

Cesar Chavez Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2025-26 School Contact Information

School Name	Cesar Chavez Middle School
Street	3898 Abbott Road
City, State, Zip	Lynwood, CA 90262
Phone Number	310-886-7300
Principal	Ms. Susan Riehle
Email Address	sriehle@mylusd.org
School Website	https://cms.mylusd.org/
Grade Span	7-8
County-District-School (CDS) Code	19647740108399

2025-26 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Dr. Patrick Gittisriboongul
Email Address	pgittis@mylusd.org
District Website	http://www.lynwood.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

Dear Cesar Chavez Students, Parents, and Community Stakeholders,

The mission of Cesar Chavez Middle School is:
 To provide a clean and safe environment that is conducive to student achievement.
 All students will strive to achieve their highest academic and personal aspirations through multiple access points.
 As a staff, we are committed to:

2025-26 School Description and Mission Statement

Holistically supporting the whole student.

We are dedicated to honoring all voices within our community, while fostering a spirit of creativity and innovative thinking.

As a school community it is our ultimate goal:

To develop and perpetuate a growth mindset through collaboration, teamwork, perseverance, and the effective use of technology

The vision of Cesar Chavez Middle School is to engage all of our scholars in a rigorous college and career going culture through our academic curriculum that gives our scholars the essential tools and intrinsic motivation to compete in any real world setting.

Our school has students in seventh and eighth grade. Our traditional daily schedule is 55 minutes per class period most days of the week. On Wednesday, our classes are 33 minutes, due to “early release.” We have a rotating schedule of an extra 30 minutes of intervention time embedded during one period on Wednesdays. Early release days are used for teacher collaboration, teacher professional learning, staff meetings, data reflections, department meetings, and lesson design. We have five main instructional buildings, three classroom buildings, a library, a gym, and administrative offices.

At Cesar Chavez Middle School, we ensure that every student experiences a rigorous curriculum and demonstrates academic and social growth. All academic programs, curricular decisions, intervention programs, and extra-curricular activities share a basic premise of “Reaching the Whole Child.” The middle years are a time for growth, challenge, and discovery. At Cesar Chavez Middle School, our goal is to encourage and prepare our students to participate fully, take risks, and be self-advocates. We participate in the district-wide initiative of SEL (social-emotional learning) Wednesdays. Our students receive lessons from our elective teachers during these days to promote their emotional well-being and develop their confidence. Toro’s can participate in award-winning enrichment programs that promote college and career readiness, including the Mathematics, Engineering, Science, Achievement (MESA) afterschool program, which inspires creativity and provides technical learning skills to students; The Movement, through which students receive mentoring and tutoring services; and Advancement Via Individual Determination (AVID), which teaches students critical thinking and study skills that will support their success as they prepare for high school. We are also proud to announce our first cohort of 8th graders who successfully completed a Compton College course—an incredible accomplishment that reflects our commitment to early college exposure. We are currently working on preparing our second cohort of 7th and 8th graders to take this course, continuing to expand these opportunities for our students.

Parents are an integral part of our school-wide decision-making committees. During the school year, parents have the opportunity to volunteer and visit classrooms. We believe the relationship between school and home is a significant priority for student success. We continue to house a community schools case manager designated to reach out and support our parents. Cesar Chavez Middle School is preparing our students to become more technologically advanced “hands on” learners. We are adapting to the needs of our student population, and investing in professional development for all of our stakeholders, including community members. Our goal is to provide the skills and tools necessary to ensure our students are college and career ready.

Sincerely,

Susan Riehle, Principal

Major Accomplishments

- New instructional strategies were implemented school-wide, which have a direct impact on instruction and assessment results. Our instructional design model consists of the platinum ticket lesson design design, interactive notebook (students engaging in inquiry based note taking and making connections to their learning using their own language and creating symbols and connections to real world), chunking of instruction into smaller, more understandable lessons and incorporating AI to differentiate instruction. We are committed to a focus on Visible Student Learning, and implementing instructional strategies with a high affect size, such as RACE and Claims, Evidence, Reasoning. Our teachers have also increased their capacity in using data to drive instruction. We have data reflection sessions in math, English, and social studies in which our administration, academic coaches, and teachers come together to reflect on our common assessments and plan for our upcoming unit.
- ELOP, our after school program, has served nearly 100 students from 3:15 p.m. to 6:00 p.m. Think Together offers students a variety of enrichment opportunities. Students receive homework help, participate in arts and crafts, play sports, and engage in technology lessons, such as coding.

2025-26 School Description and Mission Statement

- Our students are given the opportunity to participate in several enrichment activities: MESA (Mathematical, Engineering, Science Achievement for seventh through eighth graders), Pentathlon (an academic competition for seventh through eighth grade students involving English, math, science, social studies), Mock Trial (a mock court case trial seventh through eighth grade), and sports in collaboration with Think Together and our high schools. Our student leadership program is a great source of Toro pride. Under the guidance of our ASB Director, students coordinate events that promote school spirit and excitement towards our entire student body. From school dances to community movie nights, our students are granted to opportunity to participate in a well-rounded middle school experience.
- Cesar Chavez Middle School students have earned many accomplishments through our various enrichment activities. Each year our MESA students advance to the regional competition to win many awards. The MESA team garners many wins per year. At the Pentathlon competition, students collected well over 50 individual awards out of over 70 public, private, and charter schools from Los Angeles and Orange Counties. In the past, our Mock Trial team has advanced to the 2nd round of the district Mock Trial competition.

Focus For Improvement

- We are looking to improve our CAASP data, district unit benchmark data, and fully implement our PBIS program which focuses on positive interactions on campus. The academic improvements will be measured by test scores released through the California Department of Education, common assessments, and student grades.
- Across the school, we are embedding AVID strategies throughout the content areas, including history and science. Those strategies include Cornell Note taking and Marking the Text. Other strategies that are being developed the interactive notebooks as a learning tool, mini assessments within our units, and checking for understanding strategies (entrance/exit slips, quick writes).
- Our Advancement Via Individual Determination (AVID) site team will be focused on academic achievement for our students. Our AVID program is designed to ensure students have all of the necessary resources, tools, and strategies to be successful in college or career. We also want to continue the implementation and publication of AVID Excel to our English Learners in an effort for students to be successful in their classes and reclassify.
- Cesar Chavez Middle School offers the following electives: Art, ELD (English Language Development for newcomers), Band, Spanish, Leadership, Military, Introduction to Film and Video, Project Lead the Way (PLTW) Design and Modeling, PLTW Medical Detectives, PLTW Flight and Space, E-Sports, PLTW Career Exploration, AVID, and AVID Excel. We look forward to adding other student-interest based electives in the future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	456
Grade 8	426
Total Enrollment	882

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.1
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.1
Black or African American	2.5
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	0.3
English Learners	23.8
Foster Youth	0.1
Homeless	4.6
Migrant	0.6
Socioeconomically Disadvantaged	95.5
Students with Disabilities	18.9

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.1	91.71	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	1	2.86	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.29	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	1.4	4.11	27.1	5.11	15831.9	5.67
Total Teaching Positions	35	100	529.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.5	78.33	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.74	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	6.03	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	9.29	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	1.3	3.56	27.3	5.3	14303.8	5.15
Total Teaching Positions	36.5	100	516.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	80.84	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	1	2.78	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	7.27	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	2.12	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	2.5	6.96	41.7	8.26	13705.8	4.91
Total Teaching Positions	35.9	100	504.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	1
Misassignments	0.40	0.2	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	2.2	2.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	2.3	0.7
Total Out-of-Field Teachers	0.00	3.3	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	0.5	5.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Year and month in which the data were collected	10/2018
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Study Sync 2017	0
Mathematics	Glencoe California Mathematics Course, McGraw Hill, 2015 Mathematics: Concepts and Skills, Course 1 Math 2015 Mathematics Concepts and Skills, Course 2 Math 2015 Mathematics Concepts and Skills, Course 3 Math 2015	0
Science	California Science Dimensions Premium Resource Grade 7 2020 California Science Dimensions Premium Resource Grade 8 2020 California Science Dimensions DE LAS CIENCIAS Hybrid Grade 7/8 2020	0
History-Social Science	Impact CA. Social Studies World History and Geography 2019 McGraw Hill Impact CA: Social Studies US History 2019 McGraw Hill	0
Foreign Language	Autentico: Level 1 2018 Pearson- Prentice Hall Autentico: Level A 2018 Pearson- Prentice Hall Autentico: Level B 2018 Pearson- Prentice Hall Autentico: Level 2 2018 Pearson- Prentice Hall Autentico, Level 3 2018 Pearson- Prentice Hall	0

El Español para Nosotros 1 2014- McGraw Hill
 El Español para Nosotros 2 2014- McGraw Hill

Health Teen Talk Health Connected 2019 0

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

School Facility Conditions and Planned Improvements

The site had experience water entry at two classroom from a roof drain line dripping into classroom walls. The repairs are contracted out to restore classroom for use. The school site is schedule to receive new energy efficient HVAC units at the various classroom buildings. A roofing project is being plan to replace the roofing system at classroom buildings.

Year and month of the most recent FIT report 12/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom hallway walls need paint touch ups where posters were placed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gym floors need to be maintained better
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof drained seal failed. Repairs made by district by caulking and sealing the drain plate.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	30	31	34	47	48
Mathematics (grades 3-8 and 11)	13	15	20	23	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	871	861	98.85	1.15	29.57
Female	436	431	98.85	1.15	35.96
Male	434	429	98.85	1.15	22.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	21	21	100.00	0.00	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	842	832	98.81	1.19	29.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	182	178	97.80	2.20	1.69
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	577	569	98.61	1.39	27.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	168	166	98.81	1.19	7.83

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	871	861	98.85	1.15	14.94
Female	436	431	98.85	1.15	14.92
Male	434	429	98.85	1.15	14.99
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	21	21	100.00	0.00	5.00
Filipino	0	0	0	0	0
Hispanic or Latino	842	832	98.81	1.19	14.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	182	180	98.90	1.10	2.23
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	577	568	98.44	1.56	12.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	168	166	98.81	1.19	1.81

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.65	10.98	11.64	13.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	418	410	98.09	1.91	10.98
Female	196	192	97.96	2.04	8.33
Male	222	218	98.20	1.80	13.30
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	404	396	98.02	1.98	11.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	84	82	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	263	97.41	2.59	10.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	81	79	97.53	2.47	1.27

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.1%	98.4%	98.9%	98.9%	98.9%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parent involvement within the school is an important component to the overall well-being of a child. Our parents are encouraged to participate in a myriad of different ways at Cesar Chavez Middle School. Parents are an integral part of our school-wide decision-making committees. They are part of the Cesar Chavez SSC and ELAC and provide valuable input to our safety committee. During the school year, parents have the opportunity to volunteer and visit classrooms. Volunteer opportunities include chaperoning field trips and assisting the front office. We offer parent education workshops and a book club. We use Parent Square, school website, and a variety of social media platforms to communicate events at Cesar Chavez Middle School. We host Coffee with the Principal and grade level parent meetings to communicate important information relevant to student achievement. Cesar Chavez Middle School is continuously seeking out new ways to increase parent involvement through events such as: School Council Meetings, Schoolwide Recognition Assembly, and Student of the Month. This year we have a community schools case manager. One of their primary goals is to increase parent outreach to meet the needs of our community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	913	870	247	28.4
Female	454	434	128	29.5
Male	458	435	119	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	22	22	13	59.1
Filipino	--	--	--	--
Hispanic or Latino	882	840	231	27.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	219	209	75	35.9
Foster Youth	--	--	--	--
Homeless	41	40	11	27.5
Socioeconomically Disadvantaged	876	837	240	28.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	175	172	62	36.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.14	5.82	9.64	2.9	3.27	2.79	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.64	0.00
Female	9.03	0.00
Male	10.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	12.79	0.00
Foster Youth	0.00	0.00
Homeless	7.32	0.00
Socioeconomically Disadvantaged	9.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.86	0.00

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

2025-26 School Safety Plan

Cesar Chavez Middle School is committed to providing a safe and secure environment for faculty, staff and students. The SAFE SCHOOL PLAN is designed to assist each school staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The School Safety Plan is revised yearly and both a digital and hard copy are available at the school site. The major goal of this plan is to assist all school staff in preparing for the potential of emergency situations. Our SAFE SCHOOL PLAN was revised in January of 2025.

Cesar Chavez Middle School has one main entrance and dismissal gate. We always have two security officers arrive by 7:30 am. All visitors must sign in at the front office and wear a visitor's pass and be escorted to their destination. We use the Raptor system for a background check of visitors. Visitors are required to go directly to their destination and return to the front office to sign out upon leaving the site. All students are required to show their school ID's upon entry to campus. We also added an evening Security Guard. The evening Security Guard monitors the campus and parking lots during after school enrichment programs.

The SCHOOL SAFETY PLAN is shared annually with our staff during staff meetings and with both the Safety and PBIS Committees. The School Safety Plan also serves as a living document, which can be amended if needed. Assemblies are hosted and scheduled through the PE department to advise students on the SCHOOL SAFETY PLAN, School Discipline, and PBIS Matrix.

We have drills throughout the year to practice for earthquake, fire, lock-down, and active shooter lock-down emergencies. We ensure our students and staff fully understand our evacuation procedures. The Admin and Support Staff meet regularly to debrief on all the drills.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	21	5
Mathematics	21	19	19	2
Science	27	4	21	7
Social Science	26	5	24	4

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	20	5
Mathematics	25	14	13	7
Science	26	9	13	11
Social Science	24	11	20	4

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	10	7	17
Mathematics	26	15	4	15
Science	30	8	1	20
Social Science	27	9	7	17

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	282

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,613.82	879.99	8,733.83	107,491.28
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	54.2	-1.0
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-24.3	3.5

Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- Title III - Interventions
- LCAP
- Language Proficiency Testing (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

Professional Development

Every month we hold 2 Staff Meetings, 1 department meeting by content area, and 1 committee meeting. Each meeting has a clear focus with an Agenda. All meetings are centered around the school's instructional focus, student data, and preparing students to be college and career ready. Professional Development is held on Wednesday's 1:30 -3:00pm, on Non-instructional Teacher Work Days, and through teacher attendance at Conferences/District Trainings.

Teachers are supported using new instructional strategies and curriculum by the department chairs, grade levels, department, instructional lead, and site administration. We are always willing to utilize demo lessons, so teachers can see the method of instruction within practice. Teachers are encouraged to lesson design together and to observe each other's teaching. Teachers also receive support through individual coaching and mentoring. Teachers continue to participate in data chats in order to identify areas in need of reteaching.

A major focus for staff development continues to be collaborative lesson planning (focusing on the hourglass design, chunking information (small bits of instruction at a time), increasing rigor, providing bell to bell instruction, and checking for understanding.

In 2025-2026, the major focus for staff development is using data to drive instruction, increasing the rigor in the classroom through DOK, and using engagement and discussion strategies across the curriculum.

Cesar Chavez is currently implementing the following:

- Curriculum Alignment and Collaborative Planning led by Administrators or Designees
- Evidence based professional development that supports students' needs and based on student data
- NGSS
- Co-teaching with academic coaches
- ELD/Academic Language Development for English Learners
- Professional development for teachers & administrators on AVID, SWUN Math, Integrated ELD, Platinum Ticket, DOK levels, SEL, Restorative Justice. Special Education, and PBIS.

Teachers have also participated in Culturally and Linguistically Responsive Teaching and Learning provided by our district Equity Department. Teachers and administrators will continue to monitor the effectiveness of professional development and the implementation of high impact instructional strategies in the classroom.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182	127	130