

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cedar Middle School	36-75044-0114108	September 29, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to collaborate with all stakeholders on the spending of categorical funding for improved student achievement with a targeted focus on our Hispanic population.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cedar's administration is committed to the social emotional needs & academic success for all students and will work with district personnel, parents, students, and faculty in identifying and attaining growth in its priority areas, as per our comprehensive needs assessment: 1. Promoting proficiency in ELA for all students with a targeted focus on the Hispanic (HI) subgroup (LCAP goal #1) 2. Promoting Mathematics Proficiency for all students (LCAP goal #1) 3. Promoting a safe school environment with a focus on the whole child (LCAP goal #2,#3). 4. Promoting and supporting our EL and College Pathway programs (ELD, ROP and AVID) and community (LCAP goal #1, #2, #3). As part of accomplishing these goals, Cedar's aim is to provide the means of support in these areas through the use of categorical funds for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The parent survey was distributed at the end of the 2020-2021 school year electronically. Surveys were conducted at a district level. Those surveys pertained to the attitudes about distance learning and whether or not they would prefer to remain on distance learning should the schools reopen. The results were approximately 65% wanting to return to hybrid/in-person learning and 35% wanting to remain on distance learning. Cedar will remain focused on improvements in academics, social emotional learning, and safety. As such, we will continue to work from the previous years surveys as well as data collected in the current year via ELAC, Title 1 Committee, and SSC. In 2019, Approximately 15% of the surveys were completed online. Most of the results remained consistent with the results from prior years. An overwhelming majority (80%) of parents feel that Cedar provides a safe learning environment, teachers provide rigorous curriculum that meets that needs of all students with adequate support and resources, and that Cedar provides opportunities for students to develop citizenship and leadership skills. Approximately 29% of the parents (up from 19% last year) feel that communication between themselves and teachers is a concern along with some parents not monitoring the academic progress of their children adequately in order to ensure success. 86% of parents feel their students are prepared to transition into high school. 14% of parents stated that their child has been bullied at school. Parents voiced concerns 21% that Cedar's classes do not meet the needs of their students; some expressed the need for world languages as well as more art, Stem, and e-sports. These were added to the 2020/21 Master Schedule.

The leadership survey was distributed for all Cedar staff members to have the opportunity to share their thoughts regarding the administrative team. This is an anonymous survey that is administered once a year, usually in February / March. It appears that approximately 9% of the certificated staff took the survey. The staff as a whole feel that the administrative team is approachable, has an open-door policy, and care about the Cedar staff and students. Compared to previous years, in which staff complained about minor discrepancies in discipline, Cedar is pleased to highlight that there were no complaints in any area, possibly due to students being on distance learning for most of the year. Staff feel supported as a whole. Nevertheless, Cedar administration will continue to attend PD that is related to California Ed. code laws and communicate legal updates with staff. Classified staff also had the opportunity to participate in the leadership survey during the 20-21 school year. We had approximately 2% of the classified staff complete the survey with staff feeling mostly supported. There was a minor discrepancy in communication with one staff member feeling the communication could be improved. It should be noted that classified staff members were invited to attend all staff meetings during the 20-21 school year with a large majority of them doing so. All staff meetings were conducted virtually. This will continue to be a focus for CMS during the 21-22 school year.

It will also expand its class offerings on the master schedule, most recently adding a botany-based career exploration as well as an e-sports elective. We also expanded our Spanish program to include a (2 year) 7th grade decelerated option. Staff have a clear understanding of the schools focus and vision (Close and Analytical Reading), and many are implementing the advanced, connected phases with fidelity. The administrative team will continue to work and communicate via Zoom or in-person with the leadership team on areas of concern and also form ad-hoc committees for areas of need. It will continue to meet as a Title 1 committee via Zoom or in person to evaluate

stakeholder needs and recommendations based on gathered data. In addition, administration has an open-door policy where staff can have address their concerns in person.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are consistently observed both formally and informally by peer, site, and district personnel. The principal and assistant principal are responsible for evaluating probationary teachers. The formal observation process for probationary teachers is performed twice a year for the first two years the probationary teacher is with the district. The principal, assistant principal, and vice principal are responsible for evaluating tenured teachers. The formal observation process for tenured teachers is performed once every other year. In addition to the formal observation process that has been outlined above, Cedar Middle School administrators also perform informal observations. Informal observations are performed on a weekly basis, and informal discussions about pedagogy and professional development are also had during preparation periods.

In addition to the formal observations and informal walks, CMS has participated in county walks for the past three years. There has been a focus on literacy, specifically close and analytical reading and collaboration with these walks. The data shows that our teachers have adopted the school focus of close and analytical reading and many have moved into the next phase in our school implementation plan. Purposeful collaboration continues to increase and improve in our classrooms. We will continue to focus on the 4C's with an emphasis on critical thinking.

## Stakeholder Involvement

How, when, and with whom did the 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

Stakeholder committees are comprised of students, parents, teachers, and classified staff (ELAC, AVID Site Team, Title 1 Committee, SSC). Ad hoc-committees are scheduled on a needs basis; some of these include activities, discipline, attendance. The following are the review meetings in which data and surveys are reviewed: 1. Leadership Teacher Meeting (First Wednesday of every month). 2. Staff meetings (2nd Wednesday of every month). 3. (SSC 1st Friday bi-monthly) 4. Title 1 Committee Review(February 4, 2021 & March 18, 2021 & April 28, 2021) 5. ELAC (bi-monthly) 6. PTC's (as needed) 7. AVID Site Team (2nd Tuesday of the month).

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Cedar's administration is committed to academic success of all students with an emphasis of the academic improvement of our Hispanic population. Cedar was eligible for ATSI for the Hispanic subgroup, which indicates that the subgroup is in the Red on most or all indicators on the CA Dashboard. We will work with district personnel, parents, students, and faculty in identifying and attaining growth in its priority areas: 1. Promoting proficiency in ELA for all students (LCAP goal #1) 2. Promoting Mathematics Proficiency for all students (LCAP goal #1) 3. Promoting a safe school

environment with a focus on the whole child (social emotional learning and academic achievement) (LCAP goal #2), 4. To minimize suspensions of targeted subgroups (LCAP goal #2) 5. Promote and support our EL programs (LCAP goal #1 & #3), 6. Promote and support college and career readiness through our elective program (LCAP goal #1). As part of accomplishing these goals, Cedar's aim is to provide the means of support in these areas through the use of Title 1 funds for all students. The Title 1 Committee reviewed the findings and determined that it is necessary for Cedar to have motivational speakers and assemblies tied to social emotional learning. A social emotional learning curriculum (SEL) was purchased during the 20-21 as a tier I intervention for all students and will continue to be utilized during our Wellness Wednesdays. Through a variety of means including student, staff and parent surveys, data collection for suspensions / expulsions, attendance and referrals of students to discipline, and counseling it was determined that a CMS Wellness Center would be a welcomed addition to assist the SEL needs of our students. Another significant finding was that many students who engage in disruptive or dangerous behavior are repeat offenders who could benefit from a specialized focus class or cohort. Through progress monitoring via i-Ready and teacher-developed formative assessments, teachers will utilize RTI methods to reteach in targeted areas. The committee recommended establishing vertical articulation between our middle school PLC and the high school's PLC, as well as attending professional development workshops with its high school counterpart. Prior to distance learning in 2019, suspensions as a whole were on a slight decline as compared to the prior year at Cedar Middle School. However, our African American subgroup has shown an increase in suspensions over the past several years. This has created a need to examine the disproportionate amount of African Americans being suspended vs. their White or Hispanic peers and the need for a suspension alternative program (SAP) for all students. Again, through the evaluation of data, it was determined that 60% of the students suspended for 48900a1 were not repeat offenders. Our goal with the CMS SAP program is to decrease our home suspensions of those first time offenders of Education Code 48900a1 by allowing them to participate in the suspension alternative program at school with a focus on changing the behaviors of these students. Overall, Cedar has seen an increase in suspensions and will ensure that appropriate measures, trainings, assemblies, and programs be implemented in an effort to combat negative behavior at its root.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,104	72.7	14.9	1.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	164	14.9
Foster Youth	14	1.3
Homeless	88	8.0
Socioeconomically Disadvantaged	803	72.7
Students with Disabilities	136	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	71	6.4
American Indian	3	0.3
Asian	23	2.1
Filipino	6	0.5
Hispanic	747	67.7
Two or More Races	11	1.0
Pacific Islander	3	0.3
White	238	21.6

### Conclusions based on this data:

1. A significant percentage of our students are socioeconomically disadvantaged; some are even homeless. It is necessary for our staff to receive proper trainings related to SEL to better support these pupils. The social emotional learning components will empower students to counter the obstacles they face. Creating a safe and inviting learning environment will help support all students.





2. It will also be necessary to ensure equity in all areas, from academics to extracurricular opportunities.
3. Exploring creative ways to counter the negative ramifications of poverty will be imperative in ensuring long term student success. College and career readiness will be one example, which shall be tied to Cedar's focus of close and analytical reading.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		

#### Conclusions based on this data:

1. Cedar shall continue to focus on close and analytical reading and the cycles of inquiry to improve ELA outcomes. This will also be done by refining standards and measuring student growth through accurate interim forms of measurement so that reteaching can be accomplished with fidelity. Training will be a part of this process, as will calibration and planning time for teachers.
2. Suspension rates have increased over the past few years. As such, Cedar will be committed to reducing negative behaviors organically at the source. This will be done by promoting positive relationships between staff and pupils and through SEL methodologies. In addition, has established weekly tier I SEL lessons for all students through Wellness Wednesdays. A suspension alternative program (SAP) has also been established with a focus on 48900a1 suspensions. This program is housed in the new CMS Wellness Center.
3. Cedar Middle School has a critical need to improve math performance. The Math PLC will continue to work on refining the standards. It will also explore and work alongside the feeder school to seek consistency between expectations, deficiencies, refining standards, forms of measurement/CFA's, and re-teaching methodologies.



# School and Student Performance Data

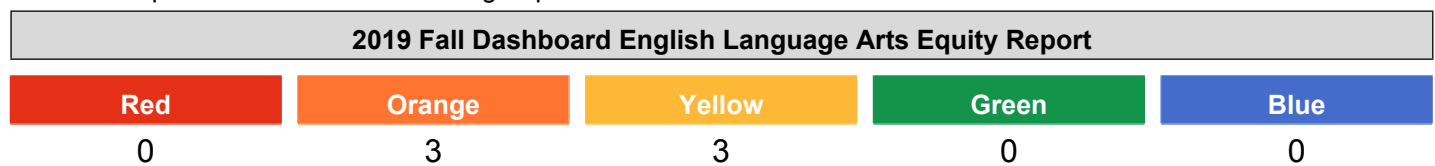
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
<b>All Students</b>		<b>English Learners</b>		<b>Foster Youth</b>	
					
Orange		Yellow		No Performance Color	
36.9 points below standard		62.7 points below standard		81.6 points below standard	
Maintained ++2.4 points		Increased ++9.9 points		Increased Significantly ++33.7 points	
1068		219		15	
<b>Homeless</b>		<b>Socioeconomically Disadvantaged</b>		<b>Students with Disabilities</b>	
					
No Performance Color		Yellow		Orange	
77.2 points below standard		44.7 points below standard		116.2 points below standard	
Increased Significantly ++28.6 points		Increased ++5.1 points		Increased Significantly ++19.9 points	
39		796		142	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 49.7 points below standard Increased Significantly ++21.5 points 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 3.3 points above standard Increased Significantly ++15.4 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.2 points below standard Maintained ++2.8 points 732	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 27 points below standard Declined -7.4 points 201

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.6 points below standard Maintained 0 points 148	2.3 points below standard Increased ++14.7 points 71	35.7 points below standard Maintained ++2.1 points 755

#### Conclusions based on this data:

1. CAASPP results from 2019 showed Cedar's African American population increased 21.5 points, and our Students with Disabilities increased 19.9 points. These are significant increases. CMS administered the iReady diagnostic assessment 3 times during the 20-21 school year. These results showed minimal progress in reading of 3% for 7th grade and 0% in 8th grade.
2. CAASPP results from 2019 showed students in all areas increased or maintained with the exception of the white student population. Cedar will remain committed to refining our focus of close and analytical reading as a means of promoting literacy across all areas. Cycles of inquiry will be scheduled through our PLC time on Wednesdays. Actions will include utilizing academic vocabulary training and PD in pedagogy.
3. Understanding the frameworks of poverty will be important so as to offer our students the necessary supports that their affluent counterparts receive under their conditions such as after school tutoring, Saturday academies, study skills classes, electives, AVID, WEB, and our parent liaison.

# School and Student Performance Data

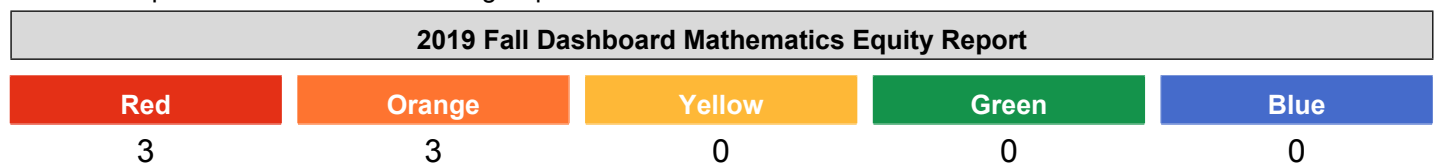
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
<b>All Students</b>		<b>English Learners</b>		<b>Foster Youth</b>	
					
Red		Orange		No Performance Color	
99.2 points below standard		124 points below standard		162.7 points below standard	
Maintained -2.1 points		Increased ++4.3 points		Increased Significantly ++19.8 points	
1067		218		15	
<b>Homeless</b>		<b>Socioeconomically Disadvantaged</b>		<b>Students with Disabilities</b>	
					
No Performance Color		Red		Orange	
130.6 points below standard		110 points below standard		184.5 points below standard	
Increased Significantly ++24.6 points		Maintained -2.1 points		Increased ++8.4 points	
39		795		142	

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 137.5 points below standard Maintained -2.4 points 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 29.6 points below standard Increased Significantly ++17.9 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Red 105 points below standard Maintained -0.4 points 731	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 89 points below standard Declined Significantly -17.3 points 201

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
152.8 points below standard Declined -5.3 points 148	63 points below standard Increased ++9.3 points 70	97.2 points below standard Maintained ++0.5 points 754

#### Conclusions based on this data:

1. Socio-economics and performance has a strong correlation, with that population performing 110 points below the standard in Mathematics on the 2019 CAASPP.
2. On the 2019 CAASPP, the Hispanic population underperformed at 105 points under the standard. Also, the White student population showed a significant decrease in their 2019 math CAASPP scores of 17.3 points as compared to the prior year.
3. CMS administered the iReady math diagnostic assessment 3 times during the 20-21 school year. These results showed progress in math of 14% for 7th grade and 10% in 8th grade.

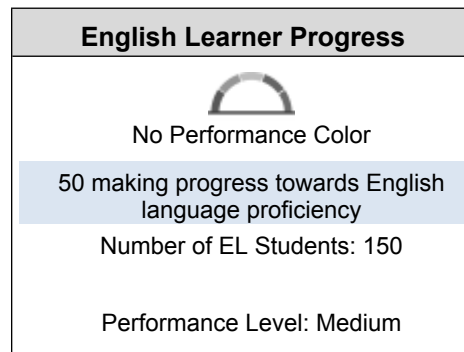
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.3	26.6	6.6	43.3

#### Conclusions based on this data:

1. Cedar has decreased in EL students from 150 to 143.
2. Cedar will need to provide ongoing support to the level 1 students to increase English proficiency and improve ELA CAASPP and iReady scores as well as on ELPAC.
3. We have a total of 13 identified EL I students with 10 of the 13 being identified as having special education services and or accommodations.

# School and Student Performance Data

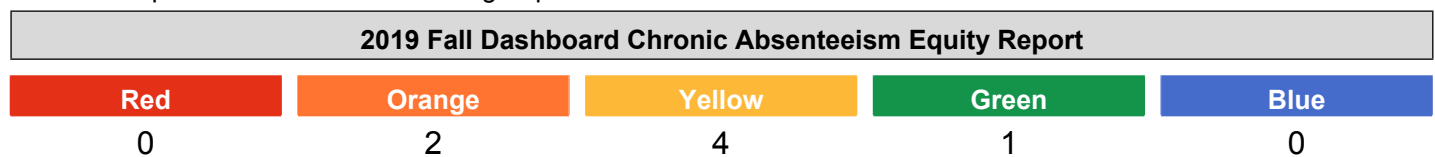
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 11.8 Declined -0.9 1234	<b>English Learners</b>  Orange 8.8 Increased +1.5 182	<b>Foster Youth</b>  No Performance Color 12.9 Declined -11.2 31
<b>Homeless</b>  No Performance Color 24.5 Declined -6.8 49	<b>Socioeconomically Disadvantaged</b>  Yellow 14.1 Declined -0.5 935	<b>Students with Disabilities</b>  Yellow 17.4 Declined -2.8 167

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Yellow 17.1 Declined -6 76	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Asian</b>  No Performance Color 0 Declined -11.1 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 11.6 Increased +0.5 834	<b>Two or More Races</b>  Green 7.5 Declined -8.6 53	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  Yellow 13.2 Declined -1.3 235

#### Conclusions based on this data:

1. Due to the COVID 19 pandemic, the dashboard has not been updated. We will be utilizing local data until the dashboard is up to date. However, The dashboard shows our chronic absenteeism rate for 2019 as being 11.8% of 1234 pupils when in actuality there is a discrepancy of 138 students who never attended Cedar to begin with but are making up a significant portion of the chronic absenteeism.
2. Enrollment for the 20-21 school year was 1056, which is a 14% decrease.
3. Despite distance learning, Cedar's attendance rate was 90.12%. Incentive programs to increase attendance will continue to be a focus for us

# School and Student Performance Data

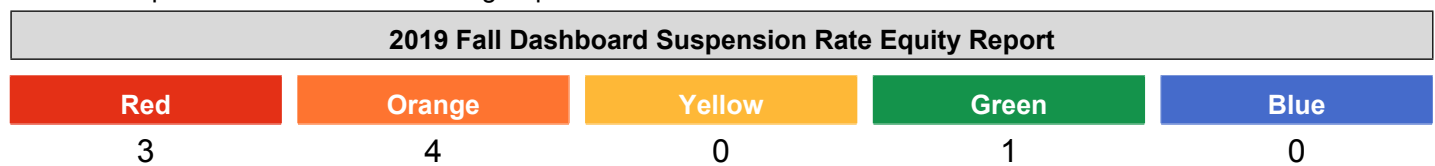
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 13.2 Increased +0.5 1259	<b>English Learners</b>  Orange 10.3 Increased +2.6 185	<b>Foster Youth</b>  Orange 23.1 Declined -18.6 39
<b>Homeless</b>  No Performance Color 18 Increased +5.5 50	<b>Socioeconomically Disadvantaged</b>  Red 14.7 Increased +0.4 954	<b>Students with Disabilities</b>  Red 23.8 Increased Significantly +4.6 168



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 27.8 Declined -5.5 79	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 8	<b>Asian</b>  No Performance Color 0 Declined -16.7 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 5
<b>Hispanic</b>  Orange 12 Increased +0.4 849	<b>Two or More Races</b>  Green 5.5 Declined -9.3 55	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 5	<b>White</b>  Red 15.1 Increased Significantly +5.9 239

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.7	13.2

#### Conclusions based on this data:

- During the 19/20 school year suspensions in our EL, White, Sped, and Hispanic populations have increased slightly over the past year. As such, Cedar will focus on SEL strategies and building positive relationships with students to prevent negative behaviors. It will also provide appropriate training to staff, including but not limited to campus aides, teachers, administrators, and support staff. As per the recommendation of the Title 1 committee and the CNA, positive behavior assemblies will be promoted as well.
- During the 19/20 school year our African American, two or more races, and our foster youth population's suspension rates all decreased. All three subgroups are often affected by low socio economics as well and were foci of Cedar administration team. We will continue to focus on SEL strategies and building positive relationships with students to prevent negative behaviors. Appropriate training to staff, including but not limited to campus aides, teachers, administrators, and support staff will continue. Additionally, as per the recommendation of the Title 1 committee and the CNA, positive behavior / SEL assemblies will be promoted as well when school resumes on campus.
- There was a significant decrease in home suspensions during the 20/21 school year as compared to the 19/20 school year due to the Covid 19 pandemic and students being on distance learning for a majority of the school year.

During the 19/20 school year our overall suspension rate increased by .5 percent with a total of 13.2 percent of all students at Cedar being suspended at least once. Although our local data shows nearly 60 percent of Cedar students suspended once will not be suspended again, Cedar will still focus on trainings and strategies that get to the root cause of suspendable behaviors. These preventative measures occur in the classroom, and also by developing alternative forms of consequences geared at the pupils reflecting and changing their behavior. Cedar will be committed to reducing negative behaviors organically at the source. This will be done by promoting positive relationships between staff and pupils and through SEL methodologies. In addition, Cedar will use resources to create alternative forms of progressive discipline/programs such as our comprehensive Suspension Alternative Program (SAP) that incorporates Cedar's Suspension Alternative Classroom (SAC) which utilizes After School Restorative Practices, elements of community service, and Restorative Practices Modules (RPM) from which students will be better prepared to correct negative behaviors.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

To provide high quality classroom curriculum, instruction and assessments to prepare our students for success in college and/or a career.

## Goal 1

To provide high quality classroom curriculum, instruction and assessments to prepare our students for high school, college and/or career.

## Identified Need

Stakeholders feedback from our comprehensive needs assessment indicates there is an ongoing need to ensure that CMS maintains high quality materials in every classroom and a staff of highly qualified teachers and paraprofessionals. As we continue to work with the adopted state standards in ELA, ELD, Math, Social Studies and Science, there is a need for instructional materials aligned to the framework for all subject areas with professional development and instructional support to meet the needs of our diverse population. There is also a need to focus on instructional practices in all content to increase performance in English Language Arts, Math and Science. The district adopted the iReady diagnostic reading and math assessment which CMS teachers have found useful in determining the individual needs of students for targeted intervention.

Due to the Covid 19 pandemic, CAASPP data is unavailable for 2020 and 2021.

The iReady reading diagnostic shows a slight growth or 3% in reading scores for 7th grade and a 0% growth in 8th grade from the first diagnostic to the third diagnostic for the 20-21 school year. At the end of the 20-21 school year. 47% of 7th grade students and 52% of 8th grade students scored at risk on the final reading diagnostic assessment for the 20-21 school year.

The iReady math diagnostic shows a 14% growth in math scores for 7th grade and a 10% growth in 8th grade from the first diagnostic to the third diagnostic for the 20-21 school year. At the end of the 20-21 school year. 39% of 7th grade students and 50% of 8th grade students scored at risk on the final math diagnostic assessment for the 20-21 school year.

Because we have a large percentage of students who scored at risk on the iReady reading and math iReady diagnostic assessment, there is a need to support good first instruction through professional development and supporting teachers through instructional coaching and planning time to more readily transfer professional learning into classroom practice. There is also a need to continually review data from CFA's, Single Assessments and iReady diagnostic assessments and our cycles of inquiry to guide instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC- The percentage of EL students who made no improvement or declined at least one English Language Performance Index (ELPI).	50% of students made no improvement or declined at least one ELPI.	10% of EL students will progress at least one ELPI level or maintain at a level 4 of the ELPI.
iReady- Reading	47% of 7th grade students and 52% of 8th grade students scored at risk on the 3rd iReady reading assessment	Increase 7th grade by 15% and 8th grade by 20%
iReady- Math	39% of 7th grade students and 50% of 8th grade students scored at risk on the 3rd iReady math assessment	Increase 7th grade by 15% and 8th grade by 20%
Cycle in Inquiry (Evaluating student work)	52% of student work falls in Phase 1 of the SIP with an average score or 2 on the rubric	Decrease Phase 1 work by 15% (Which would result in more student work falling into phase 2 and 3). Also increase the scores on the rubric to a 2.5 for all phases.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Standards-based instructional resources:

Purchase and maintain supplemental resources for hands on learning

Provide updated technology and other tools for personalized learning and program monitoring

Student Progress Monitoring:

Evaluate common formative assessments, single assessments, iReady diagnostic assessment, CAASPP, ELPAC, observation data and student work samples

Ongoing Professional Development:

Provide all staff content and pedagogical knowledge through collaboration (planning time) and professional development workshops and conferences.

Academic Supports:

Athletics and extra-curricular programs

Specialized Programs

Provide college and / or career oriented coursework and curriculum including AVID, STEM, Robotics, Speech and Debate, Consumer Science, Spanish, Cultural Studies, Art / Graphic Design and Performing Arts

Field trips to support specialized programs

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### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

59700.00

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Supplemental supplies and materials to support literacy, critical thinking, communication and creativity in the classroom as well as hands on learning and manipulatives

34985.00

LCFF-ED  
4000-4999: Books And Supplies  
Supplemental supplies and materials to support literacy, critical thinking, communication and creativity in the classroom.

20000.00

Title I Part A: Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Send teachers and support staff to research based workshops & trainings.

21000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Subs to cover teachers for release time

4000.00

LCFF-ED  
4000-4999: Books And Supplies  
Equipment to support health and Physical Education for students

5000.00

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Subs to cover release time for classified staff to attend professional development

12000.00

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Supplemental Supplies for college and career programs / electives such as Robotics, STEM, Consumer Science, Art, AVID, Spanish, Cultural

	Studies, Study Skills, career exploration, performing arts, Yearbook and ASB.
5,000.00	LCFF-ED 4000-4999: Books And Supplies Supplemental Supplies for college and career programs / electives such as Robotics, STEM, Consumer Science, Art, AVID, Spanish, Cultural Studies, Study Skills, career exploration, performing arts, Yearbook and ASB.
10000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field trips to support and enrich college and career programs
69592.00	Title I Part A: Allocation 4000-4999: Books And Supplies Updated technology to support individualized learning

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students (EL)

### Strategy/Activity

Provide language support services

Support for English Learners:

Provide ELD support class for EL students

Field Trips to support EL students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
55,000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Two 3.75 hour bilingual assistants
4,000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental supplies and materials to support EL students
2000.00	Title I Part A: Allocation

5000-5999: Services And Other Operating Expenditures  
Field trips to support our EL population

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Interventions:

Conduct content area interventions during the school day (Tutors)

Before and after school Tutoring with transportation

Saturday Academies

Summer School

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

35,000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Tutoring after and before school

25,000.00

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Tutoring during the regular school day

5000.00

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Tutoring before and after school

20000.00

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures  
Buses for after school tutoring

5000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Saturday Academy

2000.00

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Supplies for Saturday Academy

10000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Over contract for summer school intervention

2000.00

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries

# Annual Review

## SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 20-21 school year we continued to focus on (Response to Intervention) RTI, including narrowing our standards to the MUST KNOW in order for students to be successful at the next grade level and evaluating student work. Due to the pandemic, we were unable to send staff to in-person professional development. Most PD was conducted virtually via Zoom and Google Meets. This year, it will be more important than ever to take a closer look at our interventions due to the pandemic and the loss of learning for students. We will continue to emphasize good tier I instruction within the regular class schedule. Teachers will continue to use release time to narrow the content standards to the guaranteed and viable curriculum and evaluate evidence of students learning. This will help our PLC's better understand what structures will need to be in place for improved student achievement. We will send 2-3 more teams to the RTI conference, work with the leadership team and sit implementation team to improve our efforts related to RTI, and have our department PLC's and Innovate Ed SLT work together as a cohesive unit through the 21-22 school year.

Updating technology for 21st century learning will continue to be a focus for our students. Many of our classrooms have outdated technology that needs to be replaced including Promethean Boards. Approximately 30% of the classrooms currently have been provided updated Smartboards to replace the Promethean Boards. This has allowed for improved collaboration and critical thinking for our students. This will require updated technology for 21st century learning.

We made very little growth in our reading iReady assessment during the 20-21 school year. The iReady reading diagnostic showed a decrease of 2% of students being at risk and an increase of 1.5% of students at grade level from test 1 to test 3. The CMS ELA departments were unable to administer the writing single assessment this year due to the pandemic. This will be reinstated during the 21-22 school year to monitor student growth and student achievement. Our students have continued to struggle in math. The iReady math diagnostic showed a decrease of 4.5% of students being at risk and an increase of 12% of students at grade level from test 1 to test 3.

Lastly, we continue to expanded our elective offerings with a focus on college and career. Having these electives will requires additional funding to support meaningful hands on learning to better prepare our students for high school, college and career.

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

The pandemic presented many challenges for staff and students. Student engagement was a struggle throughout distance learning as was the reliability of assessments to determine student



growth. Most of our professional development focused on PLC planning and technology. During the 19-20 and 20-21 school year, we were able to use Title I funds for school-wide implementation, we were able to use the funding not only on professional development and PLC release time, but also for supplemental materials to support learning in all classes. This included sending staff to RTI conferences, workshops to improve pedagogy, PLC summits, release time / workshops that focused on close and analytical reading, additional technology (both software and hardware), consumables, supplies for our expanding electives program, and field trips that support and enrich our programs at CMS. During the 21-22 school year, our focus will remain the same.

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.

Covid-19 and distance learning resulted in many of our students feeling isolated and needing extra supports. Mental health awareness was a significant focus during the 20-21 school year. CMS is dedicated to continue the focus on student well-being and supporting all students mental health needs through Wellness Wednesday's, frequent check-in's with staff, counselors, wellness advocates and administration. We will also be opening the CMS Wellness Center during the 21-22 school year for additional social / emotional supports of our students and staff.

Due to master schedule constraints and academic literacy classes being eliminated, student intervention will need to be re-evaluated.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HUSD is committed to providing a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

## Goal 2

All students will be provided a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

## Identified Need

Student connectedness to the school community, access to extra-curricular activities, and a healthy school culture and climate demonstrate higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional well-being.

The dashboard shows Cedar's chronic absenteeism rate as being 11.8%. This has decreased by 1%. Cedar Middle School remains committed to working with our parents and community members to promote good attendance. In an effort to motivate students, Cedar has expanded some of its incentive programs, such as the Tip of the Spear awards and AVID College Wednesdays. Through funding through the parent club, we will be awarding students for their efforts, including improved attendance and behaviors. Making school an exciting and safe place for kids will compel them to attend more regularly.

Research has demonstrated that adopting prevention--based practices to address student behaviors can reduce negative behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students. Implementing a preventive framework such as schoolwide Positive Behavioral Interventions, SEL strategies, alternative consequence reinforcements, etc. reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate. Cedar will implement Wellness Wednesdays where students will work through relevant SEL lessons that focus the relationship skills, responsible decision making, social awareness, self management, and self awareness.

Cedar will be committed to reducing negative behaviors organically at the source. This will be done by promoting positive relationships between staff and pupils and through SEL methodologies. In addition, Cedar uses resources to create a comprehensive progressive discipline program that incorporates After School Restorative Practices, elements of community service, and our Suspension Alternative Program (SAP) modules.

The LEA will provide support in differentiation for under-performing students using a multi-tiered systems model. Social emotional learning strategies will help our teachers support students with prevention strategies rather than reacting to discipline concerns. The district continues collecting data and providing professional development in the area of social emotional learning to provide tools, resources, and guidance to measure and develop student resilience and a strengths based culture in the schools. This focus will help with expulsions/suspensions in all students, truancy, violence, bullying, anxiety, vandalism, substance abuse, and students dropping out of school.

Additionally, Cedar is committed to utilizing SEL and Whole Child strategies to foster a safe environment.

The attendance and suspension data from the 2020-2021 school year was greatly impacted by the COVID 19 Pandemic and distance learning. For this reason, we will be utilizing suspension and attendance rates from the 2019-2020 school year to set our baselines and establish our expected outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates will decrease	13.2 percent of CMS students were suspended at least 1x.	Cedar will reduce suspension percentage by more than 2%.
Chronic Absenteeism will decrease	Our current rate of chronic absentees is 11.8 percent	Cedar will reduce chronic absenteeism by 3 percent.
Reduce suspension rates of AA students	Our current rate of suspension rates of AA students is 27.8 percent	Cedar will reduce this rate by 2%
Reduce suspension rates of White student population	Our current rate of suspension rates of White student population is 15.1 percent	Cedar will reduce this rate by 3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

#### Strategy/Activity

Student/Staff/Families Emotional Health:

SEL Wellness Center for staff and students

Promoting SEL strategies/trainings for all staff

Supplemental supplies for Wellness Center and Wellness Wednesdays

SMART Program

Improve physical fitness for all students through innovative physical education classes for improved physical fitness.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Wellness Center hands on activities for students and furniture, equipment and technology
2000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Wellness center supervision
3000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures SEL Trainings
500	Title I Part A: Allocation 4000-4999: Books And Supplies Materials for SMAART Program
4000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures School-wide assemblies with a focus on SEL
5000	LCFF-ED 4000-4999: Books And Supplies Equipment for the Physical Education Department

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Student supports and access:

Staff will help supervise during extra-curricular activities such as after school sport competitions, Robotics, Speech & Debate, etc.

Supplemental supplies and resources to maintain the safety of the campus.

Supplemental supplies and resources, such as online programs and equipment, to provide support to students to improve access and achievement

MDMSP Partnership

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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5000.00	LCFF-ED 2000-2999: Classified Personnel Salaries Over contract hours for extra-curricular activities
2000.00	LCFF-ED 1000-1999: Certificated Personnel Salaries Period subs for release of athletic coaches to attend away games
4000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Over contract hours for extra-curricular activities
40000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Online subscriptions such as Nearpod, Kami, Newsela, Screencastify, Peardeck, Read 180, Edulastic, News2you and Gimkit
600.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Membership for Mountain Desert Middle School Partnership
2000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Release time for ASB Advisor and Athletic Directors to attend MD MSP Meetings

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Tiered Supports:

Wellness Advocates to staff the Wellness Center  
Over contract pay for SEL Committee activities and meetings  
Wellness Wednesday lesson supplies and resources

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
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	Wellness Advocates Intervention to staff the CMS Wellness Center
3000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Purchase curriculum for SEL / Wellness Wednesday's

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Activities:

WEB (Where Everybody Belongs)

Send staff to WEB training

Supplies for WEB Program

Send staff AVID training

Supplies for AVID College days

Assemblies to support social well-being

Tip of the Spear incentives for attendance, behavior and academics

iExpo

Suspension Alternative Program (SAP) supplies and resources

Counselors will coordinate student assistance groups with adult mentors to provide emotional support and develop coping skills

Increase use of SMAART program targeting AA youth.

Robotics

Field Trips

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

4000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Subs / over contract for WEB meetings

2000.00

Title I Part A: Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Send staff to WEB trainings

5000.00

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures

	Assemblies that focus on SEL for students
5000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Supplies and materials to support the AVID, Tip of the Spear Program, iExpo, and SMAART Program

## Annual Review

### SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness will show a decrease in suspension rates for all students, including AA and Foster Youth. Additionally, the overall effectiveness will show a decrease in chronic absenteeism for all students.

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

Due to the Covid19 Pandemic, it was not possible to sustain our WEB program for the 2020-21 school year as it is a mentoring program, and students were not on campus the majority of the year. We will focus on identifying the needs of our student body during the 21-22 school year and recruit and revamp the WEB program to be implemented with necessary modifications for the following school year.

The Title I Committee stakeholders recommended Cedar focus on the mental health needs of our students as it impacts their academic and social success. Middle school students are in a constant transition phase, and this brings about unique needs that need to be addressed. Additionally, many of our students are in need of extra support due to the pandemic and distance learning. Cedar Middle has a Wellness Center staffed by a teacher and counseling interns. Additionally, student safety is a priority at Cedar. Staff are trained on the most current methodologies on how to address behaviors and promote a positive student culture. Staff have built a positive rapport with students, and there is evidence of students reaching out to adults on campus for support and help digitally and in person. Students trust staff to provide a safe environment. This will continue to be a focus at Cedar during the 2021-22 school year.

The Physical Education department continues to focus on lifelong health and fitness through 21st century learning including the addition of various sports and exercise equipment and heart rate monitors to their units of study. The Physical Education department had intended to add an anti-vaping unit of study in the 2020-21 school year, but were unable to make this a focus with the limited synchronous time due to the pandemic. This will remain a focus for PE for the 2021-22 school year.



Character development remains a focus at Cedar. We will continue to provide assemblies and implement pep rallies and award ceremonies to celebrate successes in this area as well as academic successes. Extra-curricular activities including, but not limited to, athletics and clubs are also integral to the success of our school.

During the 2020-21 school year, we continued to implement the Suspension Alternative Program(SAP) but with modifications due to distance learning. Progressive discipline was successfully implemented, but with respect to home suspensions, students were already at home, so they were futile except when absolutely necessary for documentation purposes. Our goal at CMS is always to change negative behaviors, not to be punitive. We worked closely with school counselors and school counseling interns in developing a curriculum for our SAP that focuses on Ed. Code 48900a1 and a2 violations. With students returning to school full time this year, our goal is to fully implement our SAP through our wellness center that will include the curriculum developed last year. The curriculum, again, focuses on changing behaviors, and it will be reviewed and revised as needed. We will also continue to be progressive in our discipline procedures and utilize campus beautification, half day alternative learning center (ALC), lunch and after school positive behavior support (PBS), alternative support redo (ASR), etc.

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.

Due to the increase in student social emotional needs in various categories, such as gender identity, sexual identity, bullying/general harassment, self harm, etc. and based on the need for extra supports as a consequence of the Covid 19 Pandemic and distance learning, we need to continue to improve our SEL supports through the Wellness Center, assemblies, Tier 1 and 2 support, and continued expansion of our suspension alternative plan.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HUSD is committed to involving our parents, families and community stakeholders as direct partners in the education of all our students.

## Goal 3

Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in Cedar Middle School student achievement.

## Identified Need

Parent and community engagement have a positive influence on student achievement and behavior. Research links the various roles that families play in a child's education, including supporters of learning, encouragers, models of lifelong learning, and advocates of appropriate programs and services for their child. Indicators of success as a result of parent engagement include student grades, achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs of importance of education. Stakeholder input indicates a need to address respectful environments for students' interaction, parent education and engagement opportunities, links to community parent resources and programs, services and supports for at-risk students, and communications and the development of the LCAP.

Cedar's Title 1 committee through the CNA review in April 2021, reassessed strategies and models of appropriate programs and services, which include promoting proficiency in ELA for all students, promoting mathematics proficiency for all students, promoting a safe school environment to minimize suspensions and target subgroups, support EL program and community. The parent liaison who will continue to assist in organizing and mobilizing community members for meetings, professional development opportunities, and events. The parent liaison also helps develop and organize trainings for parents including, but not limited to, how to navigate electronic resources (Infinite Campus, Google Classroom, etc.), basic English communication classes, student behavioral health indicators, social media awareness and appropriate student usage of social media, etc. Parent Liaison also organizes a community events such as BBQ's as a celebratory event of academic and behavioral successes and drive in movie nights.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Survey Participation, Title 1 input chart, attendance records of all events.	60 Percent of our students took survey. 94 parents took the parent survey. Events will begin in 2020 with records kept by Liaison.	Increase percentage of students to 70 percent and increase total parents by 10 percent (113). Baseline will be established with moderate participation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

#### Strategy/Activity

School Site Council

School Site Council will be established and maintained per guidelines.  
Meetings will be held at least quarterly.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

200.00

#### Source(s)

LCFF-ED  
4000-4999: Books And Supplies  
Supplies for SSC meetings

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

#### Strategy/Activity

ELAC

Parents of English Language Learners will be invited to be a part of the English Learner Advisory Committee.  
Officers will be established and meetings will be held bi-monthly. A representative will be a member of the Cedar School Site Council.  
Spanish translations of school newsletters and other communication from school to home will be provided to EL parents.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

500.00

LCFF-ED  
4000-4999: Books And Supplies  
Supplies for ELAC Meetings

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Parent Communication

Infinite Campus will be used at Cedar Middle School to improve home-school communication regarding student progress.

A monthly newsletter will be sent to keep our parents appraised of school activities.

A press release procedure will be established to highlight Cedar events in our community.

Thrillshare and Remind 101 will be used to keep parents informed of school activities and timelines.

A Cedar website and Instagram will be maintained and updated to keep students and parents informed of activities and timelines.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement  
5900: Communications  
Parent Newsletter

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Coffee with the Principal

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1000.00

Source(s)

Title I Part A: Parent Involvement

4000-4999: Books And Supplies  
Supplies for PTC / Coffee with the Principal

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Parent and Student Surveys focused on the following:  
Culture of the school  
School Safety  
Improving Academics  
SEL Feedback

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

500.00

#### Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Materials and programs

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Title 1 Committee

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

500.00

#### Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Meeting supplies

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

### Parent Liaison

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

27000.00

#### Source(s)

Title I Part A: Parent Involvement  
2000-2999: Classified Personnel Salaries  
Parent Liaison Position

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

## Strategy/Activity

Parent Nights including: Content Specific Parent Showcase Nights, parent trainings such as how to navigate electronic resources (Infinite Campus, Google Classroom, etc.), basic English communication classes, student behavioral health indicators, social media awareness and appropriate student usage of social media, etc., drive in movie nights, and a community BBQ as a celebratory event of academic and behavioral successes.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

5000.00

#### Source(s)

Title I Part A: Parent Involvement  
1000-1999: Certificated Personnel Salaries  
Certificated over contract compensation

3000.00

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Supplies for parent showcase night

5000.00

Title I Part A: Parent Involvement  
5000-5999: Services And Other Operating  
Expenditures  
Professional Trainings for parent / community  
members

3000.00

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Classified over contract compensation

# Annual Review

## SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

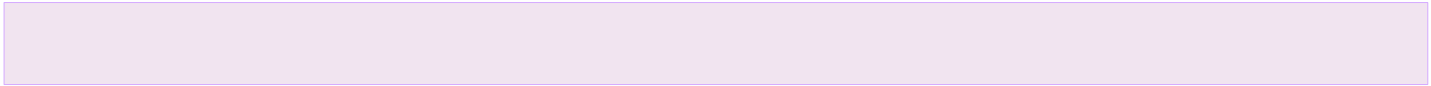
Even with the challenge of the pandemic and distance learning, we had several active committees during the 20-21 school year that fostered improved student learning and parent community involvement. First and foremost, CMS has had an active ELAC committee for quite some time with a focus on student safety, wellness and improved student learning. In addition, the parent club has become more active and student centered. They have volunteered to sponsor our Tip of the Spear monthly drawing, a PBIS type of reward system that acknowledges positive behaviors and merits. Cedar has been involved in the MDMSPP, and through those meetings have implemented additional measures learned from colleague collaboration. Collaborating with schools outside of HUSD was especially useful during the infancy stages of planning for distance learning. All certificated staff members were assigned to one of the following committees for the 19-20 school year: Safety, Sunshine, At Risk, Technology, iExpo and SEL. These committees will be reinstated for the 21-22 school year. Parent, teacher, and student surveys were conducted to capture the progress and pulse of the school even during distance learning. Lastly, CMS hired a Parent Community Liaison. The Parent Community Liaison focused on communicating with our Spanish speaking community and building relationships with our parent community for improved parent involvement. Feedback from parent surveys show communication has significantly improved, especially with our Spanish speaking community with the addition of our Parent Community Liaison.

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

The budgeted expenditures were consistent with the projected expenses, and the goal of engaging families, businesses, local and state agencies, higher education, and community members was evident even during distance / hybrid learning for the 2020-2021.

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.

The title 1 committee continued, as well as adding a parent liaison to foster a closer connection between parents, parent/student assistance, and student success. It is also our goal to foster community resources to assist in positive student outcomes. Supporting the mental health needs of our students will be a major focus for all CMS staff. All students will participate in Wellness Wednesdays and students, staff and parents will have access to the new CMS Wellness Center. Metrics will be reflected in our continued parent, staff, and student surveys. We will continue to utilize our Parent Community Liaison to maximize parent involvement, particularly in that of our Hispanic population. One of the methodologies in which we wish to achieve this is through hosting workshops for parents, both in person and virtually. This will allow for parents to understand and assist in their child in academics, particularly in the targeted areas of growth which are indicated by iReady and ELPAC metrics. In addition, the liaison will be committed to hosting informational meetings and workshops aimed at SEL and student safety, as requested by both the Title 1 committee and the ELAC committee.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$451,155
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$543,577.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 Part A: Allocation	\$444,392.00
Title I Part A: Parent Involvement	\$42,500.00

Subtotal of additional federal funds included for this school: \$486,892.00

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-ED	\$56,685.00

Subtotal of state or local funds included for this school: \$56,685.00

Total of federal, state, and/or local funds for this school: \$543,577.00



# 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**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF-ED	56,685.00
Title I Part A: Allocation	444,392.00
Title I Part A: Parent Involvement	42,500.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries	88,000.00
2000-2999: Classified Personnel Salaries	129,000.00
4000-4999: Books And Supplies	211,477.00
5000-5999: Services And Other Operating Expenditures	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	32,600.00
5900: Communications	500.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	LCFF-ED	2,000.00
2000-2999: Classified Personnel Salaries	LCFF-ED	5,000.00
4000-4999: Books And Supplies	LCFF-ED	49,685.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	81,000.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	97,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	156,792.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	77,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	32,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	27,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,000.00
5900: Communications	Title I Part A: Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	406,277.00
Goal 2	91,100.00
Goal 3	46,200.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Kelly Maxwell	Principal
Wendy Hill	Classroom Teacher
Kiersten Olsen	Classroom Teacher
Erica McGee	Classroom Teacher
Romilda Montoya	Other School Staff
Maria Elizondo	Parent or Community Member
LayTonia Bailey	Parent or Community Member
Tacey Adams	Parent or Community Member
Mayra Knutson	Parent or Community Member
Robert Long	Secondary Student

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
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Title I Committee

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 September 29, 2021.

Attested:

	Principal, Kelly Maxwell on 9/29/21
	SSC Chairperson, Wendy Hill on 9/29/21