

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Alder Creek Middle School
<b>Address</b>	10931 Alder Drive Truckee, CA 96161
<b>County-District-School (CDS) Code</b>	28-0106807
<b>Principal</b>	Hien Larson
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	April 19, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	October 20, 2022
<b>Local Board Approval Date</b>	November 16, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Vision:

ACMS is dedicated to meeting the unique needs of early adolescents; academic and personal excellence are expected within a structured, caring, and safe school environment.

## Mission:

The Alder Creek Middle School staff, students, parents and community are committed to providing a middle school characterized by academic and personal excellence within a collaboratively structured environment that promotes a safe and caring atmosphere. At ACMS students are encouraged and empowered to take responsibility for their learning as well as their character development.

Alder Creek Middle School is committed to meeting the physical, emotional, and intellectual needs of early adolescents by providing academic challenges and support in response to ALL students' learning needs; we believe in exposing our students to music and other fine arts, a rigorous and holistic physical education program, and a comprehensive counseling program.

Our curriculum consists of integrated academic programs that are challenging, enriching, responsive, and include real-world situations focused on twenty-first century skills. We offer a variety of activities and programs that address the diverse interests of middle school students while preparing them for high school and beyond.

At Alder Creek Middle School, we value student voice. Opportunities for input are provided through student government, clubs, community service, sports, and student assistance programs.

# School Profile

Alder Creek Middle School is dedicated to meeting the unique needs of early adolescents. Academic and personal excellence is expected within a structured, caring, and safe school environment. Alder Creek Middle School staff, students, parents, and the community are committed to providing a middle school for all students characterized by academic and personal excellence within a collaborative structured environment that promotes a safe and caring atmosphere. At ACMS students are encouraged and empowered to take responsibility for their learning as well as their character development. At Alder Creek Middle School we are committed to meeting the physical, emotional, and intellectual needs of early adolescents by providing academic challenges and support in response to ALL students' learning, exposure to music and other fine arts, a rigorous and holistic physical education program, and a comprehensive counseling program. Emphasis is placed on the physical and emotional safety of the school community based on the belief in mutual respect. The curriculum consists of integrated academic programs that are challenging, enriching, responsive, and include real-world situations focused on 21st-century skills. There are a variety of activities and programs that address the diverse interests of middle school students while preparing them for high school and beyond with expectations that each student grow personally.

# Educational Partner 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

ACMS staff has worked on the site plan since June 2022 and will revisit it throughout the 2022-20223 school year.

Refer to Addendum Stakeholder Involvement section

Educational Partners were engaged with the SPSA in the following manner:

Step 1: Educational Partners were provided an overview of the plan in a transparent and factual manner

Step 2: Questions asked by the presenter were developed to engage Educational Partners with understanding plan elements, surfacing questions, concerns, and ideas for actions

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall Educational Partners document. Other means of communication(email, in person, etc.) were also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the SPSA based on the following: alignment to the district & school vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):

SSC: Review of goals on October 17, 2022, first draft review, and final approval meeting on October 20, 2022.

ELAC: Review of goals on October 4, 2022, first draft review, and final approval meeting on October 20, 2022.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	0.3%	0.17%	1	2	1
African American	0.17%	0.2%	%	1	1	
Asian	0.33%	0.3%	%	2	2	
Filipino	0.33%	0.3%	%	2	2	
Hispanic/Latino	33.89%	33.5%	34.28%	203	196	205
Pacific Islander	0.33%	0.2%	0.17%	2	1	1
White	61.6%	61.4%	61.87%	369	360	370
Multiple/No Response	3.17%	3.6%	2.84%	19	21	17
	<b>Total Enrollment</b>			599	586	598

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	219	187	173
Grade 7	185	220	205
Grade 8	195	179	220
<b>Total Enrollment</b>	599	586	598

### Conclusions based on this data:

1. Our enrollment has decreased due to a class with 240 students matriculating to the THS.
2. Our student group enrollment percentage for our white and Hispanic/Latino have stayed consistent for the last three years.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

By the end of the 2022-2023 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in the ALL student groups by 5% as measured by the CAASPP SBAC: ELA.

Site Goal 1A: By the end of the 2022-2023 school year, the percentage of EL students in the moderate and well-developed levels will increase 5% as measured by ELPAC, and the RFEB rate will increase by 5%.

Site Goal 1B: By the end of the 2022-2023 school year, Alder Creek Middle School SED students will increase the percentage of students meeting/exceeding standards by 5% as measured by STAR Reading Assessment.

### LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

### Basis for this Goal

CAASPP, ELPAC, and STAR

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2021  All: 55% Hispanic: 30% White: 68% EL: 3% RFEP:31% SED: 30% SWD: 13%	CAASPP - SBAC ELA 2023  ALL: 60% Hispanic:35% White:73% EL: 8% RFEP:36% SED:35% SWD:35% Homeless:
ELPAC	ELPAC  56% at moderated developed or well developed	ELPAC 2023-  61% moderated developed or well developed
SED Goal Metric (school determines-STAR EL/Reading?)	SED STAR Reading  34% at or above benchmark as measured by STAR Reading Assessment.	SED 2023 STAR Reading-  39% at or above benchmark as measured by STAR Reading Assessment.



## Planned Strategies/Activities

### Strategy/Activity 1

As literacy is an essential pillar of our district's instructional framework and a core focus at ACMS, this year we will prioritize literacy as a means to access all course curricula. Our focus will be on SED students and students reading below grade level. Through formal PDSA cycles that analyzed learning of socioeconomically disadvantaged students, each subject grade-level PLC team will choose a literacy strategy to teach that will enhance their students' ability to access learning. The literacy strategies are: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); and Close Reading.

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

All students

### Timeline

By the end of 2022-2023 school year.

### Person(s) Responsible

Instructional Leaders

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

RtI2 is an accelerated model, Accelerated Workshop, where Tier 2 students are identified; instruction focuses on new concepts 2-3 days before their classmates receive Tier 1 instruction in the classroom. Tier 2 students will receive instruction in the necessary vocabulary, background knowledge, and skills so that when they join their classmates they are prepared to learn the standard being taught.

- \*Learn new concepts before their classmates even begin
- \*Provides a fresh academic start for students every week
- \*Revisits basic skills that are laser-selected, never taught in isolation
- \*Focus on prior knowledge and vocabulary development

The accelerated model classes will have less than twelve students. Smaller class sizes will help focus in on concepts. Students in classes rotate every eight weeks so that we can meet with more students. Students will then move to extended day so that we can continue to support and monitor students.

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

Subgroup populations-SED, RFEP, and EL students.

### Timeline

Yearlong.

### Person(s) Responsible

Accelerated Workshop Teachers

### Proposed Expenditures for this Strategy/Activity

### **Strategy/Activity 3**

SED and EL students will be in Extended Day from 2:30-3:50 on Tuesdays and Thursdays. The afternoon will focus on: 33% reading, 33% homework support, and 33% reteaching and/or acceleration, depending on the need of the student. Classroom teachers will lead Extended Day classes with their grade-level students.

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

SED, EL, and RFEF Students

#### **Timeline**

Yearlong

#### **Person(s) Responsible**

Instructional Leaders

#### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 4**

Commit to vertical articulation with fifth grade teachers to review standards, pacing guide, and transition to middle school.

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

All Students.

#### **Timeline**

Throughout the school year

#### **Person(s) Responsible**

Instructional leaders.

#### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2022-2023 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% as measured by CAASPP: SBAC Math.

By the end of the 2022-2023 school year, Alder Creek Middle School students will increase the percentage of students meeting/exceeding standards in ALL student groups by 5% as measured by STAR Math Assessment.

### LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

### Basis for this Goal

CAASPP and STAR Math

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2021  All: 41% Hispanic: 15% White: 55% EL: 2% RFEP: 13% SED: 16% SWD: 11%	CAASPP - SBAC Math 2023 ALL: 46% Hispanic:20% White:60% EL: 7% RFEP: 18% SED:21% SWD:16% Homeless:
STAR Math	STAR Math-BOY  All: 39%	STAR MATH-2023  All: 44%

### Planned Strategies/Activities

#### Strategy/Activity 1

Our focus will be on all students not reading at grade level. Every math PLC team will teach a literacy strategy that will enhance their students' ability to access math. The literacy strategies to choose from are: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); and Close Reading.

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

All Students

### Timeline

By the end of 2022-2023 school year.

### Person(s) Responsible

Instructional leaders.

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

### Strategy/Activity 2

The RtI2 system will shift as we respond to student learning immediately; it will be driven by instruction that accelerates learning through instruction that emphasizes essential concepts. RtI2 is an accelerated model where students-

- \*Learn new concepts before their classmates even begin
- \*Provides a fresh academic start for students every week
- \*Revisits basic skills that are laser-selected, never taught in isolation
- \*Focus on prior knowledge and vocabulary development

The accelerated model classes will have less than twelve students. Smaller class sizes will help focus in on concepts. Students in classes rotate every eight weeks so that we can meet with more students. Students will then move to extended day so that we can continue to support and monitor students.

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

All

### Timeline

Yearlong

### Person(s) Responsible

Accelerated Workshop Math Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

SED and EL students will be in Extended Day from 2:30-3:50 on Tuesdays and Thursdays. The afternoon will focus on: 33% reading, 33% homework support, and 33% reteaching and/or acceleration, depending on the need of the student. Classroom teachers will lead Extended Day classes with their grade-level students.

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

SED and EL students

**Timeline**

Yearlong

**Person(s) Responsible**

Instructional Leaders

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive and Collaborative

### Goal Statement

By the end of the 2022-2023 school year, Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:

1. 5% point decrease in suspension
2. 1% point decrease in chronic absenteeism

By the end of the 2022-2023 school year, Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a 10% increase in the ACMS Connections Survey.

### LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

### Basis for this Goal

ACMS Connections Survey Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	2019 Suspension Rate:  ALL-4% Hispanic-7% White-3% EL-15% SED-13% SWD-20%	2022-2023 Suspension Rate  ALL: 1% Hispanic- 4% White-1% EL-12% SED-10% SWD-17%
Chronic Absenteeism	2021 Chronic Absenteeism  ALL-11.6% Hispanic-19.9% White-7.6% EL-32% SED-19% SWD-21%	2023-Chronic Absenteeism-10%  ALL: 10% Hispanic- 15% White-5% EL-27% SED-14% SWD-16%

## Planned Strategies/Activities

### Strategy/Activity 1

Staff PD will be on trauma-informed practices, social-emotional learning, restorative circles/practices, and Breaking Down the Walls.

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

All Students

#### Timeline

By the end of the 2022-2023 school year.

#### Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Our school counselors will design an Advisory curriculum to be used weekly with a focus on the social-emotional well being and healthy living strategies of students.

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

All Students

#### Timeline

Yearlong

#### Person(s) Responsible

Counselors and Instructional Leaders

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Administration will continue to implement Restorative Practices with regard to conflict resolution among students; the focus will be on learning opportunities and not shaming students. Administration will prioritize alternatives to suspension whenever possible for students; utilize the campus monitors for behavior and educational support.

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

All Students.

#### Timeline

Yearlong

#### Person(s) Responsible

Instructional leaders.

#### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Continue with student led conferences and Pause Reflect Plan. Students are taking the time to pause in each of their classes, look at their scores in Aeries, reflect on where they are, and then plan where they would like to be by setting goals for the trimester and school year.

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

All

### Timeline

Three times a year.

### Person(s) Responsible

Instructional Leaders.

### Proposed Expenditures for this Strategy/Activity



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Literacy

### Goal Statement

Enhance student academic achievement through literacy.

### LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

### Basis for this Goal

STAR Reading

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Reading Assessment	ALL 57% Hispanic 31% White 66% EL 0% RFEP 33% SED 30% SWD 16%	Expected Outcome-2023 ALL 63% Hispanic 36% White 71% EL 5% RFEP 38% SED 35% SWD 21%

### Planned Strategies/Activities

#### Strategy/Activity 1

Our focus is to increase student reading levels through our PLC. That is, implement/reflect/refine our lessons that purposefully engage and monitor student learning in literacy. We will continue to build relationships with SED students. Each teacher will have a focus student to monitor and set literacy goals. Focus students will be monitored throughout the school year. Each grade level PLC will strategically review and plan RtI2 and intervention so that we respond to student learning.

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

All students with an emphasis on SED students.

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

Instructional leaders.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

A Literacy Committee was formed in 2019 to explore ways to celebrate student reading growth and how to embed a growth mindset as a cultural component of our site; students were surveyed in order to honor student voice and identify how they would like to be recognized/celebrated. The committee will be working with the district literacy team to (1) continue the development of the site literacy system and (2) support ELs and SED students who need literacy intervention. This collaboration will help guide literacy support for Tier 2 students.

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

All Students

**Timeline**

Yearlong

**Person(s) Responsible**

Instructional Leaders

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Aim to get all students reading at grade level. Increase the number of students reading at grade level through reading intervention classes.

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

Students not reading at grade level. SED, EL, SWD

**Timeline**

Yearlong

**Person(s) Responsible**

Reading Intervention teacher and all teachers.

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

By the end of the 2021-2022 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in the ALL student groups by 5% as measured by the CAASPP SBAC: ELA.

Site Goal 1A: By the end of the 2021-2022 school year, the percentage of EL students in the moderate and well-developed levels will increase 5% as measured by ELPAC, and the RFEB rate will increase by 5%.

Site Goal 1B: By the end of the 2021-2022 school year, Alder Creek Middle School SED students will increase the percentage of students meeting/exceeding standards by 5% as measured by STAR Reading Assessment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2023  ALL: 60% Hispanic:33% White:76% EL: 15% RFEP:36% SED:21% SWD:24%	CAASPP - SBAC ELA 2022  ALL: 55% Hispanic: 28% White: 71% EL: 10% RFEP: 30% SED:16% SWD: 19%
ELPAC	ELPAC 2023-  65% moderated developed or well developed	ELPAC-2022  60% moderated developed or well developed
SED Goal Metric-STAR Reading	SED 2023 STAR Reading-  35% at or above benchmark as measured by STAR Reading Assessment.	SED STAR Reading-30%

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
As literacy is an essential pillar of our district's instructional framework and a core focus at ACMS, this year we will prioritize literacy as a means to access all course curricula. Our focus will be on SED	Partially Implemented. All content areas use at least one of the four predominant strategies. Each grade level focuses on a literacy strategy each trimester. All students set a reading goal for each trimester.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students and students reading below grade level. Through formal PDSA cycles that analyze the learning of socioeconomically disadvantaged students, each subject grade-level PLC team will teach a literacy strategy that will enhance students' ability to access learning. The PLC team will each choose from among the following strategies: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); and Close Reading.</p>			
<p>RtI2 is an accelerated model, Accelerated Workshop, where Tier 2 students are identified; instruction focuses on new concepts 2-3 days before their classmates receive Tier 1 instruction in the classroom. Tier 2 students will receive instruction in the necessary vocabulary, background knowledge, and skills so that when they join their classmates they are prepared to learn the standard being taught.</p> <ul style="list-style-type: none"> <li>*Learn new concepts before their classmates even begin</li> <li>*Provide a fresh academic start for students every week</li> <li>*Revisit basic skills that are laser-selected, never taught in isolation</li> <li>*Focus on prior knowledge and vocabulary development</li> </ul>	<p>Implement as Planned Accelerated Workshop in math and ELA for each grade level.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The accelerated model classes will have fewer than twelve students. Smaller class sizes will help students focus on concepts. Students in classes rotate every six weeks so that we can meet with more students. Students then move to the Extended Day classes so that we can continue to support and monitor them.</p>			
<p>SED and EL students will be in Extended Day from 2:30-3:50 on Tuesdays and Thursdays. The afternoon will focus on: 33% reading, 33% homework support, and 33% reteaching and/or acceleration, depending on the students' needs. Classroom teachers will lead Extended Day classes with their grade-level students.</p>	<p>Implement as Planned Extended Day for SED and EL students on Tuesdays and Thursdays from 2:30-3:50.</p>		
<p>Commit to vertical articulation with fifth grade teachers to review standards, pacing guide, and transition to middle school.</p>	<p>Partially implemented Some teachers/counselors met with TES/GES 5th grade teachers.</p>		

## Analysis

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

Through formal PDSA cycles that analyzed the learning of socioeconomically disadvantaged students, each subject grade-level PLC team chose a predominant literacy strategy to teach that enhanced their students' ability to access content and learning. We adjusted and focused on the pedagogy of teaching the predominant strategies.

Using data, the PLC teams continue to identify students that need additional support and place students in Accelerated Workshop, Reading Intervention, and Extended Day. ELD and intervention teachers have been collaborating with content teachers and monitoring SED and ELD students. All students set reading goals. With the administrative team, all teachers work with SED and ELD students to monitor progress and celebrate growth. When students meet reading goals or improve on the STAR test, we celebrate by calling home and celebrating with positive incentives.

### Challenges

Unfortunately, we did not get the attendance we wished for in Extended Day classes due to limited transportation and only to certain areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

### Successes

The accelerated Workshop was a big success. Instruction focuses on new concepts 2-3 days before their classmates receive Tier 1 instruction. Tier 2 students receive instruction in the necessary vocabulary, background knowledge, and skills so that when they join their classmates, they are prepared to learn the standards being taught.

- \*Learn new concepts before their classmates even begin
- \*Provide a fresh academic start for students every week
- \*Revisit basic skills that are laser-selected, never taught in isolation
- \*Focus on prior knowledge and vocabulary development

When we Accelerate Learning for students, we build their sense of self-efficacy and self-esteem, which means they are more likely to participate in classroom discussions and activities in a rigorous classroom environment, leading to a deeper understanding of content. This model was a big success for both learning and self-esteem.

Results are evident from our work with Accelerated Workshops:

We met our goal for STAR Reading at ACMS. Sixty-one percent of all students were at or above the benchmark on the STAR Reading Assessment. That is a 7% growth from the beginning of the school year.

We achieved our goal for the number of students meeting or exceeding the standard on the ELA CAASPP for the English Learners subgroup. Ten percent of all students were at or above standard on the CAASPP. That's a 7% growth from the 2020-2021 school year.

We also achieved our goal for the number of students meeting or exceeding the standard on the ELA CAASPP for the SWD subgroup. Nineteen percent 19% of all students were at or above standard on the CAASPP. That's a 6% growth from the 2020-2021 school year.

In the 2021-2022 school year, 60% of all EL students scored moderately developed or well developed on the ELPAC.

We spent time building and organizing our PLCs. We will continue to focus on closing the gap between our SED, ELD, and SWD students who are at or near standard and above.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No materials difference.

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.

Please see 2020-2021 and 2022-2023 SPSA Goal #1

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

By the end of the 2021-2022 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% as measured by CAASPP: SBAC Math.

By the end of the 2021-2022 school year, Alder Creek Middle School students will increase the percentage of students meeting/exceeding standards in ALL student groups by 5% as measured by STAR Math Assessment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP - SBAC Math 2023 ALL: 52% Hispanic:25% White:66% EL: 7% RFEP: 29% SED:24% SWD:19%	CAASPP - SBAC Math 2022 ALL: 47% Hispanic: 20% White: 61% EL: 2% RFEP: 24% SED: 19% SWD: 14%
STAR Math	STAR MATH-2023  All: 52%	STAR Math 2022 All-47% Hispanic-16% White-52% EL-0% RFEB-16% SED-16% SWD-8%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Our focus will be on all students not reading at grade level. Every math PLC team will teach a literacy strategy to enhance their students' ability to access math. The literacy strategies to choose from are: Annotating with a Purpose; Claims, Evidence, Reasoning	Implement as planned. Math used at least one of the four predominant strategies. Each grade level focuses on a literacy strategy each trimester. All students set a reading goal for each trimester.	See Budget Summary None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(CER); and Close Reading.</p>			
<p>The RtI2 system will shift as we respond to student learning immediately; it will be driven by instruction that accelerates learning through instruction that emphasizes essential concepts. RtI2 is an accelerated model where students-</p> <ul style="list-style-type: none"> <li>*Learn new concepts before their classmates even begin</li> <li>*Provide a fresh academic start for students every week</li> <li>*Revisit basic skills that are laser-selected, never taught in isolation</li> <li>*Focus on prior knowledge and vocabulary development</li> </ul> <p>The accelerated model classes will have fewer than twelve students. Smaller class sizes will help students focus on concepts. Students in classes rotate every six weeks to address more students' needs. Students will then move to the Extended Day program so that we can continue to support and monitor students.</p>	<p>Implement as planned. Accelerated Workshop in math and ELA for each grade level.</p>		
<p>SED and EL students will be in Extended Day from 2:30-3:50 on Tuesdays and Thursdays. The afternoon will focus on: 33% reading, 33% homework support, and 33% reteaching and/or acceleration, depending on the students' needs.</p>	<p>Implement as Planned Extended Day for SED and EL students on Tuesdays and Thursdays from 2:30-3:50.</p>		



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classroom teachers will lead Extended Day classes with their grade-level students.			

**Analysis**

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

Through formal PDSA cycles that analyzed the learning of socioeconomically disadvantaged students, each subject grade-level PLC team chose a predominant literacy strategy to teach that enhanced their students' ability to access content and learning. We adjusted and focused on the pedagogy of teaching the predominant strategies.

Using data, the PLC teams continue to identify students that need additional support and place students in Accelerated Workshop, Reading Intervention, and Extended Day. ELD and intervention teachers have been collaborating with content teachers and monitoring SED and ELD students. All students set reading goals. With the administrative team, all teachers work with SED and ELD students to monitor progress and celebrate growth. When students meet reading goals or improve on the STAR test, we celebrate by calling home and celebrating with positive incentives.

Challenges  
 Unfortunately, we did not get the attendance we wished for in Extended Day classes due to limited transportation and only to certain areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Accelerated Workshop was a big success. Instruction focuses on new concepts 2-3 days before their classmates receive Tier 1 instruction in the classroom. Tier 2 students receive instruction in the necessary vocabulary, background knowledge, and skills so that when they join their classmates, they are prepared to learn the standard being taught.

- \*Learn new concepts before their classmates even begin
- \*Provide a fresh academic start for students every week
- \*Revisit basic skills that are laser-selected, never taught in isolation
- \*Focus on prior knowledge and vocabulary development

When we Accelerate Learning for students, we build their sense of self-efficacy and self-esteem, which means they are more likely to participate in classroom discussions and activities in a rigorous classroom environment, leading to a deeper understanding of content. This model was a big success in both learning and self-esteem.

Results are evident from the work we did with Accelerated Workshops:

We met our goal for STAR Math at ACMS. Forty-seven percent of all students were at or above the STAR Math Assessment benchmark. . That is an 18% growth from the beginning of the school year.

We achieved our goal in the number of students meeting or exceeding the standard on the Math CAASPP for the Hispanic subgroup. Twenty percent 20% of all students were at or above standard on the CAASPP. That's a 5% growth from the 2020-2021 school year.

We also achieved our goal in the number of students meeting or exceeding the standard on the Math CAASPP for the RFEP subgroup. Twenty-four percent of all students were at or above standard on the CAASPP. That's an 11% growth from the 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No materials differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #2

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 3

By the end of the 2022-2023 school year, Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:

1. 5% point decrease in suspension
2. 5% point decrease in chronic absenteeism

By the end of the 2022-2023 school year, Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a 10% increase in the ACMS Connections Survey.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	2022-2023 Suspension Rate  ALL: 3% Hispanic- 2% White-1% EL-8% SED-3% SWD-1%	2021-2022  ALL: 4% Hispanic:7% White: 2% EL: 13% SED: 4% SWD: 1%
Chronic Absenteeism	2023-Chronic Absenteeism-10%  ALL: 10% Hispanic- 22% White-5% EL-27% SED-9% SWD-22%	2021-2022  ALL: 15% Hispanic: 27% White: 9% EL: 32% SED: 14% SWD: 27%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff PD will be on trauma-informed practices, social-emotional learning, restorative circles/practices, and Breaking Down the Walls.	Partially implemented.		
Our school counselors will design an Advisory	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
curriculum to be used weekly with a focus on the social-emotional well being and healthy living strategies of students.			
The administration will continue to use Restorative Practices to resolve conflicts among students; the focus will be on learning opportunities and not shaming students. The administration will prioritize alternatives to suspension whenever possible and utilize the campus monitors for behavior and educational support.	Implemented as planned.		
We will continue with student-led conferences and the Pause Reflect Plan. Students take the time to pause in each of their classes, look at their scores in Aeries, reflect on where they are, and then plan where they would like to be by setting goals for the trimester and school year.	Implemented as planned.		

## Analysis

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

A focus on trauma-informed practices, social-emotional learning, and restorative circles/practices had an incredible impact on a safe climate and culture at ACMS. Students, teachers, counselors, support staff, and administrators have the same language on social-emotional learning and restorative practices. Weekly advisory classes focus on the social-emotional well-being and healthy living strategies for students.

Counselors send out the ACMS Connections Survey every trimester, allowing staff to understand which students need attention and/or support.

Student-led conferences and the Pause Reflect Plan became the compass for year-long learning. With the support of teachers, students pause and reflect each trimester. Goals are monitored by students and teachers and are adjusted to student's progress.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The ACMS Connections survey is the data we rely on to guide us in our work to provide a safe and supported school for all. At the beginning of the 2020-2021 school year, 80% of our students had a trusted adult on campus. In our grade level PLC we study the data and share the great things we do to foster positive relationships. We also strategically plan to foster positive relationships with students who need a trusted adult. At the end of the 2020-2021 school year, 88% of our students shared that they had a trusted adult on campus.

With more than 600 students and Covid, discipline issues became a challenge. An additional campus monitor continues to make an impact due to inconsistent AP support. We continue to lift up restorative practices with students. Restorative conversations effectively shifted our focus from what students did wrong to what a student can learn and change in his/her behavior moving forward. Our focus on restorative practices has noticeably strengthened our relationships with students, which is critical for the development of middle school students. Despite a 3% rise in suspension, the administration consistently looked at alternatives to suspension as the first option.

The chronic absentee percentage rate increased by 4%. We had students and families who had difficulty transitioning back to in-person learning. We focused on support for the student and family through counselor outreach and home visits.

Our counselors created an effective weekly lesson to address social-emotional learning and action/thought strategies as our response to stress/Covid during our weekly Advisory class. Our Safety Committee and teachers contributed topics to address based on classroom behaviors and conversations.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #3

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

Enhance student academic achievement through literacy.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Reading Assessment	Expected Outcome-2023 ALL 63% Hispanic 36% White 71% EL 5% RFEP 38% SED 35% SWD 21%	

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Our focus is to increase student reading levels through our PLC. That is, implement/reflect/refine our lessons that purposefully engage and monitor student learning in literacy. We will continue to build relationships with SED students. Each teacher will have a focus student to monitor and set literacy goals. Focus students will be monitored throughout the school year. Each grade level PLC will strategically review and plan RtI2 and intervention so that we respond to student learning.	Implemented as planned.		
A Literacy Committee was formed in 2019 to explore ways to celebrate student reading growth and how	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to embed a growth mindset as a cultural component of our site; students were surveyed in order to honor student voice and identify how they would like to be recognized/celebrated. The committee will be working with the district literacy team to (1) continue the development of the site literacy system and (2) support ELs and SED students who need literacy intervention. This collaboration will help guide literacy support for Tier 2 students.</p>			
<p>Aim to get all students reading at grade level. Increase the number of students reading at grade level through reading intervention classes.</p>	<p>Implemented as planned</p>		

## Analysis

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

Our PLC teams focus on accessing content areas through literacy by committing to literacy strategies to teach. Teachers also monitor and collaborate on focus students throughout the school year.

The literacy committee met each trimester to explore ways to increase literacy and celebrate literacy growth. Students were surveyed in order to honor student voice and identify how they would like to be recognized/celebrated.

Accelerated Workshop and Reading Intervention classes focus on reading and how to skills to access content.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PLC met and monitored focus students throughout the school year. The Reading Intervention Teacher collaborated with grade-level teams to identify students who qualified for reading intervention or accelerated workshop.

The percentage of students who were at or above STAR Reading Benchmark for grade level reading increased from 54% to 61%.

ELA Growth

Percentage of students with growth in Acceleration Workshop:

STAR BOY - MOY2 CAASP 2021 to 2022

Grade Number	Percent	Number	Percent
6	37	64.9%	29 50.9%
7	30	65.2%	34 73.9%
8	34	77.3%	23 52.3%
Total	101	68.7%	86 58.5%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

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.

See 2020-2021 & 2022-2023 SPSA Goal #4



# 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:

School Completes this Section; a great task for your Admin Secretary School Principal

Classroom Teachers

Name of Members	Role
Hien Larson	Principal
Amy King	Other School Staff
April Cole	Parent or Community Member
Megan Seifert	Parent or Community Member
Jessica Keller	Classroom Teacher
Susie Overall	Parent or Community Member
Yvonne Moore	Parent or Community Member
Bob Buchanan	Parent or Community Member
Marisol Duran-ELAC Representation	Parent or Community Member
Natalia Tomasello	Classroom Teacher
Megan N Hurley	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**

*Mansol Duro*

English Learner Advisory 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 October 20, 2022.

Attested:

*Hien Larson*

Principal, Hien Larson on October 20, 2022

*Susie Overall*

SSC Chairperson, Susie Overall on October 20, 2022



# School Site Council Membership

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School Completes this Section; a great task for your Admin Secretary School Principal

Classroom Teachers

Other School Staff

Parent or Community Members

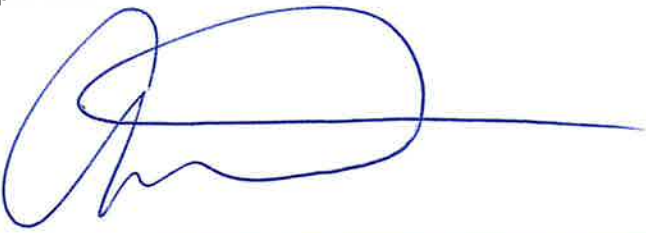
Secondary Students

Hien Larson  


- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Amy King  



- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

April Cole  


- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Megan Seifert  


- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Jessica Keller  


- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Susie Overall



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

Yvonne Moore



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

LAURIE KUNTZ



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

Bob Buchanan



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

Marisol Duran-ELAC Representation



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

Principal

Classroom Teacher

Other School Staff

Parent or Community Member

Secondary Student

Natalia Tomasello



Principal

- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Megan N Hurley



Principal

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- Other School Staff
- Parent or Community Member
- Secondary Student

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## ELAC-SPSA FEEDBACK-OCTOBER 20, 2022

### Feedback-

- Kudos on the work the school is doing with Accelerated Workshop. How can we get more students in the workshop?
- Homework club twice a week is helping.
- Continue with concept learning versus remedial

## SCHOOL SITE COUNCIL FEEDBACK-OCTOBER 20, 2022

Staff is very reflective.

### Feedback:

- Vertical articulation from 5th/6th teacher.
  - Aeries - Separating the work habit is very helpful information for parents and students.
  - ACMS Caring Connections continue to focus on SEL
- 
- Motion to Approve the Site Plan
    - Natalia Tomasello motioned to approve the site plan
    - Meg Seifert seconded the motion
    - All Approved

**2022/2023 Alder Creek Middle School**

\*\* Allocations are tentative and are subject to change as more information becomes available

Site Funds					Measure AA (Resource 9103)							District Funds						
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title 1	Extra Curricular	Music Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1			
		\$65/pp	\$20/pp															
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 0999		
<b>\$3,000</b>		<b>\$38,870</b>	<b>\$11,960</b>	<b>\$0</b>	<b>\$11,748</b>	<b>\$8,500</b>	<b>\$40,851</b>	<b>\$1,602</b>	<b>\$8,010</b>	<b>\$7,108</b>	<b>\$25,556</b>	<b>\$114,543</b>	<b>\$0</b>	<b>\$52,366</b>	<b>\$0</b>			

2022/2023 Allocation

FTE	Total Cost
0.60	\$74,716
0.40	\$39,827
0.75	\$52,366

												\$74,716						
												\$39,827						
														\$52,366				

<b>Total Funds Used</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$114,543	\$0	\$52,366	\$0		\$0	\$0
<b>Remaining Funds</b>	\$3,000	\$0	\$38,870	\$11,960	\$0	\$11,748	\$8,500	\$40,851	\$1,602	\$8,010	\$7,108	\$25,556	\$0	\$0	\$0		\$0	\$0