

School Year: **2023-24**



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.

School Name	Alder Creek Middle School
Address	10931 Alder Drive Truckee, CA 96161
County-District-School (CDS) Code	28-0106807
Principal	Hien Larson
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	September 22, 2023
Schoolsite Council (SSC) Approval Date	October 24, 2023
Local Board Approval Date	November 16, 2023

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 safe school environment. At Alder Creek Middle School, we strive to create an environment that fosters academic and personal growth for all students. Our staff, parents, students, and community are dedicated to working collaboratively to achieve excellence while maintaining a safe 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 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 2023 and will revisit it throughout the 2023-2024 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 September 26, 2023, first draft review, and final approval meeting on October 20, 2023.

SSC Feedback-

Math Pilot:

Partner with parents so we can support. This suggests a collaborative approach, which is great. It's important to involve parents in the process.

Educate about the pilot and the resources. This emphasizes the importance of clear communication regarding the math pilot and the available resources, which is essential to ensure that everyone is on the same page.

Repetitive Communication:

Repetitive communication in order to enlist parent support. Consistent and repeated communication is an effective way to engage parents and build their support. This is a good approach, as important information can be reinforced through repetition.

Goal 3 (Relationship Building):

Continue to focus on relationship building. Emphasizing relationship building is crucial for creating a positive school environment.

Add in the caring connections survey, do you have a trusted friend? This is a proactive step to assess the emotional well-being and social connections of the students. It's an excellent idea to include such surveys to ensure students have a support network.

ELAC: Review of goals on October 3, 2023, first draft review, and final approval meeting on October 20, 2023.

ELAC Feedback-

Incentives and Information at Student-Led Conferences:

Create informative flyers about ELAC and its importance.

Encourage teachers to mention the importance of attendance during their conference discussions and emphasize its significance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.17%	0.19%	2	1	1
African American	0.2%	%	0%	1	0	0
Asian	0.3%	%	0.19%	2	0	1
Filipino	0.3%	%	0%	2	0	0
Hispanic/Latino	33.5%	34.28%	31.04%	196	205	167
Pacific Islander	0.2%	0.17%	0%	1	1	0
White	61.4%	61.87%	63.75%	360	370	343
Multiple/No Response	3.6%	2.84%	3.35%	21	17	18
Total Enrollment				586	598	538

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	187	173	168
Grade 7	220	205	170
Grade 8	179	220	200
Total Enrollment	586	598	538

Conclusions based on this data:

1. We had a large 7th and 8th grade group the last two years and they have now promoted to the high school which has impacted our enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	42	64	48	7.2%	10.7%	8.9%
Fluent English Proficient (FEP)	111	92	87	18.9%	15.4%	16.2%
Reclassified Fluent English Proficient (RFEP)	0	86	90	0.0%	16.7%	17.5%

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2023-2024 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 2023-2024 school year, the percentage of EL students in the moderate and well-developed levels will increase by 5% as measured by ELPAC, and the RFEP rate will increase by 5%.

Site Goal 1B: By the end of the 2023-2024 school year, Alder Creek Middle School SED students will increase the percentage of students meeting/exceeding standards by 5% as measured by the 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-2023 ALL: 61%-Met or Exceed Hispanic: 34% White: 72% EL: 4% RFEP: 40% SED: 26% SWD: 13%	CAASPP - SBAC ELA 2024 ALL: 66%-Met or Exceed Hispanic:39% White:78% EL: 9% RFEP:45% SED:31% SWD:18%
ELPAC	ELPAC- 2023 72% of ELs tested scored at the moderately developed (32n) or well developed (4n)	ELPAC 2024- 77% moderated developed or well developed
SED Goal Metric (school determines-STAR EL/Reading?)	2023 STAR Reading Data All-60%-at or above benchmark as measured by STAR Reading Assessment. Hispanic-31% White-76%	2024 STAR Reading- 65% at or above benchmark as measured by STAR Reading Assessment.

Metric/Indicator	Baseline	Expected Outcome
	EL-0% RFEP-41% SED-39% SWD-21%	Hispanic-36% White-81% EL-0 RFEP-46% SED-44% SWD-26%

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 analyze the 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); Close Reading, and academic discourse.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023-2024 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**

ACMS will continue focusing on tier 1 instruction, high-quality, differentiated instruction provided for all students. By focusing on literacy skills as part of this instruction, we're addressing a fundamental skill set that is essential for success across all content areas. ACMS will continue to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) to increase student learning for all students.

Students to be Served by this Strategy/Activity

SED, EL, RFEP, and all Students

Timeline

Yearlong

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 2023-2024 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 2023-2024 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-2023 ALL: 45%-Met or Exceed Standards Hispanic: 18% White: 52% EL: 2% RFEP: 28% SED: 24% SWD: 13%	CAASPP - SBAC Math-2024 ALL: 50%-Met or Exceed Standards Hispanic:23% White:57% EL: 7% RFEP: 32% SED:26% SWD:18%
STAR Math	STAR MATH 2023 ALL-63% Hispanic-11% White-47% EL-0 RFEP-9% SED-3% SWD-3%	STAR MATH-2024 ALL 69% Hispanic-16% White-52% EL-5% RFEP-14% SED-8% SWD-8%

Planned Strategies/Activities

Strategy/Activity 1

We will focus on tier 1 instruction, high-quality, differentiated instruction provided to all students. By focusing on literacy skills as part of this instruction, we're addressing a fundamental skill set that is essential for success in math. ACMS will continue to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) to increase student learning for all students. 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, Vocabulary development, Close Reading, and academic discourse.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2023-2024 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 by emphasizing 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

Math teachers will meet regularly to implement Standards Referenced Reporting (through Jumprope) systems to improve learning. Teachers will continue to work with students and families to communicate progress. Using proficiency scales will allow students to see expectations for learning/standards clearly and map out their growth throughout the school year.

Students to be Served by this Strategy/Activity

SED/ EL and all students

Timeline

Yearlong

Person(s) Responsible

Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Math teachers will meet regularly to review and align the new curriculum. In PLCs teachers will share insights, strategies, and best practices. Ideas of ways to communicate about the curriculum, providing resources for parents to assist with math at home.

Students to be Served by this Strategy/Activity

All students

Timeline

Yearlong

Person(s) Responsible

Math Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive, and Collaborative

Goal Statement

By the end of the 2023-2024 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
3. 5% increase in ACMS Connections Survey

By the end of the 2023-2024 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.

ATSI Specific Strategies

By the end of the 2023-2024 school year, ACMS will implement targeted interventions and strategies to decrease chronic absenteeism among students with disabilities (SWD) by at least 5% compared to the previous year. Developing a Tiered Attendance System is supported by our daily attendance monitoring, counseling team, teacher/admin/counseling communication, district wellness policy, SART/SARB process, IEP teams, and community agency support.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of learning support 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 and CALPADS Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	2022-2023 Suspension Rate ALL: 3% Hispanic- 4% White- 2% EL- 6% SED- 3% SWD- 4%	2023-2024 Suspension Rate ALL: 2% Hispanic- 3% White-1% EL-5% SED-2% SWD-3%
Chronic Absenteeism	2023-Chronic Absenteeism ALL: 20%	2024-Chronic Absenteeism-5% ALL: 15%

Metric/Indicator	Baseline	Expected Outcome
	Hispanic- 32% White- 15% EL- 41% SED- 30% SWD- 23%	Hispanic- 27% White-10% EL-36% SED-22% SWD-27%

Planned Strategies/Activities

Strategy/Activity 1

District alignment for attendance codes used for excused absences.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 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

Implement SEL In Control Curriculum. Staff PD will be trained on trauma-informed practices, social-emotional learning, restorative circles/practices, and Breaking Down the Walls.
 During advisory students and staff learn and practice social emotional learning.

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 elevating students. The administration will prioritize alternatives to suspension whenever possible and 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

ATSI specific strategies-Utilize IEP meetings to address attendance issues and identify and develop an intervention plan.

Expand positive attendance celebrations for SPED students needing of attendance support based on the daily attendance monitoring system.

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

Strategy/Activity 5

Focus on Attendance using A2A (Attention to Attendance). Assistant principals will meet with Independent Study students. Creating an attendance tracking system to get ahead of students who are chronically missing school. Work with English Language Advisory Committee (ELAC) and English Learner (EL) families on the importance of attendance and specific needs or barriers related to attendance. Personal phone calls to families to see what needs to happen to get kids to school.

Students to be Served by this Strategy/Activity

All Students

Timeline

Yearlong

Person(s) Responsible

Assistant principals and 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 will implement 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	Actual Outcome- ALL-60% Hispanic-31% White-76% EL-0% RFEP-41% SED-39% SWD-21%	Expected Outcome-2024 ALL-65% Hispanic-41% White-76% EL-10% RFEP-42% SED-40% SWD-26%

Planned Strategies/Activities

Strategy/Activity 1

Using STAR as a metric 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 all 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 2023-2024 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 will be 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**

Using STAR, we will ncrease the number of students reading at grade level through reading intervention classes. Aim to get all students reading at grade level.

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: 2022-23

Goal 1

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 by 5% as measured by ELPAC, and the RFEP 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 the STAR Reading Assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2023 ALL: 60% Hispanic:35% White:73% EL: 8% RFEP:36% SED:35% SWD:35%	CAASPP SBAC: ELA 2023 ALL: 61% Hispanic: 34% White: 72% EL: 4% RFEP: 40% SED: 26% SWD: 13% Homeless: 50%
ELPAC	ELPAC 2023- 61% moderated developed or well developed	ELPAC- 2023 72% of ELs tested scored at the moderately developed (32n) or well developed (4n)
SED Goal Metric (school determines-STAR EL/Reading?)	2022 STAR Reading Data All-49% Hispanic-20% White-61% EL-0% RFEP-23% SED-30% SWD-11%	2023 STAR Reading Data All-60% Hispanic-31% White-76% EL-0% RFEP-41% SED-39% SWD-21%

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	Partially Implemented.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and a core focus at ACMS, 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 the 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.</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. *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</p>	<p>Implemented as Planned</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Focus on prior knowledge and vocabulary development</p> <p>The accelerated model classes will have less than twelve students. Smaller class sizes will help focus 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.</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 student's needs. Classroom teachers will lead Extended Day classes with their grade-level students.</p>	Partially Implemented		
<p>Commit to vertical articulation with fifth grade teachers to review standards, pacing guide, and transition to middle school.</p>	Partially Implemented		

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 who need additional support and place students in Accelerated Workshop, Reading Intervention, and Extended Day. ELD and intervention teachers have collaborated with content teachers to monitor 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.

We had so many students who could benefit from Accelerated Workshop yearlong and want to stay in AW.

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 based on the CAASPP scores listed below. 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 and our Professional Learning Communities (PLC), where predominant strategies to access content and learning have been implemented. The collective focus on increasing student academic achievement by implementing targeted literacy strategies to improve reading levels across all grade levels has contributed to growth in both STAR and CAASPP.

We also achieved our goal for the number of students meeting or exceeding the standard on the ELA CAASPP. Sixty-one percent of all students were at or above standard on the CAASPP. That's a 6% growth from the 2021-2022 school year.

In the 2022-2023 school year, 40% of RFEP students were at or above standard on the ELA CAASPP. That's a 9% growth from the 2021-2022 school year.

In the 2022-2023 school year, 72% of all EL students scored moderately developed or well developed on the ELPAC. That's an 11% growth from the 2021-2022 school year.

In the 2022-2023 school year, 60% of all students are proficient on the EOY (end of the year) STAR Reading Assessment. That's an 11% growth from the 2021-2022 school year.

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 2022-2023 and 2023-2024 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP - SBAC Math 2023 ALL: 46% Hispanic:20% White:60% EL: 7% RFEP: 18% SED:21% SWD:16%	CAASPP - SBAC Math 2023 ALL: 45% Hispanic: 18% White: 52% EL: 2% RFEP: 28% SED: 24% SWD: 13%
STAR Math	STAR MATH-2023 ALL: 67% Hispanic-12% White-50% EL-0 RFEP-8% SED-3% SWD-4%	STAR MATH 2023 ALL-63% Hispanic-11% White-47% EL-0 RFEP-9% SED-3% SWD-3%

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 that will enhance their students' ability to access math. The literacy strategies to choose from are:	Partially Implemented	See Budget Summary None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Annotating with a Purpose; Claims, Evidence, Reasoning (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 by emphasizing essential concepts. RtI2 is an accelerated model where students-</p> <ul style="list-style-type: none"> *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 <p>The accelerated model classes will have less than twelve students. Smaller class sizes will help focus 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.</p>	<p>Implemented as planned.</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</p>	<p>Partially Implemented</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>acceleration, depending on the need of the student. Classroom teachers will lead Extended Day classes with their grade-level students.</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 team identified students who need additional support and placed students in Accelerated Workshop, Reading Intervention, and Extended Day. ELD and intervention teachers have been collaborating with content teachers to monitor SED and ELD students. With the administrative team, all teachers work with SED and ELD students to monitor progress and celebrate growth. When students 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 did not meet our goal for STAR Math at ACMS. Sixty-three percent of all students were at or above the STAR Math Assessment benchmark, which is a 1% rather than a 5% increase. There were increases in our RFEP (18% to 28%) and SED (21% to 24%) subgroups.

We did not meet our goal of 46% of our students meeting or exceeding the standard on the Math CAASPP. 45% of all students were meeting or exceeding standard on the Math CAASPP.

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 2022-2023 & 2023-2024 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2022-23

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. 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	2022-2023 Suspension Rate ALL: 3% Hispanic- 4% White-1% EL-12% SED-10% SWD-17%	2022-2023 Suspension Rate ALL: 3% Hispanic- 4% White- 2% EL- 6% SED- 3% SWD- 4%
Chronic Absenteeism	2023-Chronic Absenteeism- ALL: 15% Hispanic- 15% White-5% EL-27% SED-14% SWD-16%	2023-Chronic Absenteeism- ALL: 20% Hispanic- 32% White- 15% EL- 41% SED- 30% SWD- 23%

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. Did not implement Breaking Down the Walls		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Fully implemented.		
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.	Fully Implemented.		
Continue with the 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.	Fully Implemented.		

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. The ACMS Connections survey and the suspension data showed that we had a high level of learning for all students. 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.

The SARB team continues to monitor and work with families on the importance of attendance.

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 providing a safe and supported school for all. At the beginning of the 2022-2023 school year, 88% 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 2022-2023 school year, 92% of our students shared that they had a trusted adult on campus.

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. This data is evident in the ACMS Connections survey, with an increased number of students listing the administration team as one of their trusted adults. The administration consistently looked at alternatives to suspension as the first option.

The chronic absenteeism percentage rate increased by 5%. We had students and families who had Covid and had a hard time transitioning back. We focused on support for the student and family through counselor outreach and home visits. Covid continued to impact absenteeism due to the necessary isolation as recommended by the CDC.

Our counselors created an effective weekly lesson to address social-emotional learning and action/thought strategies as our response to stress/wellness 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.

Collaborate with families on events, workshops, or initiatives that promote parent involvement and raise awareness on the importance of attendance. The SART team continues to monitor and work with families on the importance of attendance. We conduct home visits and offer incentives to encourage students to attend school.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Enhance student academic achievement through literacy.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Reading Assessment	Expected Outcome-2023 ALL 49% Hispanic 20 White 61 EL 0 RFEP 23% SED 30% SWD 11%	Actual Outcome- ALL-60% Hispanic-31% White-76% EL-0% RFEP-41% SED-39% 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.	Fully implemented.		
A Literacy Committee was formed in 2019 to explore ways to celebrate student reading growth and how	Fully implemented.		

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>Fully implemented.</p>		

Analysis

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

Using the STAR Reading data, our PLC team increased student reading levels. Students were monitored throughout the school year. Each teacher had focus students to monitor and set literacy goals. Results are evident from our work with Accelerated Workshops and our Professional Learning Communities (PLC), where predominant strategies to access content and learning have been implemented. The collective focus on increasing student academic achievement by implementing targeted literacy strategies to improve reading levels across all grade levels has contributed to growth in both STAR and CAASPP. In 2022-2023, 60% of all our students are proficient on the EOY STAR Reading Assessment. That's an 11% growth from the 2021-2022 school year. In 2022-2023, all of the subgroups (Hispanic, RFEP, SED, and SWD) had an increase in the percentage of students proficient on the EOY STAR Reading Assessment.

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

No material differences.

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

Please see 2022-2023 and 2023-2024 SPSA Goal #4.

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.

In PLCs, teachers reflect on and build upon predominant strategies for student content and learning access. We will introduce a walkthrough form as a metric to aid our reflection on these strategies and their impact on student learning. This form will be used to facilitate our reflection and adaptation of pedagogy within our PLCs.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	Todd Rivera will need to provide the number
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00

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:

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

Name of Members	Role
Hien Larson	Principal
Julia Worster	Other School Staff
April Cole	Parent or Community Member
Megan Seifert	Parent or Community Member
Hien Vo	Parent or Community Member
Liza Smith	Parent or Community Member
Yvonne Moore	Parent or Community Member
Bob Buchanan	Parent or Community Member
Hilda Vazquez-ELAC Representation	Parent or Community Member
Lindsay Lecorps	Other School Staff
Natalia Tomasello	Classroom Teacher
Megan N Hurley	Classroom Teacher
Jonathan Levin	Classroom Teacher
Teresa Eppolito	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



English Learner Advisory Committee

Gifted and Talented Education Program 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:



Principal, Hien Larson on October 24, 2023



SSC Chairperson, Laurie Kuntz on October 24, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: 2022-2023

School Plan for Student Achievement (SPSA) ATSI Amendment Spring 2023

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date
Alder Creek Middle	28-0106807	[Add SSC Approval Date here]

Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement for Students with Disabilities.

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

This plan was developed using continuous improvement practices. The following steps were taken.

1. A review of state and local assessment data Sttudents with disabilities was conducted.
2. A comprehensive needs assessment that included root cause analysis was completed.
3. A review of LEA and school-level budgeting was done in order to identify resource inequities and budgets were adjusted accordingly.
4. Evidence-based interventions were identified and selected for implementation.
5. Annual measurable outcomes were chosen along with local assessments that can be used for progress monitoring.

Although this plan is developed to specifically address the needs of [Students with Disabilities], the selected interventions align with the broader work of the entire school site and district.

For example, the selected interventions align with the following SPSA goals and activities.
SWD-Chronic Absenteeism, ELA and Math

Strategy #1- Utilize IEP meetings to address attendance issues, identify and develop intervention plan.

Strategy #2-Expand positive attendance celebrations for SPED students in need of attendance support based on the daily attendance monitoring system.

Strategy #3-Use Trusted Adult Survey every trimester.

Strategy #4 Implement SEL In Control Curriculum.

[if a Title I School, keep next section]

Also, the planned interventions align with the following Title 1 School Wide Reform Strategies & Corrective Actions.

[insert School Wide Reform Strategies & Corrective Actions]

Further, this plan aligns with goals two and three of the TTUSD LCAP.

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)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this ATSI amendment?

Involvement Process for the ATSI Amendment

SWD-Solicit input from SWD (SPED teacher from site council)
Sped PLC
Site Leadership
School site Council

Resource Inequities

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

Need for an attendance monitoring and intervention system. Training for SPED teachers, counselors, and SARB team. Support and positive attendance system with SWD.

ATSI Goals, Strategies, Expenditures

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

ATSI Goal 1

By the end of the 2023-2024 school year, ACMS will implement targeted interventions and strategies to decrease chronic absenteeism among students with disabilities (SWD) by at least 5% compared to the previous year.

Develop a Tiered Attendance System is supported with our daily attendance monitoring, counseling team, teacher/admin/counseling communication, district wellness policy, SART/SARB process, IEP teams, and community agency support.

Identified Need

Need for training for special education team and SARB team in monitoring and strategies to decrease chronic absenteeism. Need for Tier 1, Tier 2, and Tier 3 supports to be in place for students and parents for attendance need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate for 23-24 will decrease 5%	Current Rate at the start of the 22-23 was 16% (SWD)	Expected Outcome for the end of 23-24 will be a 5% decrease from the end of the year 22-23 data

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

(SWD)

Students with Disabilities

Strategy/Activity

Strategy #1- Utilize IEP meetings to address attendance issues, identify and develop intervention plan.

Strategy #2-Expand positive attendance celebrations for SPED students in need of attendance support based on the daily attendance monitoring system.

Strategy #3-Use Trusted Adult Survey every trimester.

Strategy #4 Implement SEL In Control Curriculum.

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)
Estimated Cost	IEP Team, SART team, and District General Fund

Recommendations and Assurances

The SSC reviewed the content requirements of the Additional Targeted Support and Improvement (ATSI) plan included in this SPSA amendment and believes all such ATSI requirements have been met. This SPSA ATSI amendment 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 for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on **[insert date]**.

Attested:

Hien Larson

Principal, [insert name]

Jusio Overall

SSC Chairperson, [insert name]

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

[ELAC/SSCFEEDBACK 2022-23](#)

SSC-FEEDBACK-SEPTEMBER 26, 2023

Feedback-

Math Pilot:

- Partner with parents so we can support. Collaborative approach.
- Educate about the pilot and resources.

Repetitive communication:

- Repetitive communication in order to enlist parent support. Important information can be reinforced through repetition

Relationship Building:

- Continue to focus on relationship building. Add to the ACMS connections survey, do you have a trusted friend?

ELAC-SPSA FEEDBACK-OCTOBER 3, 2023

Feedback-

Incentives and Information at Student-Led Conferences:

- Create informative flyers about ELAC and attendance and its importance.

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

Other School Staff

Parent or Community Members


Secondary Students

Hien Larson



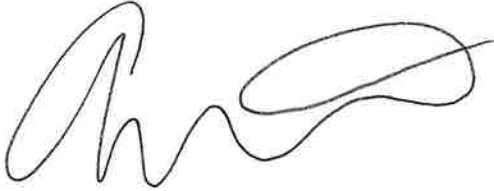
Principal
 Classroom Teacher
 Other School Staff
 Parent or Community Member
 Secondary Student

Julia Worster



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



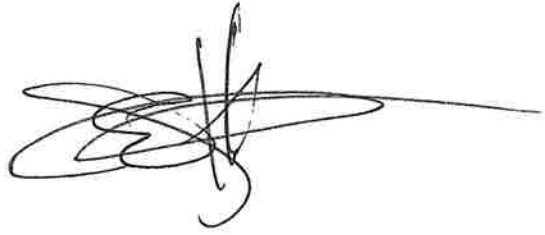
Principal
 Classroom Teacher
 Other School Staff
 Parent or Community Member
 Secondary Student

Hien Vo



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

Liza-Smith

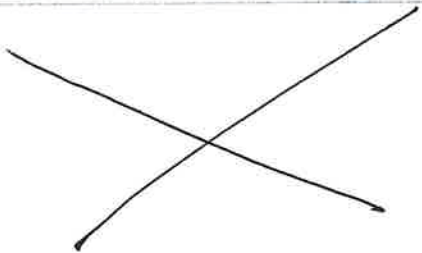


- Principal
- Classroom Teacher
- Other School Staff
- Parent or Community Member
- Secondary Student

Yvonne Moore



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



- 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

Hilda Vazquez-ELAC Representation



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

Lindsay Lecorps



- 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

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

Jonathon Levin



Principal

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

Teresa Eppolito



Principal

- Classroom Teacher
- Other School Staff
- Parent or Community Member
- 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.