



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	01611926056949	May 6, 2026	June 10, 2026

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
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:

Schoolwide Program

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]).

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 2026-2027 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 2026-2027 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.

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.

Orange Level:
English Learner
English Language Arts
Mathematics

Red Level:
Chronic absenteeism

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.

Science - Long Term English Learners
Suspension Rate - 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	5.71%	3.75%	3.54%	26	17	16
Asian	9.01%	10.15%	10.40%	41	46	47
Filipino	4.84%	5.96%	5.97%	22	27	27
Hispanic/Latino	72.75%	73.51%	71.24%	331	333	322
Pacific Islander	3.30%	1.55%	3.32%	15	7	15
White	1.32%	2.43%	2.65%	6	11	12
Multiple/No Response	2.42%	1.99%	2.43%	11	9	11
Total Enrollment				455	453	452

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	216	225	213
Grade 8	239	228	239
Total Enrollment	455	453	452

Conclusions based on this data:

1. There has been an increase of Pacific Islander students. There has been a decrease of African American and Hispanic/Latino students. .
2. Overall student enrollment has remained steady.
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	180	214	206	40.5%	39.6%	45.6%
Fluent English Proficient (FEP)	148	139	140	33.8%	32.5%	31.0%
Reclassified Fluent English Proficient (RFEP)				30.1%		

Conclusions based on this data:

1. The percentage of English Learners has increased by almost 6% from the previous year.
2. The percentage of Fluent English Proficient Learners has remained steady.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	242	239	249	206	189	208	205	189	207	85.1	79.1	83.5
Grade 8	281	255	237	240	214	218	239	213	216	85.4	83.9	92
All Grades	523	494	486	446	403	426	444	402	423	85.3	81.6	87.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2455.	2441.	2455.	2.93	3.17	4.35	14.63	12.70	15.94	26.34	23.28	18.84	56.10	60.85	60.87
Grade 8	2451.	2443.	2464.	1.67	1.88	2.78	13.39	9.86	18.98	24.27	22.54	18.98	60.67	65.73	59.26
All Grades	N/A	N/A	N/A	2.25	2.49	3.55	13.96	11.19	17.49	25.23	22.89	18.91	58.56	63.43	60.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.85	3.70	5.80	52.68	43.39	45.41	41.46	52.91	48.79
Grade 8	3.36	3.29	4.17	39.92	36.62	41.67	56.72	60.09	54.17
All Grades	4.51	3.48	4.96	45.82	39.80	43.50	49.66	56.72	51.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.90	4.23	5.80	39.22	38.62	37.68	55.88	57.14	56.52
Grade 8	2.53	1.41	6.98	36.71	31.92	37.67	60.76	66.67	55.35
All Grades	3.63	2.74	6.40	37.87	35.07	37.68	58.50	62.19	55.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	3.90	4.76	3.38	68.29	63.49	68.12	27.80	31.75	28.50
Grade 8	5.04	4.69	3.24	64.71	57.28	62.04	30.25	38.03	34.72
All Grades	4.51	4.73	3.31	66.37	60.20	65.01	29.12	35.07	31.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.88	4.76	7.25	60.98	49.21	55.56	34.15	46.03	37.20
Grade 8	3.78	2.82	7.41	55.88	58.69	59.26	40.34	38.50	33.33
All Grades	4.29	3.73	7.33	58.24	54.23	57.45	37.47	42.04	35.22

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 all at or near standard in Reading increased from 43.4% to 48.5%
3. The percentage of all students proficient or above standard on the ELA CAASPP increased from 13.7% to 21.0%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	242	241	249	235	234	244	235	233	244	97.1	97.1	98
Grade 8	281	256	237	271	245	231	271	245	231	96.4	95.7	97.5
All Grades	523	497	486	506	479	475	506	478	475	96.7	96.4	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2407.	2403.	2406.	2.55	1.72	4.51	3.83	6.01	2.87	14.04	15.02	16.80	79.57	77.25	75.82
Grade 8	2399.	2404.	2432.	1.85	2.45	4.33	4.43	1.63	8.66	5.90	8.57	13.85	87.82	87.35	73.16
Grade 11															
All Grades	N/A	N/A	N/A	2.17	2.09	4.42	4.15	3.77	5.68	9.68	11.72	15.37	83.99	82.43	74.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	3.83	1.72	4.10	17.87	21.89	21.31	78.30	76.39	74.59
Grade 8	3.32	2.86	3.90	15.13	19.18	32.90	81.55	77.96	63.20
Grade 11									
All Grades	3.56	2.30	4.00	16.40	20.50	26.95	80.04	77.20	69.05

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	1.28	0.86	3.28	33.62	30.47	30.74	65.11	68.67	65.98
Grade 8	2.21	2.86	3.90	27.31	31.02	38.96	70.48	66.12	57.14
All Grades	1.78	1.88	3.58	30.24	30.75	34.74	67.98	67.36	61.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2.55	3.43	4.10	49.79	43.35	35.25	47.66	53.22	60.66
Grade 8	1.48	2.04	2.60	37.64	44.49	47.19	60.89	53.47	50.22
All Grades	1.98	2.72	3.37	43.28	43.93	41.05	54.74	53.35	55.58

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1475.6	1457.9	1466.6	1460.4	1436.6	1443.8	1490.4	1478.7	1489.0	93	121	127
8	1480.5	1450.8	1476.8	1468.0	1428.0	1454.1	1492.7	1473.0	1499.1	124	101	114
All Grades										217	222	241

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	17.20	8.26	9.45	13.98	18.18	12.60	12.90	10.74	18.11	55.91	62.81	59.84	93	121	127
8	6.45	2.97	7.89	17.74	12.87	16.67	15.32	13.86	16.67	60.48	70.30	58.77	124	101	114
All Grades	11.06	5.86	8.71	16.13	15.77	14.52	14.29	12.16	17.43	58.53	66.22	59.34	217	222	241

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	25.81	21.49	18.11	13.98	13.22	13.39	8.60	7.44	11.81	51.61	57.85	56.69	93	121	127
8	12.90	11.88	13.16	18.55	14.85	19.30	10.48	4.95	8.77	58.06	68.32	58.77	124	101	114
All Grades	18.43	17.12	15.77	16.59	13.96	16.18	9.68	6.31	10.37	55.30	62.61	57.68	217	222	241

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	2.15	4.13	3.15	15.05	5.79	14.17	18.28	16.53	17.32	64.52	73.55	65.35	93	121	127
8	1.61	0.00	4.39	11.29	3.96	9.65	19.35	14.85	19.30	67.74	81.19	66.67	124	101	114
All Grades	1.84	2.25	3.73	12.90	4.95	12.03	18.89	15.77	18.26	66.36	77.03	65.98	217	222	241

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	4.30	4.13	5.51	37.63	33.06	42.52	58.06	62.81	51.97	93	121	127
8	4.03	3.96	6.14	34.68	30.69	43.86	61.29	65.35	50.00	124	101	114
All Grades	4.15	4.05	5.81	35.94	31.98	43.15	59.91	63.96	51.04	217	222	241

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	37.63	30.58	28.35	10.75	12.40	14.17	51.61	57.02	57.48	93	121	127
8	28.23	23.76	26.32	19.35	10.89	16.67	52.42	65.35	57.02	124	101	114
All Grades	32.26	27.48	27.39	15.67	11.71	15.35	52.07	60.81	57.26	217	222	241

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	4.30	4.13	5.51	22.58	18.18	14.96	73.12	77.69	79.53	93	121	127
8	4.03	0.99	7.02	15.32	5.94	12.28	80.65	93.07	80.70	124	101	114
All Grades	4.15	2.70	6.22	18.43	12.61	13.69	77.42	84.68	80.08	217	222	241

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.45	4.96	5.56	39.78	41.32	45.24	53.76	53.72	49.21	93	121	126
8	4.03	1.00	0.88	47.58	47.00	60.53	48.39	52.00	38.60	124	100	114
All Grades	5.07	3.17	3.33	44.24	43.89	52.50	50.69	52.94	44.17	217	221	240

Conclusions based on this data:

1. The total number of students tested for the ELPAC increased significantly for 7th and 8th grades.
2. Overall ELPAC student achievement increased significantly for 8th grade.
3. The reading domain has the biggest percentage of students in the beginning level.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	87.6%	47.2%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	47.2%
Foster Youth	1	0.2%
Homeless	16	3.5%
Socioeconomically Disadvantaged	397	87.6%
Students with Disabilities	40	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.8%
American Indian	0	0.0%
Asian	46	10.2%
Filipino	27	6%
Hispanic	333	73.5%
Two or More Races	9	2%
Pacific Islander	7	1.5%
White	11	2.4%

Conclusions based on this data:

1. Socioeconomically disadvantaged students make up an overwhelming majority of the student population at 87.6%

2. EL students make up a significant portion of the population at 47.2%
3. Students with disabilities and homeless youth make up a relevant portion of the student population at 8.8% and 4% respectively.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The rate of chronic absenteeism slightly increased by 0.2%.
2. 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.

-
-
3. The suspension rate is in the green. There was a significant decrease of almost 50% of suspensions, from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

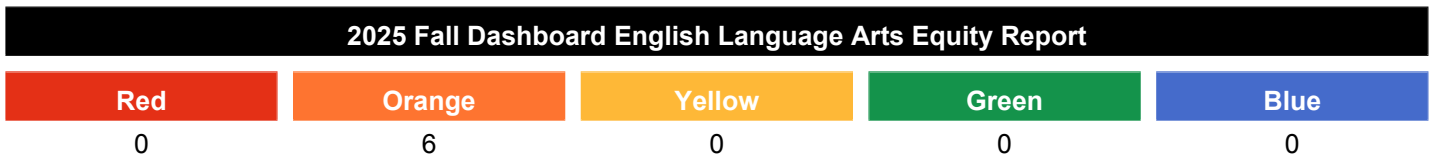
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>100.7 points below standard</p> <p>Increased 16.7 points</p> <p>397 Students</p>	<p>English Learners</p> <p>Orange</p> <p>126 points below standard</p> <p>Increased 17.1 points</p> <p>252 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>120.5 points below standard</p> <p>Increased 17.6 points</p> <p>52 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>168.4 points below standard</p> <p>Increased 21.3 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>107.3 points below standard</p> <p>Increased 15 points</p> <p>360 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>158.7 points below standard</p> <p>Increased 34.1 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>78.6 points below standard</p> <p>Increased 76.8 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>83.3 points below standard</p> <p>Increased 14.7 points</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>48.6 points below standard</p> <p>Declined 4.9 points</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>109.3 points below standard</p> <p>Increased 12.7 points</p> <p>293 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

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. African American students increased significantly.
3. Students with disabilities increased significantly.

School and Student Performance Data

Academic Performance Mathematics

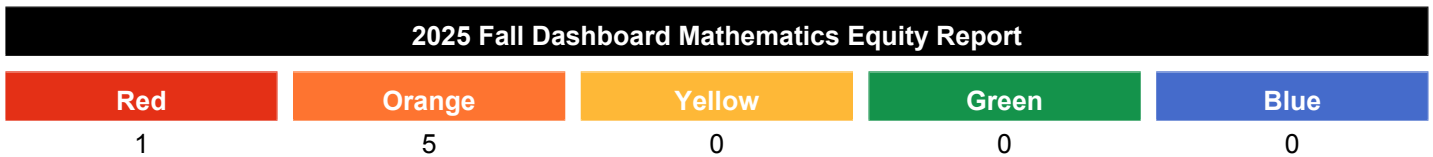
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>152.3 points below standard</p> <p>Increased 9.2 points</p> <p>426 Students</p>	<p>English Learners</p> <p>Orange</p> <p>170.9 points below standard</p> <p>Increased 16.8 points</p> <p>282 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>183.1 points below standard</p> <p>Maintained -0.4 points</p> <p>52 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>158.9 points below standard</p> <p>Increased 46.3 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>156.9 points below standard</p> <p>Increased 10.4 points</p> <p>388 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>209.6 points below standard</p> <p>Increased 10.2 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>161.3 points below standard</p> <p>Increased 48.8 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>112.7 points below standard</p> <p>Increased 7.4 points</p> <p>43 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>96.3 points below standard</p> <p>Declined 19 points</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>161.2 points below standard</p> <p>Increased 7.4 points</p> <p>313 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

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. African American students increased significantly.
3. Students with disabilities also increased significantly.

School and Student Performance Data

Academic Performance Science

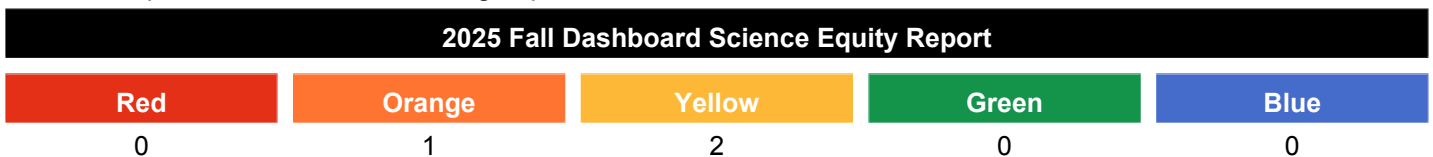
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

<p>All Students</p> <p>Yellow</p> <p>38.6 science points</p> <p>Increased 3.5 points</p> <p>215 Students</p>	<p>English Learners</p> <p>Orange</p> <p>33.5 science points</p> <p>Increased 3.4 points</p> <p>138 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>31.5 science points</p> <p>Increased 2 points</p> <p>25 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.8 science points</p> <p>Increased 3.6 points</p> <p>194 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>30.2 science points</p> <p>Increased 4.2 points</p> <p>19 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>40.6 science points</p> <p>Declined 3.3 points</p> <p>22 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>37.9 science points</p> <p>Increased 5.2 points</p> <p>162 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. In general, all students increased by 3.5 points.
2. Asian students decreased by 3.3 points.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 35.1 making progress. Number Students: 185 Students	Long-Term English Learner Progress  Green 58.7 making progress. Number Students: 46 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 5.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 59.5%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 35.1%

Conclusions based on this data:

1. 35.1% of EL students making progress towards ELPI, a slight increase from 34.1% in 23-24.
2. 59.5% 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 Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>22.6% Chronically Absent</p> <p>Maintained 0.2</p> <p>505 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>23.3% Chronically Absent</p> <p>Declined 0.9</p> <p>270 Students</p>	<p>Long-Term English Learners</p>  <p>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined 3.5</p> <p>62 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>56% Chronically Absent</p> <p>Increased 1.8</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>23.5% Chronically Absent</p> <p>Maintained 0.1</p> <p>463 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>30.8% Chronically Absent</p> <p>Increased 4.5</p> <p>52 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>Increased 23.1</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>11.8% Chronically Absent</p> <p>Declined 2.8</p> <p>51 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.6% Chronically Absent</p> <p>Declined 0.8</p> <p>28 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>23.5% Chronically Absent</p> <p>Maintained -0.4</p> <p>370 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>23.1% Chronically Absent</p> <p>Declined 4.7</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>27.3% Chronically Absent</p> <p>Increased 0.6</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism has been maintained at 22.6% with a slight increase of 0.2% from 23-24.
2. Greatest increases were shown with African-American students (+23).
3. Orange performance groups are EL students and long-term EL students.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 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

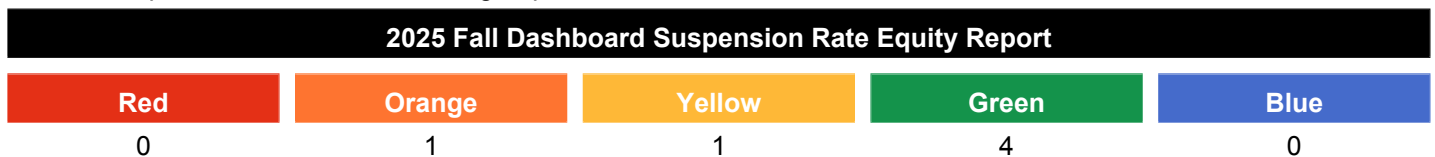
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>7.6% suspended at least one day</p> <p>Declined 7.2%</p> <p>523 Students</p>	<p>English Learners</p> <p> Green</p> <p>3.9% suspended at least one day</p> <p>Declined 9.9%</p> <p>281 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>6.3% suspended at least one day</p> <p>Declined 5.3%</p> <p>64 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 13.7%</p> <p>28 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>8.2% suspended at least one day</p> <p>Declined 7.3%</p> <p>478 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>18.2% suspended at least one day</p> <p>Declined 2.8%</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>22.7% suspended at least one day</p> <p>Declined 6.9%</p> <p>22 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>3.8% suspended at least one day</p> <p>Declined 4.2%</p> <p>52 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Declined 9.6%</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>6.5% suspended at least one day</p> <p>Declined 8.2%</p> <p>384 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Declined 5.7%</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Increased 9.1%</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>33.3% suspended at least one day</p> <p>12 Students</p>

Conclusions based on this data:

1. The rate of suspensions decreased to 7.2% compared to 14% in 23-24.
2. There was a decline of suspensions in every student subgroup.
3. There is a disproportionate rate of suspension for African American students who represent 22.7% of our suspensions and 3.8% of the student population.

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.

Schoolwide, students will increase their English Language Arts (ELA) proficiency scores with a 10 point increase of distance from standard, 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.

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.

Currently, our students are performing -100.7 Distance from Standards. Our target growth for this school year is an increase of 10 points which would be increase to -90.7 Distance from Standards. Our students are currently in the Orange for Language Arts. Our goal for next year, along with the 10 points increase distance form standard is to move to the higher color, yellow.

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 CAASPP for ELA	2025 CAASPP ELA show -100.7 below distance from standard	Improve by 10 points to -90.7
Data from HMH Benchmarks	Based on 2026-27 HMH Benchmark 1, there will an increase of 10% of students who are reading at or above grade level when compared to the 2026-27 HMH Benchmark 2.	By June 2027, there will be an increase of at least 10% of students who are able to read at grade level or above, based on reading levels defined on HMH assessments.

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 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> <p>Chavez Middle School will provide books for students to read at home during community events.</p>	All students	<p>700</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Print shop for NCR paper for notetaking</p> <p>2,500</p> <p>LCFF</p> <p>Certificated Hourly</p> <p>Certificated Extra duty for intervention classes</p> <p>8200</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Renaissance STAR and Nearpod subscription</p> <p>11,500</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Supplies for interactive notebooks and notetaking in core classes that require ELA reading and writing strategies</p> <p>2000</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>Expand classroom libraries and purchase novel sets to enhance curriculum</p> <p>3500</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>NewsELA subscription</p> <p>5,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Field Trips or assemblies</p> <p>4500</p> <p>Title I</p>

			4000-4999: Books And Supplies BrainPop subscription 2000 LCFF 4000-4999: Books And Supplies Replenish Library books
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Annual Review

SPSA Year Reviewed: 2025-26

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 an increase in students that met or exceeded CAASPP ELA standards by 7% in 2025, compared to the 2024 CAASPP ELA score from 14% to 21%. There was an increase of 16.7 points for distance from standards compared to the previous year.

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

The budget variance was more than our projected budget allocation, SSC decided to spend to purchase items that expanded their class libraries and enhance curriculum with interactive notetaking skills.

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 was not able to vet and adopt a Tier 2 Reading Intervention due to lack of teacher interest for an after school intervention class.
District will continue to offer afterschool intervention programs to World House students with the additional late bus added to our schedule. The reading club for World House students ran from October to March. World House students were also able to attend Study Hall with the late bus added.
Ensure that all ELA/ELD teachers assess their students with the STAR Reading or HMM 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.

Schoolwide, students will increase their English Language Arts (ELA) proficiency scores with a 10 point increase of distance from standard, as measured by CAASPP. 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 2025 CAASPP Math scores showed that 10% of students met or exceeded grade level Math standards, an increase of 4% from the previous year. Currently our students are performing -152.3 Distance from Standard. Our target growth for this school year is an increase of 10 points which would be an increase to -142.3 Distance from Standards. Our students are currently in the Orange for Mathematics. Our goal for next year along with the 10 points increase distance from standard is to move to a higher color, yellow.

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 CAASPP for Math	2025 CAASPP Math showed -152.3 Distance from Standards	Improve by 10 points to -142.3
Based on HUSD Math Benchmark	Create a baseline for students' math levels	Students' scores meeting grade level standards on the HUSD Math Benchmark will increase by 10% from Fall 2026 to Spring 2027.

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	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	All students	700 Title I 4000-4999: Books And Supplies

	<p>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>Print shop for NCR paper for notetaking 3,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra duty for after school intervention 400 Title I 4000-4999: Books And Supplies Kahoot subscription for teachers 10,000 Title I 4000-4999: Books And Supplies Interactive Notebooks and notetaking supplies for students, including classes requiring mathematical applications</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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. Chavez Middle School will not be renewing the ST Math subscription.
TurtleEd Math tutoring after-school intervention provided. It held 20 sessions for 10 weeks for 10 students that were recommended by their Math teacher.
Math teachers did not use the IXL Diagnostics to streamline support for students, instead math teachers used the HUSD math benchmark to monitor progress.
We did not host a family Math Festival.

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

The budget variance was more than our projected budget allocation, SSC decided to spend to purchase items that provided resources to enhance math curriculum with interactive notetaking skills.

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 look at data for progress monitoring, effective collaboration, and creating intervention groups by using the district math benchmarks and scope and sequence. As a way to increase parent involvement, Chavez Middle School will host parent workshops to strengthen their math skills in order to support their students. We will provide two workshops in the Fall and Winter during Coffee with the Principal.

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.

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 the ELPAC	Based on the 2025 ELPAC data, 8.2% of ELLs scored a 4 on the ELPAC.	The number of students that score a 4 on the ELPAC will increase by 8.2% to 13.2%
Based on the CA Dashboard	Based on the 2024-25 CA Dashboard, 35.1% ELLs increase by one ELPI Level.	The number of students that increase by ELPI level will increase by 35.1% to 45.1%

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 continue to provide language assessments to Newcomers to help place them in the appropriate English level core classes.</p> <p>Provide professional development opportunities around English Language Development strategies and sheltered instruction strategies.</p>	Long Term English Language Learners and Newcomers	<p>1,000 LCFF 4000-4999: Books And Supplies Interactive Notebook supplies for ELD Intervention 1,000 LCFF 4000-4999: Books And Supplies Refreshments for ELAC parent meetings 2000 LCFF 4000-4999: Books And Supplies Generation Genius for ELLs 1,500 LCFF 4000-4999: Books And Supplies Teacher Created Materials kit for World House classes Low level/high interest books for ELD classrooms 2000 Title I 4000-4999: Books And Supplies RAZ Kids for ELLs, per teacher subscription</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 2025 ELPAC data, 8.2% of ELLs scored a 4 on the ELPAC.
We did not host Saturday academies to prepare for the CAASPP or the ELPAC.

Hayward Promise Neighborhood (HPN) was defunded. They provided additional resources to families such as parenting workshops.
Support of Long-Term English Learners and reclassification efforts provided through 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.

There was an increase in 7th grade World House students that required additional Sheltered sections for 7th grade Science and World History. There was an additional increase of \$7684 to our 2025-26 Title 1 funds.

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 experienced a sharp decline in enrollment of Newcomers this year. 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.

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, 1 sections of Photography	Increase a VAPA offering by one section by June 2027
Multi-purpose room stage usage	Update the sound for VAPA performances	Clean and update the stage with new sound by June 2027
School assemblies held in MPR	5 assemblies in the MPR currently	Host 6 assemblies in the MPR in 2026-27

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	2000 Title I 5000-5999: Services And Other Operating Expenditures Tuning and repairing musical instruments 3,000 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

Due to the recent allegations against Cesar Chavez, the mural was painted over in Spring 2026. 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.

The budget variance was more than our projected budget allocation, SSC decided to spend to purchase items that paid for supplies for an additional assembly.

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 was completed, however it was not possible to purchase an updated sound system. There was an addition of a Choir class as an elective. We were able to host 5 assemblies in the MPR this year compared to 3 assemblies the previous year.

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 2026 CA Healthy Kids Survey	56% of students felt that there was a caring adult at school.	By June 2027, 70% of students will feel that there is a caring adult at school.
Wellness Center Sign In	Based on the 2025-26 Wellness Center Sign Sheets, the center was visited on average 150 times per month, an increase from 120 in 2024-25.	By June 2027, 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 2025-26 school year.
COST Data Review Reports	Based on the 2025-26 COST Data Review reports	By June 2027, 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 2025-26 school year.
PBIS Schoolwide Fidelity Tool	The PBIS Schoolwide Fidelity Tool will provide a baseline for Tier 1 implementation	By October of 2026, 85% of students will have received a Cheetah Check from an adult at school.
School Calendar	In 2025-26, Chavez hosted 6 events, a Latinx Heritage Celebration and African American Literature Readers' Theater, Student Athlete Recognition Night, along with Back To School Night, Open House, 7th grade Orientation	By June 2027, Chavez will host 4 additional school community events, increasing the number to 10 events in 2026-27.

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 two 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>17,250 Title I 5800: Professional/Consulting Services And Operating Expenditures Spanish Bilingual school psychologist intern to support ELLs and SPED students 500 LCFF 5000-5999: Services And Other Operating Expenditures Print order for Cheetah Checks (PBIS acknowledgement system) 2,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures School assemblies 2,000 LCFF 4000-4999: Books And Supplies</p>

			Posters and signs to display school's expectations (PBIS) and Honor Roll 1250 Title I 4000-4999: Books And Supplies Incentives for students with perfect attendance
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Annual Review

SPSA Year Reviewed: 2025-26

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 an increase of 7% from 49% to 56%. Chavez Middle School did meet the goal of four community events. There a total of six 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. In March 2026, SBDM approved our site to shift our school's four expectations to Be Respectful, Be Responsible, Be Safe and Be Kind. This will support students' continuity from elementary school expectations to middle school expectations. New PBIS posters and signage will change for 2026-27. On the CA Dashboard, Chavez Middle School was in the green due to the suspension rate decreasing by almost 50% from 14.8% to 7.6%.

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 \$7684 to our 2025-26 Title 1 funds.

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), we will display the new 4 expectations of Be Respectful, Be Responsible, Be Safe and Be Kind in all common areas as well as classrooms. Chavez Middle School displayed more posters and signs throughout campus that provided 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) 2025-26	50% of students feel the school promotes parental involvement	Increase the number of students that feel the school promotes parental involvement by 10% to 60%.
California Healthy Kids Survey (CHKS) 2025-26	45% 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 10% to 55%

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: 2025-26

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 was not able to provide the La Familia Adelante to address concerns about drug use prevention for their middle schoolers, due to staffing shortage.
There was an increase of students feeling that parents are welcome at Chavez by 4%. We can meet our goal of an increase of 10% by incorporating more community events and opportunities for parent engagement. In 2025-26, Chavez Middle School added three more community events: 2 Family Bingo Nights and 1 Family Game Night.

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 increase of \$7684 to our 2024-25 Title 1 funds.

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 2026-27 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 2025 California School Dashboard 22.6% of students were identified as chronically absent. This is no improvement from the 22.4%, the previous year.

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
2025 California Dashboard	Based on the 2025 CA Dashboard results, 22.6% students were identified as chronically absent.	By June of 2027, there will be a decrease of 10% of students who are identified as chronically absent.
Infinite Campus weekly reports	Based on the 2025-26 attendance reports, we will create the baseline and attendance goals for the 2026-27 school year.	By June 2027, there will be a 5% monthly increase of attendance compared to the 2025-26 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>900 LCFF 4000-4999: Books And Supplies Posters for improved attendance to display around campus (PBIS incentives) 500 LCFF 4000-4999: Books And Supplies Student recognition for Honor Roll and perfect attendance (PBIS incentives) 2,000 LCFF 5000-5999: Services And Other Operating Expenditures Securly Digital Hall Pass subscription and teacher training</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 little change for students identified as chronically absent, compared to the 2024-25 data. We did not meet our goal 2024-25 goal for 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 increase of \$7684 to our 2025-26 Title 1 funds.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$97,900.00
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 (\$)
Title I	\$70,000.00

Subtotal of additional federal funds included for this school: \$70,000.00

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	\$26,400.00
LCFF Supplemental and Concentration Funds	\$1,500.00

Subtotal of state or local funds included for this school: \$27,900.00

Total of federal, state, and/or local funds for this school: \$97,900.00

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	72,289.00
Title I	101,771.00	31,771.00
Title 1: Parent Allocation	1,028.00	1,028.00
Comprehensive Support and Improvement (CSI)	446,222.23	446,222.23

Expenditures by Funding Source

Funding Source	Amount
LCFF	26,400.00
LCFF Supplemental and Concentration Funds	1,500.00
Title I	70,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	56,450.00
5000-5999: Services And Other Operating Expenditures	12,700.00
5800: Professional/Consulting Services And Operating Expenditures	19,250.00
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
1000-1999: Certificated Personnel Salaries	LCFF	3,000.00

2000-2999: Classified Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	13,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
Certificated Hourly	LCFF	2,500.00
Classified Hourly	LCFF	1,000.00
5900: Communications	LCFF Supplemental and Concentration Funds	1,500.00
4000-4999: Books And Supplies	Title I	42,550.00
5000-5999: Services And Other Operating Expenditures	Title I	10,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,900.00
Goal 2	14,100.00
Goal 3	7,500.00
Goal 4	5,000.00
Goal 5	23,000.00
Goal 6	5,000.00
Goal 7	3,400.00

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
Mohammed Khalid Mia Khel (ELAC Representative)	Parent or Community Member
Flor Zavala	Parent or Community Member
Patricia Hermsillo	Parent or Community Member
Kupenda Grant	Parent or Community Member
Loui Ahkoi	Parent or Community Member
Nimrat Ladhar	Secondary Student
Ibeth Gomez	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

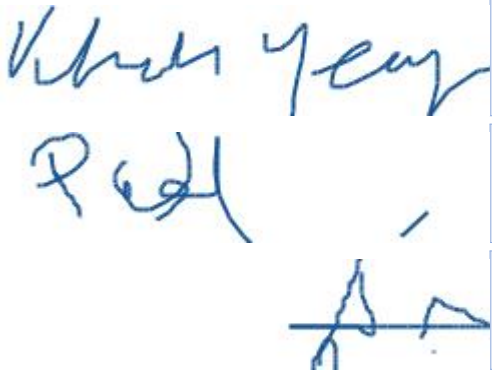
Committee or Advisory Group Name

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 6, 2026.

Attested:



Principal, Khanh Yeargin on 5/6/2026

SSC Chairperson, Patricia Hermosillo on 5/7/2026

ELAC Representative, Mohammed Khalid Mia Khel on 5/8/2026

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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