School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alder Creek Middle School	28-0106807	October 1, 2024	October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Alder Creek Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Based on English Learner Student Group

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Alder Creek Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
  Based on English Learner Student Group

Educational Partner Involvement

How, when, and with whom did Alder Creek Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ACMS staff has worked on the site plan since June 2024 and will revisit it throughout the 2024-2025 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):

September 12, 2024- SSC reviews school needs assessment, analyzes past SPSA, and forms goals.

September 27 and October 1, 2024 -Review of goals on September 27, 2024, first draft review, and final approval meeting on October 1, 2024.

SSC Feedback-
- Idea to include Parent Education for the new Carnegie Math program and Mathia (online component)
- More students should have access to Accelerated Workshop.
- Continue with Literacy strategies to impact all subjects.

ELAC:
September 18, 2024- review school needs assessment, analyze past SPSA, and form goals.

September 27 and October 1, 2024 -Review of goals on September 27, 2024, first draft review, and final approval meeting on October 1, 2024.

ELAC Feedback-
- Literacy: Tutoring, more time in class, having teachers give book suggestions for each student based on their current reading level, support in small groups, more reading
- Personalize the plan for every student-have a plan to help each student who is below their grade level in reading.
- Have books/curricula reviewed to see how relevant they are to students in today's world.
- Incentivize students who excel or exceed the standard to encourage others
- Extra support (ex: AW) to help students understand math.
- Chronic absenteeism-monthly celebrations for students that have no absences
- Parent education/night on how to support students at home

Resource Inequities

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

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

Eligible for Additional Targeted Support and Improvement Based on English Learners Student Group.   ACMS is an active participation and engagement in the DA process with PCOE and the District. Data-Driven Decision Making: Emphasizing the significance of leveraging data, especially in supporting English language learners. This includes reviewing assessments, IABs (Interim Assessments Blocks) and disaggregating data regularly at the site level. District work around academic discourse; each grade level identifies a language acquisition strategy or strategies to implement in Tier 1 instruction daily.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on 2023 data, Alder Creek Middle School identified four subgroups that exhibited high percentage (red or orange) rates of chronic absenteeism and/or suspensions.

English Learners, Hispanics, Socioeconomically Disadvantaged, and White students all experienced high rates of chronic absenteeism.
White students also showed an elevated rate of suspensions.

In response to these findings, we implemented the following strategies:

Attention to Attendance: Weekly attendance monitoring, monthly celebrations, and family support initiatives to address the high rates of chronic absenteeism. This significantly declined from 20% to 14% in chronic absenteeism rates.

Restorative Practices: Restorative practices were introduced to reduce suspensions and support positive behavior. This led to a decrease in suspension rates from 5% to 4%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ACMS is intentionally transitioning Tier 1/integrated instruction to benefit all students, including English Learners and SED students. We are prioritizing academic discourse strategies and literacy skills to enhance engagement, learning, and attendance. Restorative practices are introduced to reduce suspensions and support positive behavior.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ELA
By the end of the 2024-2025 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in ALL student groups by 5% as measured by the CAASPP SBAC: ELA.

ATSI Specific Strategies:
Site Goal 1A: By the end of the 2024-2025 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 2024-2025 school year, Alder Creek Middle School will increase the percentage of SED students meeting/exceeding standards by 5% as measured by the CAPTI Reading Assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP-SBAC ELA- 2024 ALL: 64%-Met or Exceed Hispanic: 38% White: 76% EL: 3% RFEP: 51% SED: 36% SWD: 16%	CAASPP - SBAC ELA 2025 ALL: 69% Hispanic: 43% White: 81% EL: 8% RFEP: 56% SED: 41% SWD: 21%
ELPAC	ELPAC- 2024 55% of ELs tested scored at the moderately developed (20n) or well developed (9n)	ELPAC 2025 60% moderately developed or well developed
SED Goal Metric	2024 (Beginning of year)CAPTI Reading Data	2025 CAPTI (End of Year) Reading Data

		All-61%-at or above benchmark as measured by CAPTI Reading Assessment. Hispanic-34% White-74% EL-2% RFEP-51% SED-33% SWD-16%	65% at or above benchmark as measured by CAPTI Reading Assessment. Hispanic- 39% White- 79% EL- 7% RFEP- 56% SED- 38% SWD- 21%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement Tier 1 instruction, providing high-quality differentiated instruction to all students. Through a PDSA cycle, each subject grade-level PLC team will identify AVID strategies, literacy strategies (e.g., annotating, CER, close reading) and CALLI work around academic discourse strategies proven to be successful with socioeconomically disadvantaged students and English Language Learners.	All students	
1.2	Implement an accelerated RtI2 model (Accelerated Workshop) to provide targeted support for Tier 2 students. This model involves pre-teaching new concepts, providing necessary vocabulary and background knowledge, and revisiting essential skills in small group settings. By prioritizing previous knowledge and enhancing vocabulary, students will be more prepared to access Tier 1 instruction.	Subgroup populations- SED, RFEP, and EL students.	
1.3	Progress monitor all English Learners and SED students with Capti and IABs.	SED, EL, RFEP, and alll Students	
1.4	Complete 12 Academic Discourse Walkthroughs per month, as developed and implemented by district leadership and the EL Development Program Specialist.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-2024 school year, Alder Creek Middle School (ACMS) implemented the following strategies:

To improve access to all course curricula, with a focus on Socioeconomically Disadvantaged (SED) students, school-wide literacy strategies were implemented. Progress monitoring of SED students was conducted consistently through Professional Learning Communities (PLCs) and Plan-Do-Study-Act (PDSA) cycles.

Response to Intervention (RtI) Level 2: Accelerated Workshop, an RtI Level 2 intervention, was implemented to identify Tier 2 students and provide them with targeted instruction on new concepts 2-3 days ahead of their classmates.
AVID Strategies: AVID strategies were adopted to enhance student learning for all students.
These strategies led to positive outcomes as measured by the SBAC ELA assessment:

Overall proficiency rates increased from 61% in 2022-2023 to 64% in 2023-2024.

Hispanic students' proficiency rates improved from 34% to 38%.
RFEP students' proficiency rates rose from 40% to 51%.
SED students' proficiency rates increased from 26% to 36%.
SWD students' proficiency rates improved from 13% to 16%.

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

There were no major differences between the intended implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of our 23-24 ELA strategies, ACMS will adopt/and or adapt the following strategies: AVID, Academic Discourse, ELD focused/monitored/ PLC, AR (not funded by the district) Literacy focus.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Math**
> By the end of the 2024-2025 school year, Alder Creek Middle School will increase the percentage of students meeting/exceeding standards in ALL student groups by 5% as measured by CAASPP: SBAC Math.
>
> By the end of the 2024-2025 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 Smarter Balance Interim Math Assessment and Mathia.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

>

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math-2024 ALL: 49%-Met or Exceed Standards Hispanic: 20% White: 63% EL: 0% RFEP: 34% SED: 20% SWD: 14%	CAASPP - SBAC Math-2025 ALL: 54%-Meet or Exceed Standards Hispanic:25% White:67% EL: 5% RFEP: 39% SED:25% SWD:19%
District Math Assessments (new this year)	IAB-Math Mathia	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement Carnegie Math, Mathia, and IABs math assessments. Math teachers will meet regularly to review and align the new curriculum. In PLCs, educators will share AVID engagement and academic discourse strategies, insights, and best practices. They will also offer resources, such as parent nights, to support parents in assisting with math at home.	All Students	0
2.2	Implement an accelerated RtI2 model (Accelerated Workshop) to provide targeted support for Tier 2 students. This model involves pre-teaching new concepts, providing necessary vocabulary and background knowledge, and revisiting essential skills in small group settings. By focusing on prior knowledge and vocabulary development and using Mathia, students will be better prepared to access Tier 1 instruction.	All	
2.3	Allocate PLC math time for three PDSA cycles based on data analysis.	SED/ EL and all students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-2024 school year, Alder Creek Middle School (ACMS) implemented the following strategies:

School-Wide Literacy in Math: To improve students' access to math course curricula, the school implemented school-wide literacy strategies.. Each math PLC team adopted a literacy strategy (such as Annotating with a Purpose, Vocabulary Development, Close Reading, or Academic Discourse) to improve students' understanding. Progress monitoring of SED students was conducted consistently through PLCs and PDSA cycles.
Response to Intervention (RtI) Level 2: Accelerated Workshop, an RtI Level 2 intervention, was implemented to identify Tier 2 students and provide them with targeted instruction on new math concepts 2-3 days ahead of their classmates.
Math Curriculum Alignment: Math teachers regularly met in PLCs to review and align the new pilot math curriculum.
Standards-Referenced Reporting: Standards-Referenced Reporting through Jumprope was implemented to monitor student progress and communicate learning expectations.

These strategies led to positive outcomes as measured by the SBAC Math assessment:
Overall proficiency rates increased from 45% in 2022-2023 to 49% in 2023-2024.
Hispanic students' proficiency rates improved from 18% to 20%.
RFEP students' proficiency rates rose from 28% to 34%.
SWD students' proficiency rates increased from 13% to 14%.

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

There were no major differences between the intended implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of our 23-24 Math strategies, ACMS will adopt/and or adapt the following strategies: Carnegie full implementation, Use of IABs and Mathia to progress monitor.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Supportive, and Collaborative
By the end of the 2024-2025 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:

1. 1% decrease in suspension school-wide
2. 5% decrease in chronic absenteeism school-wide
3. 5% increase in ACMS Connections Survey school-wide

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2023-2024 Suspension Rate ALL: 4% Hispanic- 2.8% White- 3% EL- 6% SED- 3% SWD- 3%	2024-2025 Suspension Rate ALL: 3% Hispanic- 1.8% White-2% EL-5% SED-2% SWD-2%
Chronic Absenteeism	2023-2024-Chronic Absenteeism ALL: 14% Hispanic- 20% White- 10% EL- 30% SED- 22% SWD- 11%	2024-2025-Chronic Absenteeism-5% ALL: 9% Hispanic- 15% White-5% EL-25% SED-17% SWD-6%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue with the Caring Connections Student Survey as a valuable tool for ongoing school improvement throughout the year.	All Students	
3.2	Implement SEL committee on campus to integrate SEL throughout the day. Continue to implement In Control Curriculum. Staff PD will be trained on trauma-informed practices, social-emotional learning, and restorative circles/practices.	All Students	
3.3	The administration will continue to implement Restorative Practices and a Multi-Tiered System of Supports (MTSS). The focus will be on providing support through learning opportunities and uplifting students. The administration will prioritize alternatives to suspension whenever possible and utilize the campus monitors for behavior and educational support.	All Students.	
3.4	ATSI specific strategies-Utilize ELAC meetings to address attendance issues and identify and develop an intervention plan. Expand positive attendance celebrations for EL students needing attendance support based on the daily attendance monitoring system.	All	
3.5	Continue to monitor attendance and support at risk student groups (SED, ELs, and SWD) via Attendance using School Status Attend, parent phone calls, SART meetings and positive attendance recognitions. Assistant principals will meet with Independent Study students. 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.	EL and All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Chronic Absenteeism Improvement:

Between the 2022-2023 and 2023-2024 school years, chronic absenteeism rates decreased from 20% to 14%. This improvement was particularly notable among specific student groups:

Hispanic Students: Absenteeism rates decreased from 32% to 20%.
English Learners: Absenteeism rates decreased slightly from 32% to 30%.
Socioeconomically Disadvantaged (SED): Absenteeism rates decreased from 30% to 22%.
Students with Disabilities (SWD): Absenteeism rates decreased from 23% to 11%.

Increase in Students Identifying Trusted Adults:

Throughout the 2023-2024 school year, the percentage of students who felt they had a trusted adult on campus increased significantly, from 87% at the beginning of the year to 97% by the end of the year.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulate goal stated above.

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.

Given the 6% decrease in chronic absenteeism over the last year, ACMS will continue to adopt and implement as planned:
- Continue with the Caring Connections Student Survey and work throughout the school year.
- Implement SEL committee on campus to integrate SEL throughout the day. Continue to implement In Control Curriculum. Staff PD will be trained on trauma-informed practices, social-emotional learning, and restorative circles/practices.
- Continue implementing Restorative Practices for conflict resolution among students, focusing on learning opportunities and student elevation. The administration will prioritize alternatives to suspension whenever possible and utilize the campus monitors for behavior and educational support.
- Continue to monitor attendance and support at risk student groups (SED, ELs, and SWD) via Attendance using School Status Attend, parent phone calls, SART meetings and positive attendance recognitions. Assistant principals will meet with Independent Study students. 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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Literacy**
> Enhance student academic achievement through literacy.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.
>
> Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

>

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAPTI Reading Assessment	Actual Outcome- 2024 EOY CAPTI ALL-61% Hispanic-34% White-74% EL-2% RFEP-51% SED-33% SWD-16%	Expected Outcome-2025 ALL-66% Hispanic-39% White-79% EL-7% RFEP-56% SED-38% SWD-21%

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Using CAPTI 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	All students with an emphasis on SED students.	

		and plan RtI2 and intervention so that we respond to student learning.		
	4.2	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.	All Students	
	4.3	Using CAPTI, we will increase the number of students reading at grade level (based on Lexile level) through reading intervention classes. Aim to get all students reading at grade level.	Students not reading at grade level. SED, EL, SWD	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-2024 school year, ACMS implemented the following strategies to address Goal 4:

PLC Team Reading Initiative: Our PLC team enhanced student reading levels by guiding students to set personalized reading goals and monitoring their progress throughout the year.
Literacy Committee and Cultural Shift: A Literacy Committee was established in 2019 to explore ways to celebrate student reading achievements and foster a growth mindset within our school culture. Students will be surveyed to gather their input on recognition and celebration preferences. The committee will collaborate with the district literacy team to:
Continue developing the site literacy system.
Provide targeted literacy intervention for English language learners (ELs) and students with special education needs (SED).
Guide literacy support for Tier 2 students.
Expanded Reading Intervention Classes: We increased the number of students participating in reading intervention classes with the aim of ensuring all students are reading at grade level.
These strategies resulted in positive outcomes as measured by the STAR reading assessment:

Overall proficiency rates increased 8% from BOY to MOY in 2023-2024.
RFEP students' proficiency rates rose 10% from BOY to MOY in 2023-2024.
SWD students' proficiency rates improved from 7% from BOY to MOY in 2023-2024.

We did not administer STAR Reading for the year-end assessment. Instead, we used CAPTI as the new diagnostic tool.

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

In response to the 15 new students who enrolled throughout the school year, we adjusted our instructional aide staffing to ensure students received the necessary support in their core subjects.

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.

While CAPTI is our new diagnostic tool, we still need a goal-setting tool for students. We plan to use funds from the school and PTO to purchase Accelerated Reader for this purpose.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hien Larson	Principal
Pam Hamilton	Classroom Teacher
Natalia Tomasello	Classroom Teacher
PJ Madigan	Classroom Teacher
Lindsay Lecorps	Other School Staff
Megan Seifert	Parent or Community Member
Hien Vo	Parent or Community Member
Liza Smith	Parent or Community Member
Lauren DiGeronimo	Parent or Community Member
April Cole	Parent or Community Member
Hilda Vazquez-ELAC Representation	Parent or Community Member
	Parent or Community Member
	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
(signature)	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 16, 2024.

Attested:

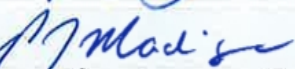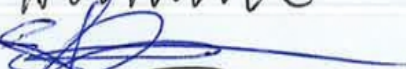| Signature	
(signature) Hien Larson	Principal, Hien Larson on October 3, 2024
(signature) Megan Seifert	SSC Chairperson, Megan Seifert on October 3, 2024

School Site Council Membership
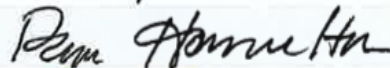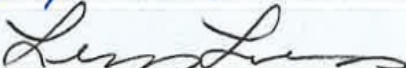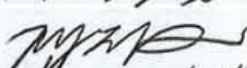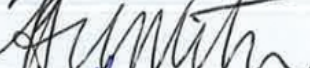
California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending 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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hien Larson	Principal
Pam Hamilton	Classroom Teacher
Natalia Tomasello	Classroom Teacher
PJ Madigan	Classroom Teacher
Lindsay Lecorps	Other School Staff
Megan Seifert	Parent or Community Member
Hien Vo	Parent or Community Member
Liza Smith	Parent or Community Member
Lauren DiGeronimo	Parent or Community Member
April Cole	Parent or Community Member
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