

Cesar Chavez 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	Cesar Chavez Middle School
Street	27845 Whitman Street
City, State, Zip	Hayward
Phone Number	5107233111
Principal	Khanh Yeargin
Email Address	kyeargin@husd.k12.ca.us
School Website	https://chavez.husd.us/
Grade Span	7-8
County-District-School (CDS) Code	Hayward Unified School District (01611926056949)

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

The mission of Cesar Chavez Middle School is to create and maintain an environment that ensures the technological knowledge and communication skills necessary for our students to make positive contributions in our community as adults. Students’ knowledge and academic achievement will be demonstrated and assessed using a variety of educational strategies. We will produce critical thinkers that engage in inquiry, and whose curiosity allows them to make real-world connections with the learning in the classroom to become lifelong learners. Teachers will collaborate to create learning communities that are engaging, reflective, culturally and socially responsive teaching and are aligned to state and national standards. Students will

2024-25 School Description and Mission Statement

both graduate and go on to a career they are passionate about or to an institution of higher learning. We commit to a comprehensive system of support to assure this outcome.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	216
Grade 8	239
Total Enrollment	455

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	9
Black or African American	5.7
Filipino	4.8
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	3.3
Two or More Races	2.4
White	1.3
English Learners	39.6
Foster Youth	0.2
Homeless	4
Migrant	0.4
Socioeconomically Disadvantaged	88.4
Students with Disabilities	12.1

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)	20.70	79.38	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)	2.30	8.90	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	9.93	33.60	3.38	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.76	34.00	3.43	18854.30	6.86
Total Teaching Positions	26.10	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)	22.00	84.46	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)	1.60	6.44	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.57	21.80	2.17	11953.10	4.28
Unknown/Incomplete/NA	1.40	5.41	58.30	5.79	15831.90	5.67
Total Teaching Positions	26.00	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)	18.20	67.73	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	3.71	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	17.60	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	10.19	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.74	59.50	6.06	14303.80	5.15
Total Teaching Positions	26.90	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	0.00	4
Misassignments	1.30	1.60	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.30	1.60	4.7

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	2.30	0.00	0.6
Local Assignment Options	0.20	0.90	2
Total Out-of-Field Teachers	2.60	0.90	2.7

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)	5.00	4.8	2.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	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%

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: Cesar Chavez Middle School was constructed in 1952. This school has eighteen (18) permanent classrooms, a multipurpose room, a locker room, a library, and an administration building. In addition to the main building, there are fifteen (15) modular classrooms that have been added to accommodate class size reduction and instructional programs while the modernization takes place.

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 Cesar Chavez Middle School these projects have included replacement of the roof system, Fire Alarm/PA System, intrusion alarm system and exterior painting. In addition a modernization is currently in progress that consists of modernizing existing classrooms and ancillary spaces, HVAC upgrades, ADA improvements and new asphalt/stripping. Currently, this modernization project is in the closeout phase.

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)	16	14	35	32	46	47
Mathematics (grades 3-8 and 11)	6	6	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	495	404	81.62	18.38	13.65
Female	241	192	79.67	20.33	14.14
Male	254	212	83.46	16.54	13.21
American Indian or Alaska Native	0	0	0	0	0
Asian	43	35	81.40	18.60	25.71
Black or African American	26	24	92.31	7.69	4.17
Filipino	22	20	90.91	9.09	25.00
Hispanic or Latino	367	294	80.11	19.89	12.97
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	14.29
Two or More Races	18	15	83.33	16.67	0.00
White	--	--	--	--	--
English Learners	224	142	63.39	36.61	2.11
Foster Youth	0	0	0	0	0
Homeless	21	16	76.19	23.81	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	445	360	80.90	19.10	12.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	49	92.45	7.55	0.00

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	498	480	96.39	3.61	5.85
Female	242	232	95.87	4.13	4.31
Male	256	248	96.88	3.12	7.29
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	19.05
Black or African American	26	23	88.46	11.54	0.00
Filipino	22	21	95.45	4.55	9.52
Hispanic or Latino	370	357	96.49	3.51	4.48
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	14.29
Two or More Races	18	18	100.00	0.00	0.00
White	--	--	--	--	--
English Learners	227	218	96.04	3.96	1.83
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	10.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	448	433	96.65	3.35	5.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	0.00

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)	7.78	4.47	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	255	247	96.86	3.14	4.47
Female	126	121	96.03	3.97	4.17
Male	129	126	97.67	2.33	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	20	19	95.00	5.00	21.05
Black or African American	17	15	88.24	11.76	0.00
Filipino	12	12	100.00	0.00	16.67
Hispanic or Latino	186	181	97.31	2.69	1.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	102	98	96.08	3.92	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	219	96.48	3.52	3.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	31	93.94	6.06	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 7	96%	93%	96%	96%	97%

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

Cesar Chavez Middle School convenes annual and monthly meetings to inform parents of the programs available for parents and students. Cesar Chavez Middle School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Site Based Decision Making Team (SBDM), and English Learner Advisory Council (ELAC). There are Coffee with the Principal events that are designed to provide information to parents about state testing, the transition to middle school and preparation for high school. Cesar Chavez Middle School hosts additional events for parents to attend, along with their families, such as Latinx Heritage Celebration, Project Roots celebration and Day of Service, in honor of our namesake, Cesar Chavez.

Cesar Chavez Middle School has an active Parent Center that is dedicated to providing parent education classes, advocacy, and information for our parents about our school and our district. In our parent center, we provide our parents with academic information about how to prepare our children for high school and updates on classroom instruction as well as community resources for legal services and resources for basic needs such as food and housing.

For additional information on parent engagement/involvement opportunities, please contact Maria Reyes, Family Engagement Specialists at (510) 723-3110 ex. 41400 or at mariareyes@husd.k12.ca.us.

You may also visit our Parent Resource Center HUB located at 24823 Soto Rd. Hayward, CA 94544 T: 510-723-3857 or visit our Parent and Student Support page online at www.husd.us.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	545	527	118	22.4
Female	269	258	61	23.6
Male	276	269	57	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	7	14.6
Black or African American	27	26	7	26.9
Filipino	23	23	1	4.3
Hispanic or Latino	402	389	93	23.9
Native Hawaiian or Pacific Islander	16	15	4	26.7
Two or More Races	13	13	5	38.5
White	--	--	--	--
English Learners	276	264	64	24.2
Foster Youth	--	--	--	--
Homeless	25	24	13	54.2
Socioeconomically Disadvantaged	493	478	112	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	61	16	26.2

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
5.34	13.07	14.86	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	0.35	0.37	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	14.86	0.37
Female	9.29	0.00
Male	20.29	0.72
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.00	0.00
Black or African American	29.63	0.00
Filipino	13.04	0.00
Hispanic or Latino	14.68	0.50
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.08	0.00
White	0.00	0.00
English Learners	13.77	0.36
Foster Youth	0.00	0.00
Homeless	28.00	0.00
Socioeconomically Disadvantaged	15.42	0.41
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.97	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 certificated staff and is pending approval by School Site Council. The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis

2024-25 School Safety Plan

throughout the school year.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors are required to check in the front office and receive a badge. Our Safety Committee has proposed and been given the authority to purchase emergency supplies for every student and staff member on campus for up to three days.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment.

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.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2024-25 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible through out the school year. .

HUSD developed district wide safety plans with schools also having plans specific to their site. At our HUSD safety meetings discussions on emergency supplies and on site containers which have been placed on our Cesar Chavez campus, allows us to have needed space to retrieve emergency equipment and supplies moving forward. Our Cesar Chavez Middle School Safety Plan was approved by the 2024-25 School Site Council on December 11, 2024. This plan also addressed questions/guidelines regarding active shooter drills and student release to parents after an emergency lockdown. Community communication of the plans were sent out to all staff and families. It will also be posted on the district/school websites for for all stakeholders to have access to.

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	22	12	15	
Mathematics	21	10	14	
Science	22	8	15	
Social Science	21	9	15	

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	21	15	11	
Mathematics	21	10	13	
Science	21	12	11	
Social Science	21	11	12	

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	19	22	8	2
Mathematics	20	14	8	1
Science	22	8	11	1
Social Science	24	7	12	

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	151.67

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

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	\$17,359	\$7,706	\$9,653	\$102,084
District	N/A	N/A	\$7,882	\$107,337
Percent Difference - School Site and District	N/A	N/A	20.2	-5.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-10.9	4.3

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 to master the Common Core State Standards for their grade level. 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. Currently Cesar Chavez Middle School has a wide range of wrap around services that include but are not limited by the following: homework club, for tutoring intervention, paraprofessional (Classified), extra hours, technology supplies for both students and teachers, a Math online subscription (LPSG Rollover funded), technology support, preparation for teachers to include an IT staff member that maintains our school web page, 0.2 prep for certificated staff members, a variety of text book materials for AVID, African American Literature and Puente classes, funding for professional development for certificated staff and funds for our communication and services that are provided for parent and family engagement.

Types of services that will need to be funded, include our growing World House program. The World House program is a district funded program designed to support all newcomers that are middle school aged. They are encouraged to attend Cesar

Fiscal Year 2023-24 Types of Services Funded

Chavez Middle School to received English Language Development support. This includes online resources such as Rosetta Stone and ST Math, as well as supplemental materials through Teacher Created Materials, to support our students' English language acquisition.

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/cs/>.

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 to administrators, teachers, and classified staff. The district offered up to 10 staff development days in 2024-25. The curricular focus of the current school year is Making Thinking Visible across contents, adapting curricular content/scope and sequence to the loss of instructional time in the previous school year and diagnosing student readiness for new content and necessities of reteaching. Through continued support of establishing relationships with students and families in a distant learning environment, ensuring a baseline of technical competence for instructors and teaching in digital spaces, and developing and disseminating cognitively powerful lessons or curricular units that work in the online learning environment. In addition to three full days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development to move our district towards Anti-bias/Anti-racist (AB/AR) beliefs and practices as a continued effort to create culturally and linguistically responsive learning environments that foster deeper learning opportunities and equitable school communities. These efforts support the recently adopted Anti-Bias/Anti-Racism and Equity policy (BP 0415 & 0415.1).

Our site based professional days have been focused on creating department based scope and sequences, common assessments and preparing our students for the CAASPP.

Through our Instructional Leadership Team (ILT) and AB/AR district led committee and facilitators, teachers are supported in their growth and development through ongoing professional development, educator support network, and opportunities to extend their learning beyond our scope through external consultants that are diving deeper into the work, while promoting courageous conversations within the Hayward Unified School district.

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

Professional Development

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