



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)	May 14, 2025	June 25th, 2025

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

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

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:

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

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 2025-2026 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 2025-2026 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 and instructional support 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. The site has strengthened working our African American students by bringing back the Black Student Union and working with the Black Excellence Project in partnership with the Hayward Promise Neighborhood and Cal State East Bay

Facilities: Locker rooms desperately need repair or modernization. Cesar Chavez completed the Classroom Refresh project that began at the start of the 2023-2024 school year, that did not include updating the locker rooms. We still require a usable athletic field that would allow our school to host home games for football, softball, and soccer.

SEL: 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' working with our HPN provided SE Counselor has made a tremendous impact, reducing the number of students who repeatedly go to the office.

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

Our focus for the 2025-2026 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 - Socioeconomically disadvantaged, Asian, Hispanic, English learners, students with disabilities

Chronic absenteeism - Long Term English Learners, 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 Language Arts Placement Report - Students with disabilities, Asian

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.19%	%	1	1	
African American	3.50%	4.1%	5.71%	18	21	26
Asian	6.23%	10.4%	9.01%	32	54	41
Filipino	4.28%	2.5%	4.84%	22	13	22
Hispanic/Latino	77.04%	74.1%	72.75%	396	384	331
Pacific Islander	4.47%	4.4%	3.30%	23	23	15
White	1.95%	1.7%	1.32%	10	9	6
Two or More Races	2.14%	2.7%	2.42%	11	14	11
Not Reported	0.19%	0.21%	0.66%	1	1	
Total Enrollment				514	518	455

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	254	217	216
Grade 8	260	265	239
Total Enrollment	514	482	455

Conclusions based on this data:

1. There has been an increase of African American students
2. Overall student enrollment has decreased.
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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	236	195	180	45.9%	40.5%	39.6%
Fluent English Proficient (FEP)	180	163	148	35.0%	33.8%	32.5%
Reclassified Fluent English Proficient (RFEP)	159	145	129	30.9%	30.1%	28.4%

Conclusions based on this data:

1. The 2023-2024 school year showed 7% of student reclassification, a decrease of 9% compared to 2022-2023.
2. The enrollment of World House students has slightly decreased by 1% compared to 2023-24.
3. There was a slight decrease of almost 2% of Reclassified students compared to 2023-24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	262	242	239	234	206	189	234	205	189	89.3	85.1	79.1
Grade 8	273	281	255	246	240	214	244	239	213	90.1	85.4	83.9
All Grades	535	523	494	480	446	403	478	444	402	89.7	85.3	81.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2477.	2455.	2441.	4.27	2.93	3.17	23.08	14.63	12.70	25.64	26.34	23.28	47.01	56.10	60.85
Grade 8	2478.	2451.	2443.	3.28	1.67	1.88	18.03	13.39	9.86	25.82	24.27	22.54	52.87	60.67	65.73
All Grades	N/A	N/A	N/A	3.77	2.25	2.49	20.50	13.96	11.19	25.73	25.23	22.89	50.00	58.56	63.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.15	5.85	3.70	55.36	52.68	43.39	39.48	41.46	52.91
Grade 8	4.92	3.36	3.29	43.85	39.92	36.62	51.23	56.72	60.09
All Grades	5.03	4.51	3.48	49.48	45.82	39.80	45.49	49.66	56.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.00	4.90	4.23	45.65	39.22	38.62	44.35	55.88	57.14
Grade 8	5.74	2.53	1.41	44.26	36.71	31.92	50.00	60.76	66.67
All Grades	7.81	3.63	2.74	44.94	37.87	35.07	47.26	58.50	62.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4.70	3.90	4.76	64.96	68.29	63.49	30.34	27.80	31.75
Grade 8	6.97	5.04	4.69	61.89	64.71	57.28	31.15	30.25	38.03
All Grades	5.86	4.51	4.73	63.39	66.37	60.20	30.75	29.12	35.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.98	4.88	4.76	64.96	60.98	49.21	29.06	34.15	46.03
Grade 8	7.38	3.78	2.82	64.75	55.88	58.69	27.87	40.34	38.50
All Grades	6.69	4.29	3.73	64.85	58.24	54.23	28.45	37.47	42.04

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 categories.
2. The percentage of students at or near standards Reading standards decreased 6% among all students, compared to 2023-24. There was a slight decrease of 2% in Writing for all students.
3. The participation rate decreased in both grades, compared to 2023-24.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	262	242	241	247	235	234	247	235	233	94.3	97.1	97.1
Grade 8	273	281	256	261	271	245	261	271	245	95.6	96.4	95.7
All Grades	535	523	497	508	506	479	508	506	478	95.0	96.7	96.4

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2414.	2407.	2403.	2.43	2.55	1.72	4.45	3.83	6.01	17.81	14.04	15.02	75.30	79.57	77.25
Grade 8	2424.	2399.	2404.	1.92	1.85	2.45	7.28	4.43	1.63	12.26	5.90	8.57	78.54	87.82	87.35
Grade 11															
All Grades	N/A	N/A	N/A	2.17	2.17	2.09	5.91	4.15	3.77	14.96	9.68	11.72	76.97	83.99	82.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.83	3.83	1.72	27.13	17.87	21.89	70.04	78.30	76.39
Grade 8	2.68	3.32	2.86	30.65	15.13	19.18	66.67	81.55	77.96
Grade 11									
All Grades	2.76	3.56	2.30	28.94	16.40	20.50	68.31	80.04	77.20

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.43	1.28	0.86	37.65	33.62	30.47	59.92	65.11	68.67
Grade 8	1.53	2.21	2.86	35.63	27.31	31.02	62.84	70.48	66.12
All Grades	1.97	1.78	1.88	36.61	30.24	30.75	61.42	67.98	67.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	1.21	2.55	3.43	49.80	49.79	43.35	48.99	47.66	53.22
Grade 8	3.07	1.48	2.04	43.68	37.64	44.49	53.26	60.89	53.47
All Grades	2.17	1.98	2.72	46.65	43.28	43.93	51.18	54.74	53.35

Conclusions based on this data:

1. Overall achievement for students in Standard Nearly Met increased.
2. There was an increase of students Below Standard in Communicating Reasoning for 7th grade students.
3. The highest percentage of Below Standards is in Concepts and Procedures for both 7th and 8th grade students.

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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1485.1	1475.6	1457.9	1477.4	1460.4	1436.6	1492.3	1490.4	1478.7	126	93	121
8	1487.5	1480.5	1450.8	1480.2	1468.0	1428.0	1494.4	1492.7	1473.0	132	124	101
All Grades										258	217	222

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	15.87	17.20	8.26	17.46	13.98	18.18	15.87	12.90	10.74	50.79	55.91	62.81	126	93	121
8	9.09	6.45	2.97	20.45	17.74	12.87	17.42	15.32	13.86	53.03	60.48	70.30	132	124	101
All Grades	12.40	11.06	5.86	18.99	16.13	15.77	16.67	14.29	12.16	51.94	58.53	66.22	258	217	222

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	26.19	25.81	21.49	18.25	13.98	13.22	8.73	8.60	7.44	46.83	51.61	57.85	126	93	121
8	20.45	12.90	11.88	18.94	18.55	14.85	11.36	10.48	4.95	49.24	58.06	68.32	132	124	101
All Grades	23.26	18.43	17.12	18.60	16.59	13.96	10.08	9.68	6.31	48.06	55.30	62.61	258	217	222

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.56	2.15	4.13	13.49	15.05	5.79	24.60	18.28	16.53	56.35	64.52	73.55	126	93	121
8	1.52	1.61	0.00	12.12	11.29	3.96	27.27	19.35	14.85	59.09	67.74	81.19	132	124	101
All Grades	3.49	1.84	2.25	12.79	12.90	4.95	25.97	18.89	15.77	57.75	66.36	77.03	258	217	222

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.56	4.30	4.13	42.06	37.63	33.06	52.38	58.06	62.81	126	93	121
8	6.82	4.03	3.96	43.18	34.68	30.69	50.00	61.29	65.35	132	124	101
All Grades	6.20	4.15	4.05	42.64	35.94	31.98	51.16	59.91	63.96	258	217	222

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	41.27	37.63	30.58	11.90	10.75	12.40	46.83	51.61	57.02	126	93	121
8	32.58	28.23	23.76	16.67	19.35	10.89	50.76	52.42	65.35	132	124	101
All Grades	36.82	32.26	27.48	14.34	15.67	11.71	48.84	52.07	60.81	258	217	222

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.94	4.30	4.13	22.22	22.58	18.18	69.84	73.12	77.69	126	93	121
8	3.79	4.03	0.99	15.15	15.32	5.94	81.06	80.65	93.07	132	124	101
All Grades	5.81	4.15	2.70	18.60	18.43	12.61	75.58	77.42	84.68	258	217	222

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	4.76	6.45	4.96	47.62	39.78	41.32	47.62	53.76	53.72	126	93	121
8	2.29	4.03	1.00	54.96	47.58	47.00	42.75	48.39	52.00	131	124	100
All Grades	3.50	5.07	3.17	51.36	44.24	43.89	45.14	50.69	52.94	257	217	221

Conclusions based on this data:

1. The total number of students tested for the ELPAC increased significantly for 7th grade.
2. Overall ELPAC student achievement decreased for both grades.
3. The reading domain has the biggest percentage of students in the beginning level.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	88.4%	39.6%	0.2%
Total Number of Students enrolled in Cesar Chavez Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	39.6%
Foster Youth	1	0.2%
Homeless	18	4%
Socioeconomically Disadvantaged	402	88.4%
Students with Disabilities	55	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	5.7%
American Indian	0	0.0%
Asian	41	9%
Filipino	22	4.8%
Hispanic	331	72.7%
Two or More Races	11	2.4%
Pacific Islander	15	3.3%
White	6	1.3%

Conclusions based on this data:

1. Socioeconomically disadvantaged students make up an overwhelming majority of the student population at 88.4%

2. EL students make up a significant portion of the population at 39.6%
3. Students with disabilities and homeless youth make up a relevant portion of the student population at 12% and 4% respectively.

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The rate of chronic absenteeism decreased by 8.1%, demonstrating the efforts of improving school climate.
- Students with disabilities and Asian students remain in declined significantly, however there was slight improvement with English Learners, Hispanic, and Socioeconomically Disadvantaged students in ELA and Math in our 5x5 data.
- The suspension rate is in the red. There was a slight increase of 1.8% from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

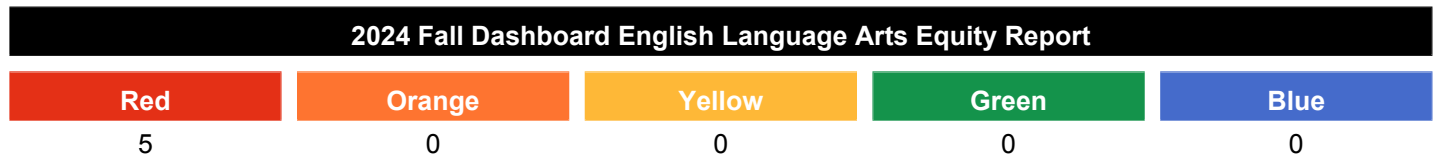
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>117.4 points below standard</div> <div>Declined 11.4 points</div> <div>391 Students</div>	<div>English Learners</div> <div> Red</div> <div>143.2 points below standard</div> <div>Maintained 1.8 points</div> <div>221 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>138.0 points below standard</div> <div>Declined 6.4 points</div> <div>63 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>189.7 points below standard</div> <div>Increased 16.9 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>122.3 points below standard</div> <div>Declined 6.6 points</div> <div>348 Students</div>

Students with Disabilities  Red 192.8 points below standard Declined 41.3 points 51 Students	African American  No Performance Color 155.3 points below standard Declined 23.6 points 25 Students	American Indian  No Performance Color 0 Students
Asian  Red 98.0 points below standard Declined 23.5 points 34 Students	Filipino  No Performance Color 43.8 points below standard Declined 8.0 points 20 Students	Hispanic  Red 122.0 points below standard Declined 4.3 points 285 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color 89.4 points below standard Declined 36.7 points 14 Students	White  No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. All students moved from declined significantly to declined, demonstrating improvement for groups that include English learners, socioeconomically disadvantaged and the homeless in ELA.
2. Asian students is the only ethnic group that remained in the decreased significantly category.
3. Students with disabilities also remained in the decreased significantly category.

School and Student Performance Data

Academic Performance Mathematics

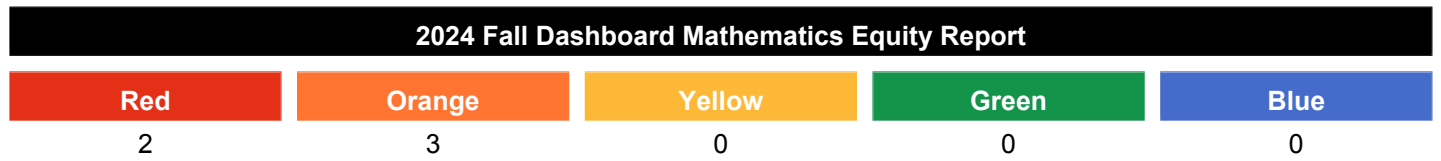
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>161.5 points below standard</div> <div>Increased 5.3 points</div> <div>416 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>187.8 points below standard</div> <div>Increased 7.4 points</div> <div>246 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>182.8 points below standard</div> <div>Increased 8.8 points</div> <div>63 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>205.3 points below standard</div> <div>Increased 24.7 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>167.3 points below standard</div> <div>Increased 9.9 points</div> <div>374 Students</div>

Students with Disabilities  Red 219.8 points below standard Declined 15.1 points 51 Students	African American  No Performance Color 210.0 points below standard Declined 6.3 points 25 Students	American Indian  No Performance Color 0 Students
Asian  Red 120.1 points below standard Declined 25.0 points 36 Students	Filipino  No Performance Color 77.3 points below standard Increased 38.7 points 21 Students	Hispanic  Orange 168.6 points below standard Increased 11.5 points 306 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color 141.6 points below standard Declined 40.6 points 14 Students	White  No Performance Color Less than 11 Students 3 Students

Conclusions based on this data:

1. All students moved from declined significantly to declined, demonstrating improvement for groups that include English learners, socioeconomically disadvantaged and the homeless in Math
2. Asian students is the only ethnic group that remained in the decreased significantly category.
3. Students with disabilities also remained in the decreased significantly category.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Yellow
34.1% making progress.	54.8% making progress.
Number Students: 135 Students	Number Students: 42 Students

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.

2024 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
8.9%	57%	0%	34.1%

Conclusions based on this data:

1. There was a slight decrease of 1.6% of EL students making progress towards ELPI.
2. 57% of ELs maintained their ELPI level.
3. Overall performance level has been maintained from the previous year with no significant growth.

School and Student Performance Data

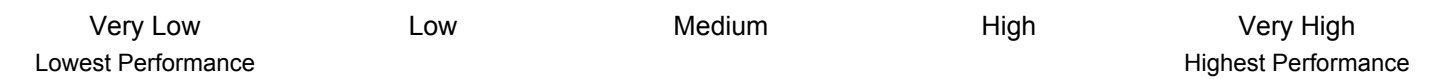
Academic Performance College/Career Report

The 2024 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.

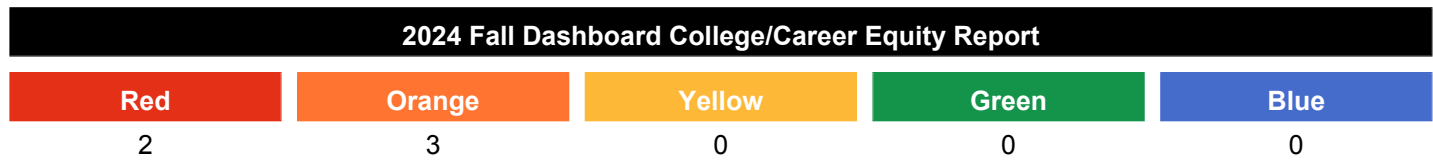
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

22.4% Chronically Absent

Declined 8.1

527 Students

English Learners



Yellow

24.2% Chronically Absent

Declined 6.3

264 Students

Long-Term English Learners



Orange

26.1% Chronically Absent

Declined 8.8

69 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

54.2% Chronically Absent

Increased 18.2

24 Students

Socioeconomically Disadvantaged












Yellow

23.4% Chronically Absent

Declined 8.4

478 Students

Students with Disabilities  Orange 26.2% Chronically Absent Declined 10.3 61 Students	African American  No Performance Color 26.9% Chronically Absent Declined 14 26 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 14.6% Chronically Absent Declined 0.6 48 Students	Filipino  No Performance Color 4.3% Chronically Absent Declined 4.7 23 Students	Hispanic  Yellow 23.9% Chronically Absent Declined 9.6 389 Students
Two or More Races  No Performance Color 27.8% Chronically Absent Declined 0.8 18 Students	Pacific Islander  No Performance Color 26.7% Chronically Absent Increased 5.8 15 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Conclusions based on this data:

1. Chronic Absenteeism has improved across all student groups by 8.1%, except our homeless students with an increase of 18.2%
2. Greatest performance increases were shown with African-American students (+14).
3. Orange performance groups are students with disabilities and long-term EL students.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

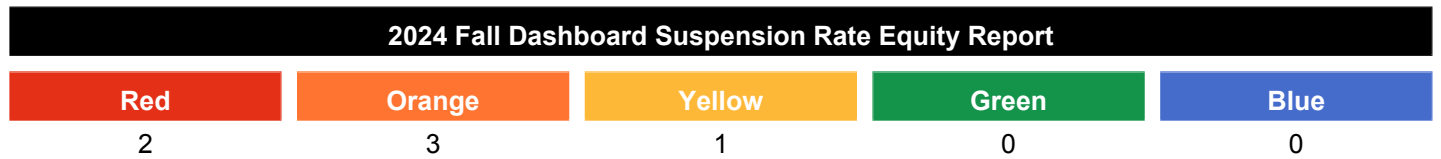
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>14.9% suspended at least one day</div> <div>Increased 1.8%</div> <div>545 Students</div>	<div>English Learners</div> <div> Orange</div> <div>13.8% suspended at least one day</div> <div>Declined 2.2%</div> <div>276 Students</div>	<div>Long-Term English Learners</div> <div> Yellow</div> <div>11.6% suspended at least one day</div> <div>Declined 3%</div> <div>69 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>28% suspended at least one day</div> <div>Increased 11.9%</div> <div>25 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>15.4% suspended at least one day</div> <div>Increased 1.6%</div> <div>493 Students</div>

Students with Disabilities  Orange 21% suspended at least one day Declined 4.4% 62 Students	African American  No Performance Color 29.6% suspended at least one day Increased 13.6% 27 Students	American Indian  No Performance Color 0 Students
Asian  Orange 8% suspended at least one day Increased 3.9% 50 Students	Filipino  No Performance Color 13% suspended at least one day Increased 13% 23 Students	Hispanic  Red 14.7% suspended at least one day Maintained 0.2% 402 Students
Two or More Races  No Performance Color 21.1% suspended at least one day Increased 2.3% 19 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 8.3% 16 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Conclusions based on this data:

1. The rate of suspensions increased by 1.8%
2. There was an increase in every subgroup except for Students w/Disabilities which decreased by 4% and English Language Learners average of 2.6%.
3. There is a disproportionate rate of suspension for African American students who represent 5.9% of our student population and 29.6 % of our suspensions.

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 2024 showed that 96.7% of students are reading at a 3rd grade level or above. 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 2025 CAASPP for ELA	Based on the 2023-24 CAASPP data, 14% met ELA standards and 3% exceeded ELA Standards, a decrease of 2% who passed the CAASPP ELA.	By June 2026, 50% of students will demonstrate improvement on the ELA CAASPP by 10% from their 2025 score.
Data from STAR Reading assessments for World House students	Based on the fall 2024-25 STAR Reading assessments, 9.4% of 7th graders are reading at 3rd grade level or above and 12.9% are reading at 3rd grade level or above. This reflects World House students.	By June 2026, World House 7th and 8th graders who are reading 1-3 grade level below will decrease by 15%.
Data from HMH Benchmarks	Based on Fall 2024-25 HMH Benchmarks, 96.7% could read at a 3rd grade level or above and in the Spring, it increased to 98.9%	By June 2026, there will be an increase of at least 10% of students who are able to read at a 4th grade level or above.

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 implement a school wide list of reading strategies to be posted in all classrooms. This will create a broader understanding that ELA standards are cross-disciplinary.</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 use HMH Benchmark assessment results at least twice a year to identify students' baseline levels and measured growth throughout the year. This will align with district comparisons among middle schools.</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>	All students	<p>1,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs 1,000 LCFF Certificated Hourly Certificated Extra duty for intervention classes 10,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Renaissance STAR and Accelerated Reader subscription 10,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies 18 (Half class) I-pads and storage cart for students to use to implement supplemental learning apps. 1,500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Expand classroom libraries and purchase novel sets to enhance curriculum 1,500 Comprehensive Support and Improvement (CSI)</p>

	<p>Chavez Middle School will provide books for students to read at home during community events.</p> <p>Chavez Middle School will provide African American Lit teacher support with an Instructional Coach.</p>		<p>4000-4999: Books And Supplies Books provided for student in reading clubs and extend home libraries 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Coaching support for the African American Lit class 4,000 Title I 4000-4999: Books And Supplies Interactive Notebooks supplies</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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 3%. In 2023, 20% met or exceeded the ELA standards and in 2024 17% met or exceeded standards.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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.
Offer afterschool intervention programs to World House students with the additional late bus added to our schedule.
Ensure that all ELA/ELD teachers assess their students with the STAR Reading or HMH 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 to meet mathematics standard.

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 6% of students met or exceeded grade level Math standards, maintained from the previous year. Chavez Middle School will continue with some of its current supports but will add additional interventions to continue the growth of students meeting grade level Math standards.

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 2025 CAASPP for Math	Based on the 2024 CAASPP data, 6% of students met or exceeded the Math standard. There was no increase or decrease from the previous year.	By June 2026, 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 2026, 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. This will be the last year of a 3 year contract.</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>	All students	<p>1,500 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs 2,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra duty for after school intervention 1,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Kahoot Subscription to supplement math instruction 10,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Additional Math resources for World House students 1,800 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Family Math Festival hosted by CA Mathematics Council 2,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Generation Genius to supplement math instruction 5,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies BrainPop to supplement math and other classes 6100 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Nearpod subscription for math and science 5,000 Title I</p>

			4000-4999: Books And Supplies Interactive Notebooks Supplies
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Annual Review

SPSA Year Reviewed: 2024-25

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 since the Fall of 2024. Unfortunately there was no staff member that wanted to facilitated intervention groups after school. There was no consistency with ALL math teachers using ST math. 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 did not use the IXL Diagnostics to streamline support for students who required additional support due to math teacher vacancy as well as a teacher on leave. We were unable to host a Math Festival due to budget constraints in the Spring.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 continue to 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. Chavez Middle School will also utilize IXL Diagnostics to monitor progress in grade level standards.

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 2024 ELPAC	Based on the 2024 ELPAC data, % of ELLs scored a 4 on the ELPAC.	By June 2026, 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 will continue to be provided for long term ELLs.</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>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> <p>Chavez Middle School will continue to provide World House Students with Rosetta Stone, to support with English language acquisition</p>	Long Term English Language Learners and Newcomers	<p>2,500 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty for Saturday Academies 5,000 Title I 4000-4999: Books And Supplies Interactive Notebook supplies 1,000 LCFF 4000-4999: Books And Supplies Refreshments for ELAC parent meetings 34,000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Full Time Spanish Bilingual Aide to provide instructional support for World House classes. 5,000 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 Certificated Hourly Afterschool homework struggling students 17,000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries</p>

			Part time Farsi Bilingual Aide to provide instructional support in World House classes.
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Annual Review

SPSA Year Reviewed: 2024-25

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 cored 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. There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 a need for a Choir program
Chavez Middle School has identified a need for a Photography 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	3 sections of Art, 1 section of Band, 1 section of Orchestra, 1 section of Choir	Increase a VAPA offering by one section by 2025-26
Multi-purpose room stage usage	Update the stage lights and sound for VAPA performances	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 development, offering additional sections, offering after school enrichment, etc.	All students	1,500 LCFF 5800: Professional/Consulting Services And Operating Expenditures

			DJ services for student dance shows and cultural community events 1,500 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff for after school programs like Drama or Talent Show 5,000 LCFF 4000-4999: Books And Supplies Transportation and tickets for field trips to museums and performances 2,000 Title I 4000-4999: Books And Supplies Supplies for the new Choir or Photography class
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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 the SF symphony.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 stage has been cleared of all major items. Updates to stage lighting and sound systems is in great need especially with our the addition of our Choir program

Goals, Strategies, & Proposed Expenditures

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

Goal 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 2024 CA Healthy Kids Survey	54% of students felt that there was a caring adult at school.	By June 2026, 70% of students will feel that there is a caring adult at school.
Wellness Center Sign In	Based on the 2024-25 Wellness Center Sign Sheets, the center was visited on average 120 times per month, an increase from 90 in 2023-24.	By June 2026, 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 2024-25 COST Data Review reports	By June 2026, 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	The PBIS Schoolwide Fidelity Tool will provide a baseline for Tier 1 implementation	By October of 2025, 85% of students will have received a Cheetah Check from an adult at school.
School Calendar	In 2024-25, Chavez hosted 3 events, a Latinx Heritage Celebration and African American Literature Readers' Theater, Student Athlete Recognition Night	By June 2026, 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> <p>Chavez Middle School will provide a part time Spanish Bilingual School Psychologist Intern</p>	All students	<p>17,500</p> <p>Comprehensive Support and Improvement (CSI)</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Spanish Bilingual school psychologist intern to support ELLs</p> <p>500</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Print order for Cheetah Checks (PBIS acknowledgement system)</p> <p>2,000</p> <p>LCFF</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>School assemblies</p> <p>1,500</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>Posters and signs to display school's expectations (PBIS)</p>

Annual Review

SPSA Year Reviewed: 2024-25

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. There was a decrease from 57% to 54%.

Chavez Middle School did not meet the goal of four community events however, there a total of three community events this year.

Chavez Middle School held one additional assembly.

There was a decrease of students receiving Cheetah Checks this year. Next year there will be greater push for staff to implement Tier 1 PBIS, with staff incentives.

There was an increase of signs through out the school, displaying our 4 core values: Stay positive, be helpful to others, be your best self and be responsible.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 more posters and signs throughout campus that provide inspirational quotes and ideas.

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) 2024-25	44% 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) 2024-25	41% 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 1,500 LCFF 2000-2999: Classified Personnel Salaries Extra duty for evening events

			1,000 LCFF 4000-4999: Books And Supplies Parent meeting supplies and food for workshops 1,000 LCFF Classified Hourly Provide childcare supervision for parents attending a parent workshop
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Annual Review

SPSA Year Reviewed: 2024-25

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. There was a decrease of students feeling that parents are welcome at Chavez by 10%. This needs to be addressed by incorporating more community events and opportunities for parent engagement. In 2024-25 , Chavez added the Parent Project to support parents in having healthy relationships with their adolescent. There was also a webinar provided to parents regarding online safety in the digital world.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 10% in the 25-26 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.

According to the 2024 California School Dashboard 22.4% of students were identified as chronically absent. This is an 8.1% decline from the previous year. There was progress made to decrease the number of students who are chronically absent.

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 2024 CA Dashboard results, 22.4% students were identified as chronically absent a decline of 8.1% from 2023.	By June of 2026 ,there will be a decrease of 10% of students who are identified as chronically absent.
Infinite Campus weekly reports	Based on the 2024-25 attendance reports, we will create the baseline and attendance goals for the 2025-26 school year.	By June 2026, there will be a 5% monthly increase of attendance compared to the 2024-25 Infinite Campus 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 continue to 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>500 LCFF 4000-4999: Books And Supplies Posters for improved attendance to display around campus (PBIS incentives) 500 LCFF 4000-4999: Books And Supplies Student incentives for classes with perfect attendance (PBIS incentives) 2,000 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</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 8.1% decrease of students identified as chronically absent, compared to the 2023-24 data. The 2024-25 goal was a 10% decrease.

Data has been collected to create monthly attendance goals for 2025-26 using 2024-25 as a baseline. On average the monthly attendance rate for 2024-25 is 93%, an increase of 1% from last year.

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 was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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 continue to implement a new digital hall pass to address issues around students missing instructional time on a physical hall pass.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Deeper Learning - Science, Technology, Engineering and Math (STEM)

Deeper Learning -- Science, Technology, Engineering and Math (STEM) Chavez will promote a focus on STEM education, through an equity lens, by ensuring that students may have access to a STEM activity on a daily basis, through an elective course offering of STEM.

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.

A directive from the district required our STEM elective to be replaced with a Choir elective. Chavez Middle School finds that maintaining a STEM elective is vital to offering a well rounded selection of electives for our students. The STEM elective will provide opportunities for students to apply science and mathematics in real-world situations as well learning new concepts in engineering and technology. Utilizing mathematical concepts in projects in the STEM elective class will support the critical mathematical thinking skills for the CAASPP Performance Task in Mathematics.

The STEM elective class is a pathway for students entering into high school to continue with STEAM electives that are available at all HUSD high schools.

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
Enrollment number in STEM course, reflecting interest	Projected 2025-26 enrollment for STEM is 33 students with a max of 36	Students will want to select STEM courses the following school year, either as an 8th grader or in high school

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
8.1	Chavez Middle School will continue to provide a STEM elective course for all students interested in learning more about the world of scientific inquiry using Technology, Engineering and Math.	All students	24,000 Title I 1000-1999: Certificated Personnel Salaries STEM Teacher for 0.2 FTE

	Chavez Middle School will continue to utilize the newly refreshed MacLab to house the STEM elective.		
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Annual Review

SPSA Year Reviewed: 2024-25

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.

In the 2024-25 school year, Chavez offers two STEM electives. Due to declining student enrollment at Chavez, we are able to offer one STEM elective for the 2025-26 school year.

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

There was an additional decrease of \$10,330 to our 2024-25 Title 1 funds as well as our MAA funds being unavailable for site use.

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.

This is a new goal and the 2025-26 will be the baseline for any additional changes that may be required.

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	\$60,216.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$200,400.00
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)	\$124,900.00
Title I	\$45,000.00

Subtotal of additional federal funds included for this school: \$169,900.00

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	\$27,500.00
LCFF Supplemental and Concentration Funds	\$3,000.00

Subtotal of state or local funds included for this school: \$30,500.00

Total of federal, state, and/or local funds for this school: \$200,400.00

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	70,789.00
Title I	101,771.00	56,771.00
Title 1: Parent Allocation	1,028.00	1,028.00
Comprehensive Support and Improvement (CSI)	446,222.23	321,322.23

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	124,900.00
LCFF	27,500.00
LCFF Supplemental and Concentration Funds	3,000.00
Title I	45,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,500.00
2000-2999: Classified Personnel Salaries	52,500.00
4000-4999: Books And Supplies	69,600.00
5000-5999: Services And Other Operating Expenditures	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	26,000.00
5900: Communications	1,500.00
Certificated Hourly	2,500.00
Classified Hourly	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	51,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	42,100.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	14,300.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	17,500.00
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,500.00
Certificated Hourly	LCFF	2,500.00
Classified Hourly	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	1,500.00
5900: Communications	LCFF Supplemental and Concentration Funds	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	24,000.00
4000-4999: Books And Supplies	Title I	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,000.00
Goal 2	34,400.00
Goal 3	66,000.00
Goal 4	10,000.00
Goal 5	21,500.00
Goal 6	5,000.00
Goal 7	5,500.00
Goal 8	24,000.00

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
Arva Campbell	Classroom Teacher
Alicia Flores	Other School Staff
Jonathan Delgado (ELAC Representative)	Parent or Community Member
Flor Zavala	Parent or Community Member
Patricia Hermosillo	Parent or Community Member
Kupinda Grant	Parent or Community Member
Maricela Gutierrez	Parent or Community Member
Joanna Sanchez Torres	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

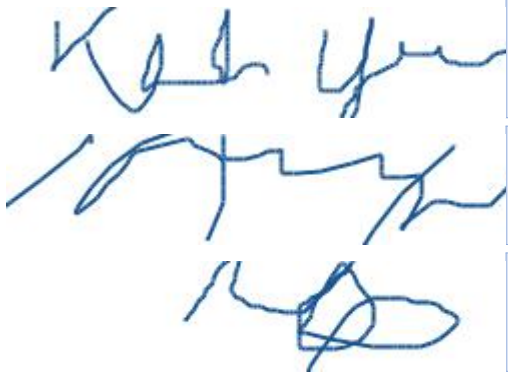
Committee or Advisory Group Name

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 May 14, 2025.

Attested:



Principal, Khanh Yeargin on 5/28/2025

SSC Chairperson, Alex Brand on 5/28/2025

ELAC Representative, Maricela Gutierrez on 6/2/2025