

Anthony W. Ochoa Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|--------------------------------|
| School Name | Anthony W. Ochoa Middle School |
| Street | 2121 Depot Road |
| City, State, Zip | Hayward |
| Phone Number | 5107233130 |
| Principal | Makilia Rowe-Andrews |
| Email Address | mrowe@husd.k12.ca.us |
| School Website | Ochoa.husd.us |
| Grade Span | 7-8 |
| County-District-School (CDS) Code | 01611926056956 |

2024-25 District Contact Information

| | |
|-------------------------|---------------------------------|
| District Name | Hayward Unified School District |
| Phone Number | (510) 784-2600 |
| Superintendent | Dr. Jason Reimann |
| Email Address | jreimann@husd.k12.ca.us |
| District Website | www.husd.k12.ca.us |

2024-25 School Description and Mission Statement

Anthony W. Ochoa Middle School is a diverse school community where students can thrive and be successful. We have staff at varying levels of experience, who care about the development and support of the whole student. Our college and career programs, Avid & Puent support the needs of all students.

Ochoa's staff work to provide students a safe and inclusive learning environment with a positive school climate. We provide rigorous course work and elective offerings using culturally, and linguistically responsive pedagogy for students. We believe school is a microcosm of society and know the importance of honoring the assets our students bring to the school community

2024-25 School Description and Mission Statement

each day. Staff work to provide culturally relevant instruction and strategies and we take a restorative approach to discipline. The faculty of Ochoa aim for all students to be proud to be "Made in Hayward" and to take pride in their school, their community, and their accomplishments. Parents and community members serve as a vital component of our academic program and we welcome participation in school committees such as: the African American Student Achievement Initiative (AASAI), the English Learner Advisory Committee (ELAC), Site-Based Decision-Making Team (SBDM), and School Site Council (SSC). Through committees such as these, Ochoa Middle continues to assess course offerings, elective programs, and after school programs to ensure we remain competitive with neighboring middle schools.

Mission Statement:

Our mission is to provide a safe and inclusive learning environment, that affords equitable opportunities, provides culturally and linguistically responsive and standards-based instruction that validates and affirms the cultures, traditions, and values of our diverse learners. We will provide students with long-term skills and strategies that support the development of critical thinking to enhance their academic, social-emotional, and character development, by first building on the foundation of trust and relationships.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 193 |
| Grade 8 | 182 |
| Total Enrollment | 375 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 42.9 |
| Male | 57.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 9.3 |
| Black or African American | 6.4 |
| Filipino | 13.3 |
| Hispanic or Latino | 57.3 |
| Native Hawaiian or Pacific Islander | 5.9 |
| Two or More Races | 3.5 |
| White | 3.7 |
| English Learners | 17.1 |
| Homeless | 2.4 |
| Migrant | 0.3 |
| Socioeconomically Disadvantaged | 85.1 |
| Students with Disabilities | 18.1 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.90 | 86.48 | 816.80 | 82.14 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 28.40 | 2.86 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.10 | 5.04 | 81.30 | 8.18 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 3.09 | 33.60 | 3.38 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 1.20 | 5.35 | 34.00 | 3.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 23.00 | 100.00 | 994.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.70 | 80.02 | 841.90 | 83.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 23.40 | 2.33 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.00 | 12.19 | 62.20 | 6.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 3.17 | 21.80 | 2.17 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.10 | 4.59 | 58.30 | 5.79 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.60 | 100.00 | 1007.90 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.00 | 62.74 | 806.00 | 82.08 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.70 | 3.13 | 18.50 | 1.89 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.00 | 12.66 | 71.20 | 7.26 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.20 | 5.35 | 26.60 | 2.71 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 3.80 | 16.08 | 59.50 | 6.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 23.90 | 100.00 | 982.00 | 100.00 | 277698.00 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 3.00 | 1 |
| Misassignments | 0.10 | 0.00 | 2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.10 | 3.00 | 3 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.60 | 0.40 | 1.1 |
| Local Assignment Options | 0.10 | 0.30 | 0 |
| Total Out-of-Field Teachers | 0.70 | 0.70 | 1.2 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.80 | 0 | 7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 10.20 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English) Grades 7-8th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020 | Yes | 0% |
| Mathematics | 7th Grade: Glencoe/McGrawHill, California Math Course 2, c2015; Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program c2014, 8th Grade: Glencoe/McGrawHill, California Math Course 3, c2015 Houghton Mifflin Harcourt, California Algebra 1, c2015; Houghton Mifflin Harcourt, California Geometry, c2015 | Yes | 0% |
| Science | 7th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Life Sciences (California), c2007 (English & Spanish); 8th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Physical Sciences (California), c2007 (English & Spanish) | Yes | 0% |
| History-Social Science | 7th Grade: Holt, Rinehart & Winston, World History Medieval to Early Modern Times, c2006 (English & Spanish) 8th Grade: Holt, Rinehart & Winston, United States History Independence to 1914, c2006 (English & Spanish) | Yes | 0% |
| Foreign Language | | Yes | 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Anthony Ochoa Middle School was constructed in 1959. This school has twenty-two (22) permanent classrooms, a multipurpose room, a locker room, a library, and an administration building. In addition to the main building, there are ten (10) portable classrooms that have been added to accommodate class size reduction and instructional programs.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Anthony Ochoa Middle School these projects have included installation of a new Roofing System, Fire Alarm/PA System, new paving/stripping of asphalted areas and exterior painting of the school. All work described was completed by the end of the 2024 summer period.

Year and month of the most recent FIT report

January 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 37 | 31 | 35 | 32 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 22 | 24 | 20 | 20 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 385 | 367 | 95.32 | 4.68 | 30.60 |
| Female | 164 | 159 | 96.95 | 3.05 | 39.24 |
| Male | 221 | 208 | 94.12 | 5.88 | 24.04 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 37 | 36 | 97.30 | 2.70 | 47.22 |
| Black or African American | 20 | 20 | 100.00 | 0.00 | 10.00 |
| Filipino | 54 | 51 | 94.44 | 5.56 | 54.90 |
| Hispanic or Latino | 218 | 207 | 94.95 | 5.05 | 22.82 |
| Native Hawaiian or Pacific Islander | 23 | 22 | 95.65 | 4.35 | 31.82 |
| Two or More Races | 17 | 16 | 94.12 | 5.88 | 31.25 |
| White | 15 | 14 | 93.33 | 6.67 | 42.86 |
| English Learners | 69 | 62 | 89.86 | 10.14 | 1.61 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 13 | 8 | 61.54 | 38.46 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 327 | 311 | 95.11 | 4.89 | 29.03 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 73 | 67 | 91.78 | 8.22 | 13.43 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 385 | 368 | 95.58 | 4.42 | 24.46 |
| Female | 164 | 158 | 96.34 | 3.66 | 25.95 |
| Male | 221 | 210 | 95.02 | 4.98 | 23.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 37 | 37 | 100.00 | 0.00 | 48.65 |
| Black or African American | 20 | 18 | 90.00 | 10.00 | 5.56 |
| Filipino | 54 | 53 | 98.15 | 1.85 | 49.06 |
| Hispanic or Latino | 218 | 207 | 94.95 | 5.05 | 16.43 |
| Native Hawaiian or Pacific Islander | 23 | 21 | 91.30 | 8.70 | 19.05 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 17.65 |
| White | 15 | 14 | 93.33 | 6.67 | 28.57 |
| English Learners | 69 | 65 | 94.20 | 5.80 | 3.08 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 13 | 9 | 69.23 | 30.77 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 327 | 312 | 95.41 | 4.59 | 23.40 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 73 | 66 | 90.41 | 9.59 | 1.52 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 21.84 | 13.79 | 16.99 | 18.04 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 183 | 178 | 97.27 | 2.73 | 13.56 |
| Female | 82 | 80 | 97.56 | 2.44 | 17.50 |
| Male | 101 | 98 | 97.03 | 2.97 | 10.31 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 21 | 21 | 100.00 | 0.00 | 23.81 |
| Black or African American | 13 | 13 | 100.00 | 0.00 | 0.00 |
| Filipino | 25 | 25 | 100.00 | 0.00 | 20.00 |
| Hispanic or Latino | 95 | 90 | 94.74 | 5.26 | 10.00 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 29 | 27 | 93.10 | 6.90 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 154 | 149 | 96.75 | 3.25 | 12.16 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 38 | 36 | 94.74 | 5.26 | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | N/A | N/A | N/A | N/A | N/A |
| Grade 7 | 219 | 219 | 213 | 211 | 213 |
| Grade 9 | N/A | N/A | N/A | N/A | N?A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Ochoa Middle recognizes that partnerships with all stakeholders, stands as a critical component in the education of our students. Through our Parent Outreach Program which coordinates events with the principal from its designated Parent Center, Ochoa Middle offers opportunities which include the following:

- Quarterly Parent Days

*Includes parent shadow days

*Includes parent/student workshop presentations

*Includes guest speakers

*Includes online resources that allow synchronous/asynchronous learning for parents

Site Based Decision Making (SBDM) Team-Students, parents and administrators come together to discuss process improvements and issues that support positive school climate and outcomes. They engage in shared decision making with the administration and staff. All parents are invited and welcome to become active participants in their child's school.

School Site Council (SSC)-where parents, staff, and community members advise the principal and provide input and assess the effectiveness of the SPSA (School Site Plan for Student Achievement) each year. which participates in the development of the School Site Plan and approval of school improvement budget expenditures

ELAC (English Language Advisory Committee) Meetings- Students, parents, and other community members learn, discuss, and plan how our English Language Learners will be able to successfully reclassify as English Language Proficient. They advise the principal and school staff regarding programs and services for English Learners;

AASAI (African American Student Achievement Initiative) Meetings-All stakeholders come together to review data and conduct trend analysis around the impacts of instruction, discipline, and culturally responsive instruction and how we can best support

2024-25 Opportunities for Parental Involvement

the needs and academic success of African American Students.

- Parent Support Groups working with our Family Engagement & Equity Specialist and our Community Schools Specialist
- Parent Ambassador Program
- Parent English as a Second Language (ESL): LifeSkills
- Parent 1:1 support with technology and navigating the middle school experience
- Workshops with The Parent Institute for Quality Education (PIQE), Familia Adelante, Youth and Family Services Bureau and Fred Finch

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 402 | 394 | 98 | 24.9 |
| Female | 171 | 166 | 33 | 19.9 |
| Male | 231 | 228 | 65 | 28.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 39 | 38 | 3 | 7.9 |
| Black or African American | 25 | 25 | 9 | 36.0 |
| Filipino | 55 | 53 | 7 | 13.2 |
| Hispanic or Latino | 226 | 222 | 62 | 27.9 |
| Native Hawaiian or Pacific Islander | 23 | 23 | 9 | 39.1 |
| Two or More Races | 16 | 16 | 3 | 18.8 |
| White | 15 | 15 | 4 | 26.7 |
| English Learners | 94 | 91 | 26 | 28.6 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 14 | 9 | 64.3 |
| Socioeconomically Disadvantaged | 341 | 336 | 88 | 26.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 77 | 76 | 29 | 38.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 10.47 | 13.46 | 12.19 | 3.78 | 4.9 | 5.4 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.41 | 0.23 | 0 | 0.03 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 12.19 | 0.00 |
| Female | 9.94 | 0.00 |
| Male | 13.85 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 12.82 | 0.00 |
| Black or African American | 36.00 | 0.00 |
| Filipino | 3.64 | 0.00 |
| Hispanic or Latino | 10.62 | 0.00 |
| Native Hawaiian or Pacific Islander | 13.04 | 0.00 |
| Two or More Races | 6.25 | 0.00 |
| White | 26.67 | 0.00 |
| English Learners | 15.96 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 18.75 | 0.00 |
| Socioeconomically Disadvantaged | 12.61 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 19.48 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certified staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety. Fire, disaster, lockdown and shelter in place drills are conducted each month throughout the school year. Our CSSP is updated at the start of each school year and safety/emergency procedures are shared with students, staff and families at the start of each year and reviewed prior to practice drills.

Students are supervised throughout the day by support staff, teachers, administrators, and two campus safety officers. There is a designated area for student drop-off and pick-up. All visitors are required to check in using our District-Wide system and receive a visitor badge. Our CSOs (Campus Safety Officer) help to support the safety of students daily by patrolling the site regularly and having great relationships with students so as to be proactive when issues arise.

Our school has a Safety Committee, that meets monthly to address safety concerns. Safety Committee members include students, staff, parents, and administrators meet monthly to raise new items as appropriate. They identify possible safety concerns, conduct trend analysis, and develop processes and procedures/systems to ensure the safety of all members on the campus.

Responsibilities of the safety committee include but are not limited to:

1. Development of evacuation, lockdown, earthquake, and active shooter procedures.
2. Teaching students and staff those procedures until they are top of mind.
3. Ensuring the procedures are communicated to all visitors to the campus.
4. A (staff-wide) regular review and update of safety procedures and emergency plans.
5. Notification to faculty of safety-related concerns that have occurred on campus.

2024-25 School Safety Plan

6. Establish protocols for how notifications to staff will occur (SHARE 911, PA, etc.).
 7. Annual check of safety equipment, evacuation maps, and instructions/procedures and safety concerns on site.
 8. Make recommendations for school standards.
 9. Ensure representation at district level meetings.
 10. Report in writing concerns any unhealthy or unsafe facility conditions or equipment.
- *All changes in safety policy & procedures (District Safety and Site Safety) are reported monthly to the SBDM Team and disseminated to other staff via Safety and the respective Department Chairs, students, and families.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills with both staff and students.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 4 | 17 | |
| Mathematics | 20 | 12 | 11 | |
| Science | 22 | 8 | 13 | |
| Social Science | 21 | 11 | 10 | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 7 | 13 | |
| Mathematics | 18 | 17 | 5 | 1 |
| Science | 20 | 10 | 10 | |
| Social Science | 21 | 9 | 9 | 1 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 8 | 11 | |
| Mathematics | 17 | 18 | 3 | 1 |
| Science | 21 | 7 | 9 | 1 |
| Social Science | 21 | 8 | 8 | 1 |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 187.5 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15,983 | \$6,983 | \$9,000 | \$80,304 |
| District | N/A | N/A | \$7,882 | \$107,337 |
| Percent Difference - School Site and District | N/A | N/A | 13.2 | -28.8 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -17.9 | -19.6 |

Fiscal Year 2023-24 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expand Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded the district's technological infrastructure and obtained more computer software and personnel to maintain it.

Here at Ochoa Middle School we offer College & Career Readiness Programs such as Advanced Math (Alg. 7th&8th /Geometry), AVID, Puente, Spanish I, and STEAM, Science Technology Engineering and Math. These courses offer students access to rigorous content that supports their academic development and allows them to continue to qualify for advanced placement as they promote to High School.

Through partnership with Chabot College and our Youth Enrichment Program, our students are afforded an opportunity to attend Bridge To College, where eligible students can enroll in two college level courses each year. This program starts students on the path to earning an Associates Level Degree by the end of their 12th grade year, if they continue from the 7th grade.

Students also have the opportunity to elect a course in Home Economics that provides life skills and financial literacy.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$74,517 | \$59,551 |
| Mid-Range Teacher Salary | \$104,084 | \$93,855 |
| Highest Teacher Salary | \$124,131 | \$120,219 |
| Average Principal Salary (Elementary) | \$164,210 | \$151,525 |
| Average Principal Salary (Middle) | \$171,438 | \$158,215 |
| Average Principal Salary (High) | \$180,194 | \$171,087 |
| Superintendent Salary | \$314,081 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.34 | 31 |
| Percent of Budget for Administrative Salaries | 5.9 | 4.91 |

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites for administrators, teachers, and classified staff. The district offers three staff development days. At the school site, faculty are provided with an additional four half days of PD.

The three district PD's focus on our core values of equity, well-supported staff, integrated partnerships, collaborative leadership, data-informed decisions and Anti-Bias/ Anti-Racist PD.

As a district, our strategic priorities are:

Anti-Bias/Anti-Racist training for staff - Addresses issues of equity and the need for supporting diverse and inclusive learning environment for our diverse student populations and our Bd Policy 0415.

Deeper Learning-to increase students' deeper learning experiences by building staff capacity to teach and interact with students in culturally responsive ways.

Relationship-Centered Schools-HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need, through positive relationship building, trauma-informed care, and a focus on equity.

Service Excellence-HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community, recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.

Development in the area of technological proficiencies as it pertains to lesson and unit design, instructional development and delivery.

Teachers are supported through in-class coaching, faculty meetings, outside providers, student data reporting, and release time to encourage and support the above areas of focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |