, problem solving, number sense and algebraic expressions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal: 21st Century in Mathematics: HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal: All students will grow toward mastery in Mathematics as demonstrated by the Smarter Balanced Assessment results.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023 CAASPP Math scores showed that only 6% of students met or exceeded grade level Math standards. A closer analysis of the score told us that 84% of students did not meet standards. These results demonstrates that much work needs to be done in this area.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on 2023 CAASPP	Based on the 2023 CAASPP data, 6% of students met or exceeded the Math standards a decrease of 2% from the 2022 CAASPP data.	By June 2025, the number of students who meet or exceed the Math standards will increase by 5%. 50% of students will improve their scores by 10% from the previous year's scores.
Based on IXL Math Diagnostics	Create a baseline for students' math levels	By June 2025, students' scores on the Math Diagnostic will increase by 20%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>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.</p> <p>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.</p> <p>Chavez Middle School will use ST Math as a supplement to current Math curriculum.</p> <p>Chavez Middle School will provide before and after school Tier 2 Math tutoring, using data from ST Math.</p> <p>Chavez Middle School will use IXL Math Diagnostics at least twice a year to identify students' baseline levels and measured growth throughout the year.</p> <p>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.</p>	All students	<p>2,500 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs 3,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra duty 3,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental mathematics manipulatives to support student learning of key math concepts 5,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Additional Math resources for World House students 2,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Family Math Festival hosted by CA Mathematics Council</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

ST Math was implemented in February by our Math department chair, Matt Shaffer, therefore, there has not been enough time to create intervention groups.
 Teachers did not consistently administer the Instructional Assessment Benchmarks during the school year.
 There was no after-school Math tutoring/intervention provided by staff.
 There was no Family Math Series offered this year due to unavailability of teacher.
 Math teachers used the IXL Diagnostics to streamline support for students who required additional support.

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 major 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.

With a full year's implementation of ST Math and the diagnostics it provides, Chavez Middle School will look at data for progress monitoring, effective collaboration, and creating intervention groups. Chavez Middle School has paid for 3 years of ST Math , using the 2023-24 funds for a discounted rate. This will allow time to monitor ST Math's effectiveness over the three years. As a way to increase parent involvement, Chavez Middle School will host an evening family Math Festival event.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st-Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or show growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards
- 4 - Pupil Achievement
- 5 - Pupil Engagement
- 7 - Course Access

LCAP Goal:

All EL students will show growth toward English Language proficiency and the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
Unduplicated students have been identified on the CAASPP test as underperforming in both ELA and Math. These students do not fall into any other funding category.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the CAASPP data, World House and long-term EL students require increased academic support and interventions to demonstrate growth toward mastering ELA and Math concepts. Cesar Chavez faculty will also work to increase the reclassification rates for EL students by providing student co-curricular and extracurricular activities that promote English language skills.

Cesar Chavez Middle School has identified a need for more counseling support for newcomers, many experiencing trauma in their homeland as well as the journey to the United States.

Cesar Chavez Middle School has recognized a need for an additional full time Spanish Bilingual Instructional Aide, given the increase of World House students and the number of general education classes that roster them.

Cesar Chavez Middle School has recognized a need for an additional part time Farsi Bilingual Instructional Aide, given the increase of World House students and the number of general education classes that roster them.

The sheltered classes for World House students increased this year and the request from general education teachers needing support with English sheltered instruction has increased.

Maintaining the World House SEL Counselor, who helps students develop more resiliency skills in the area of socioemotional learning is vital to the mental well being of our newcomers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on 2023 ELPAC	Based on the 2023 ELPAC data, 23% of ELLs scored a 4 on the ELPAC.	By June 2025, the number of students that score a 4 on the ELPAC will increase by 5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Chavez Middle School will continue to provide language assessments to Newcomers to help place them in the appropriate English level core classes.</p> <p>Students will have access to an online language learning program for additional English language support.</p> <p>Appointing an ELD Co-chair. The role of the ELD Co-chair is to advise on the needs of Chavez World House (WH) students.</p> <p>Hiring additional Bilingual Instructional Aides (BIA). An additional BIA will support World House students in general education classes with English Only (EO) teachers throughout the school year.</p> <p>Provide professional development opportunities around English Language Development strategies and sheltered instruction strategies.</p>	Long Term English Language Learners and Newcomers	2,500 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty for Saturday Academies 2,800 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Rosetta Stone subscription to online language learning program for 125 World House students 1,000 LCFF 4000-4999: Books And Supplies Refreshments for ELAC parent meetings 34,000 Title I 2000-2999: Classified Personnel Salaries Full Time Spanish Bilingual Aide 12,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Teacher Created Materials kit for World House classes Low level/high interest books for ELD classrooms 1,500 LCFF 2000-2999: Classified Personnel Salaries Afterschool homework support for newcomers 500

			Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Hot spots for newcomers and low income families who cannot afford internet service 2,000 LCFF 1000-1999: Certificated Personnel Salaries ELD Co-chair stipend 4,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Professional development for sheltered English instruction 17,000 Title I 2000-2999: Classified Personnel Salaries Part time Farsi Bilingual Aide
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the 2023 ELPAC data, 23% of ELLs scored a 4 on the ELPAC. There was a 1% decrease from 2022 with 22% of ELLs who scored a 4 on the ELPAC.
 We did not host Saturday academies to prepare for the CAASPP or the ELPAC.
 Hayward Promise Neighborhood (HPN) was able to provide our families with hotspots to support students' learning at home.
 HPN provided Chavez with a part-time ELL Specialist who conducted Tier 3 Reading Intervention support as well as a part-time counselor who provided social emotional supports for our World House Students.
 Rosetta Stone was implemented late in the school year, at the beginning of February. It has received positive feedback from teachers who are utilizing the program.
 Support of Long-Term English Learners and reclassification efforts by providing after-school literacy intervention programs.

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

An additional Spanish Bilingual Aide will cost about \$34,000 of Title 1 funds. This will provide support of our Newcomers as well as our general education teachers who teach World House.

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 Middle School would like to support our increase of Spanish speaking newcomers by providing an additional full-time Spanish BIA for additional support. The site would also like to increase support for our long term ELLs by providing professional training for general education teachers who teach World House sheltered classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focus 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chavez Middle School has identified a need for a new sound system in the multipurpose room that would allow the school to host performances and concerts.
 Chavez Middle School has identified a need for an after school Drama club for students.
 Chavez Middle School will be creating a VAPA committee who will write the Proposition 28 proposal for the 25-26 school year.
 Chavez Middle School has identified the need for more supplies for the Art program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
VAPA course offerings	4 sections of Art, 1 section of Band, 1 section of Orchestra	Increase a VAPA offering by one section by 2025-26
Multi-purpose room stage usage	Unusable stage that needs an update	Clean and update the stage with new sound and lights by 2025-26
School assemblies held in MPR	No assemblies in the MPR currently	Host 3 assemblies in the MPR by 2025-26

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Chavez will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional	All students	1,500 LCFF

	development, offering additional sections, offering after school enrichment, etc.		5800: Professional/Consulting Services And Operating Expenditures DJ services for student dance shows and cultural community events 2,500 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 Comprehensive Support and Improvement (CSI) 0000: Unrestricted Teacher professional development for arts integration 1,500 Unrestricted 5000-5999: Services And Other Operating Expenditures Removal of large items to clear stage for use 8,000 Title I 4000-4999: Books And Supplies Transportation and tickets for field trips to museums and performances 1,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies for the Art courses
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Propostion 28 Site Plan	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Cesar Chavez mural was completed in April 2024. There were more field trips taken this year, including SF MOMA and Oakland Museum and more performances, including Luna Mexicana and The Wiz.

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 major programmable 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.

Chavez Middle School did not update the stage in the Multi-Purpose room due to large amount of unused items that have been stored on the stage for years. An LCD projector was provided for the MPR for students to view presentations and use for community events.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century School Climate Goal: HUSD schools will ensure an appropriate and safe climate for all students

LCAP School Climate Goal:

The school will see a reduction in suspensions and referrals, along with an increase in parent engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student Needs:

- * Additional COST counselors and therapy providers
- * Student leadership conferences and student-led engagement activities
- * Motivational assemblies to promote character development
- * Programs that support SEL
- * Restorative practices that build community and an increase campus safety

Parent Engagement:

- * Family Engagement Specialists that facilitate parent involvement
- * Translation services for languages other than English
- * Implement PTO and AASAI parent groups for building both unity and equity
- * Parent workshops about school programs and supporting their child's success at school

Chavez Middle School began the work as a Community School. Our Community School committee will begin to review data such as attendance rates, COST referrals and student surveys to build a community school program that will support more students and families. The Community School committee will also begin planning on how to support basic needs for families such as food and shelter.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on the 2023 CA Healthy Kids Survey	57% of students felt that there was a caring adult at school.	By June 2025, 75% of students will feel that there is a caring adult at school.
Wellness Center Sign In	Based on the 2023-24 Wellness Center Sign Sheets, the center was visited on average 90 times per month	By June 2025, the number of students visiting the Wellness Center will be monitored monthly to see if there is an increase or decrease in the number of visits compared to 2024-25 school year.
COST Data Review reports	Based on the 2023-24 COST Data Review reports, about ___ referrals to COST per month.	By June 2025, 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 2024-25 school year.
PBIS Schoolwide Fidelity Tool	Based on the data from the PBIS Schoolwide Fidelity Tool, only 67% of students have received a Cheetah Check from an adult at school.	By October of 2024, 85% of students will have received a Cheetah Check from an adult at school.
School Calendar	In 2023-24, Chavez hosted 2 events, a Latinx Heritage Celebration and African American Literature Readers' Theater.	By June 2025, Chavez will host four school community events, increasing the number to 4 events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Chavez Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.</p> <p>Chavez Middle School will continue to hold weekly drawings for prizes for Cheetah Check winners.</p> <p>Chavez Middle School will provide more assemblies for students around SEL and positive school climate.</p> <p>Chavez Middle School will continue to provide counseling services in the Wellness Center.</p> <p>Chavez Middle School will plan and host one additional school community event.</p> <p>Chavez Middle School will increase positive interactions with stakeholders.</p>	All students	<p>4,900</p> <p>Comprehensive Support and Improvement (CSI)</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Anti-Bias/Anti-Racist work with Lynn Bravewomon as consultant</p> <p>500</p> <p>LCFF Supplemental and Concentration Funds</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Print order for Cheetah Checks (PBIS acknowledgement system)</p> <p>4,000</p> <p>LCFF Supplemental and Concentration Funds</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>School assemblies</p> <p>2,500</p>

			Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Posters and signs to display school's expectations (PBIS) 1,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies for calm down space such as fidget toys, puzzles, coloring books for the Wellness Center 1700 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development for Office Staff for building school systems
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We did not meet our goal of 10% increase of students feeling that there was a caring adult at school, however there was a 6% increase to 57% in 2023.
 Chavez Middle School did not meet the goal of four community events however, there was one additional community event tied to the Chavez Day of Service, with a total of three community events this year.
 Chavez Middle School held one additional assembly.
 There was an increase of 3% of students receiving a Cheetah Check in October 2023. This did not meet our goal of 80%.

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 major 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.

To increase the awareness of our school's expectations (PBIS), Chavez Middle School will display them on more posters and signs throughout campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Low Performing Schools Grant

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. During Coffee with the Principal, parents requested more support around English Language classes for themselves. Chavez Middle School will continue to 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) 2023-24	51% of students feel the school promotes parental involvement	Increase the number of students that feel the school promotes parental involvement by 20%
California Healthy Kids Survey (CHKS) 2023-24	50% of students feel that parents feel welcome to participate at this school.	Increase the number of students that feel that parents feel welcome to participate at this school by 20%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	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.	All students	1,500 LCFF Supplemental and Concentration Funds 5900: Communications Translation Services 2,000 LCFF Supplemental and Concentration Funds

			2000-2999: Classified Personnel Salaries Extra duty for evening events 2,500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Rosetta Stone parent subscription for English 2,500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Parent meeting supplies and food for workshops 3,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Chromebooks for parents to attend parent workshops requiring online services 2,000 LCFF 2000-2999: Classified Personnel Salaries Provide childcare supervision for parents attending a parent workshop
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Chavez Middle School provided parent learning sessions facilitated by La Familia Adelante to address concerns about drug use prevention for their middle schoolers. Parents met every Tuesday morning at 9am for 8 weeks.

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 major 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.

Chavez Middle School would like to provide more flexible access for parents to learn English. Based on feedback from parents, the HUSD offered English courses do not work for some of their schedules.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

Attendance Goal for 21st-Century Success: HUSD will maintain 97% attendance at all sites.

State Priorities:

3 - Parent Involvement

4 - Pupil Achievement

5 - Pupil Engagement

6 - School Climate

8 - Other Pupil Outcomes

LCAP School Site Attendance Goals:

1. Increase Attendance by 5% for Each Subgroup Reported.

2. Decrease the Percentage of Unexcused Absences by 10% for Each Subgroup Reported.

3. Reduce Tardiness by 10%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although student attendance was adversely impacted by COVID, the attendance data shows that addressing chronic absenteeism and unexcused absences will be a priority in the 2024-2025 school year. According to the California School Dashboard 30.5% of students were identified as chronically absent. This is an 11.9% decline from the previous year. There was progress made to decrease the number of students who are chronically absent, however, we still need to address chronic absenteeism with some student groups:

African American: 40.9%

English Learners: 30.5%

Hispanic: 33.5%

Asian: 15.2%

Socioeconomically Disadvantaged: 31.9%

Chavez Middle School recognizes that tardy students and students cutting classes need to be monitored more closely and require more data. Time out of classrooms impacts student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 California Dashboard	Based on the 2023 CA Dashboard results, 30.5% students were identified as chronically absent a decline of 11.9% from 2022.	By June of 2025 ,there will be a decrease of 10% of students who are identified as chronically absent.
Infinite Campus weekly reports	Based on the 2023-24 attendance reports, we will create the baseline and attendance goals for the 2024-25 school year.	By June 2025, there will be a 5% monthly increase of attendance compared to the 2023-24 IC data.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>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.</p> <p>Chavez will create an attendance incentive program that will display monthly attendance graphs and goals, comparing past and present years, in prominent areas. The goal will be set at 95% attendance per month.</p> <p>Chavez will send commendation awards for students with perfect attendance and improved attendance.</p> <p>Chavez will provide "make up" time for students who are chronically tardy (5 or more tardies per week).</p> <p>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.</p> <p>Chavez staff will replace physical hall passes and implement Securly Digital Hall Pass to monitor students' time out of class on a hall pass.</p>	All students	<p>1,000 LCFF 4000-4999: Books And Supplies Posters for improved attendance to display around campus (PBIS incentives) 1,500 LCFF 4000-4999: Books And Supplies Student incentives for classes with perfect attendance (PBIS incentives) 4,000 LCFF 4000-4999: Books And Supplies Student recognition for Honor Roll and perfect attendance (PBIS incentives) 2,500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Securly Digital Hall Pass subscription and teacher training 3,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Chromebooks for PE and substitute teachers to implement Securly Digital Hall Pass</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was a 12% decrease of students identified as chronically absent, compared to the 2022-23. The 2022-23 goal was a 20% decrease.
Data has been collected to create monthly attendance goals for 2024-25 using 2023-24 as a baseline. On average the monthly attendance rate for 2023-24 is 93%, with December having the lowest at 91.7%.
The detention room assistant provided weekly "make up" time for students who had 5 or more tardies in the week.

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 major 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.

Chavez Middle School will implement a new digital hall pass to address issues around students missing instructional time on a physical hall pass.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,400.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$69,200.00
Title I	\$59,000.00

Subtotal of additional federal funds included for this school: \$128,200.00

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	\$30,200.00
LCFF Supplemental and Concentration Funds	\$10,500.00
Unrestricted	\$1,500.00

Subtotal of state or local funds included for this school: \$42,200.00

Total of federal, state, and/or local funds for this school: \$170,400.00

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	63,289.00
Title I	101,771.00	42,771.00
Title 1: Parent Allocation	1,028.00	1,028.00
Comprehensive Support and Improvement (CSI)	446,222.23	377,022.23

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	69,200.00
LCFF	30,200.00
LCFF Supplemental and Concentration Funds	10,500.00
Title I	59,000.00
Unrestricted	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	18,500.00
2000-2999: Classified Personnel Salaries	56,500.00
4000-4999: Books And Supplies	58,000.00
5000-5999: Services And Other Operating Expenditures	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	15,400.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Comprehensive Support and Improvement (CSI)	2,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	42,500.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	9,900.00
1000-1999: Certificated Personnel Salaries	LCFF	16,000.00
2000-2999: Classified Personnel Salaries	LCFF	3,500.00
4000-4999: Books And Supplies	LCFF	7,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	4,000.00
5900: Communications	LCFF Supplemental and Concentration Funds	1,500.00
2000-2999: Classified Personnel Salaries	Title I	51,000.00
4000-4999: Books And Supplies	Title I	8,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,000.00
Goal 2	15,500.00
Goal 3	77,300.00
Goal 4	16,500.00
Goal 5	14,600.00

Goal 6

13,500.00

Goal 7

12,000.00

School Site Council Membership

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

- 1 School Principal
- 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 April 17, 2024.

Attested:



Principal, Khanh Yeargin on 4/17/2024



SSC Chairperson, Jonathan Delgado on 4/17/2024