School Year: **2021-22**

ALDER CREEK
MIDDLE SCHOOL

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	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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.

School Vision and Mission

Vision:

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

Mission:

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

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

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

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

School Profile

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ACMS staff has worked on the site plan since September 2021 and revisited it throughout the 2021-2022 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 November 4, 2021, first draft review, and final approval meeting on March 24, 2022.

ELAC: Review of goals on November 30, 2021, first draft review, and final approval meeting on March 15, 2022.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.17%	0.3%		1	2
African American	0.37%	0.17%	0.2%	2	1	1
Asian	0.56%	0.33%	0.3%	3	2	2
Filipino	0.19%	0.33%	0.3%	1	2	2
Hispanic/Latino	33.71%	33.89%	33.5%	181	203	196
Pacific Islander	%	0.33%	0.2%		2	1
White	62.01%	61.6%	61.4%	333	369	360
Two or More Responses	3.17%	3.17%	3.6%	17	19	21
Not Reported	%	0%	0.2%		0	1
Total Enrollment				537	599	586

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	180	219	187
Grade 7	175	185	220
Grade 8	182	195	179
Total Enrollment	537	599	586

Conclusions based on this data:

1. Our enrollment continues to increase at a steady rate.

2. Our student group enrollment percentage for our white and Hispanic/Latino have stayed consistent for the last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	44	40	42	8.2%	6.7%	7.2%
Fluent English Proficient (FEP)	111	127	111	20.7%	21.2%	18.9%
Reclassified Fluent English Proficient (RFEP)	1	13	1	2.1%	2.5%	2.5%

Conclusions based on this data:

1. Our English Learners group is 7.2%, we offer 3 levels of ELD to support including a newcomer 50-minute course each day.

2. ACMS teachers and ELD coordinator monitor the RFEP students to assure success as students are reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	180		184	175		178	175		178	97.2		96.7
Grade 7	180		219	179		210	179		210	99.4		95.9
Grade 8	180		175	172		156	172		156	95.6		89.1
All	540		578	526		544	526		544	97.4		94.1

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2543.		2521.	18.29		14.04	36.00		31.46	33.14		28.09	12.57		26.40
Grade 7	2571.		2568.	18.44		21.43	42.46		39.52	22.91		20.00	16.20		19.05
Grade 8	2609.		2573.	25.00		14.10	46.51		42.31	21.51		26.92	6.98		16.67
All Grades	N/A	N/A	N/A	20.53		16.91	41.63		37.68	25.86		24.63	11.98		20.77

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	24.57		17.98	51.43		58.99	24.00		23.03
Grade 7	26.82		20.95	46.37		60.48	26.82		18.57
Grade 8	38.95		21.79	47.09		58.97	13.95		19.23
All Grades	30.04		20.22	48.29		59.56	21.67		20.22

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	28.57		11.24	62.29		61.24	9.14		27.53
Grade 7	31.28		29.52	53.07		50.95	15.64		19.52
Grade 8	40.12		20.51	50.58		58.33	9.30		21.15
All Grades	33.27		20.96	55.32		56.43	11.41		22.61

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	12.57		14.04	74.86		73.60	12.57		12.36
Grade 7	17.88		12.38	67.60		74.29	14.53		13.33
Grade 8	23.84		12.82	69.77		77.56	6.40		9.62
All Grades	18.06		13.05	70.72		75.00	11.22		11.95

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	24.57		20.22	59.43		61.80	16.00		17.98
Grade 7	37.99		30.48	47.49		58.10	14.53		11.43
Grade 8	41.28		21.79	47.09		72.44	11.63		5.77
All Grades	34.60		24.63	51.33		63.42	14.07		11.95

Conclusions based on this data:

1. In 2020-2021, 55% of all students met or exceeded standard on the ELA CAASPP.

2. There were significant decrease of students at above standard in Reading, Writing, Listening, and Research. The listening substandard had a significant decrease due to the decrease of academic discourse in virtual and hybrid learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Overall Participation for All Students												
Grade 6	180		184	175		177	175		177	97.2		96.2
Grade 7	180		219	180		212	180		212	100		96.8
Grade 8	180		175	172		154	172		154	95.6		88.0
All	540		578	527		543	527		543	97.6		93.9

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Overall Achievement for All Students															
Grade 6	2543.		2510.	24.57		11.86	22.86		23.16	33.14		30.51	19.43		34.46
Grade 7	2552.		2531.	22.78		17.92	23.33		26.42	32.22		23.11	21.67		32.55
Grade 8	2616.		2564.	40.12		24.68	23.26		18.18	20.93		24.68	15.70		32.47
All Grades	N/A	N/A	N/A	29.03		17.86	23.15		23.02	28.84		25.97	18.98		33.15

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Concepts & Procedures — Applying mathematical concepts and procedures									
Grade 6	28.57		10.17	41.71		53.11	29.71		36.72
Grade 7	29.44		21.23	38.89		50.00	31.67		28.77
Grade 8	45.93		21.43	37.21		53.25	16.86		25.32
All Grades	34.54		17.68	39.28		51.93	26.19		30.39

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems									
Grade 6	21.71		12.99	52.00		57.06	26.29		29.94
Grade 7	25.00		15.57	55.00		59.91	20.00		24.53
Grade 8	37.79		20.13	44.19		55.84	18.02		24.03
All Grades	28.08		16.02	50.47		57.83	21.44		26.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 6	24.57		10.73	48.57		66.67	26.86		22.60
Grade 7	20.56		19.34	60.56		62.74	18.89		17.92
Grade 8	42.44		22.08	43.02		57.14	14.53		20.78
All Grades	29.03		17.31	50.85		62.43	20.11		20.26

Conclusions based on this data:

1. In 2020-2021, 41% of all students met or exceeded standard on the Mathematics CAASPP.

2. The Concept and Procedures substandard continues to be one the strongest substandard with the emphasis on skills in RTI2. We analyzed data and deployed for specific skills as well as frequently assess target areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	1513.9	*	1529.1	1512.3	*	1536.9	1514.8	*	1520.8	20	7	23
7	1517.4	1514.7	1497.1	1502.5	1512.8	1496.2	1531.9	1516.3	1497.6	13	17	15
8	*	*	*	*	*	*	*	*	*	*	10	6
All Grades										43	34	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	*	*	22.73	*	*	59.09	*	*	13.64	*	*	4.55
7	*	23.53	0.00	*	29.41	26.67	*	35.29	46.67	*	11.76	26.67
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.58	17.65	13.95	37.21	14.71	41.86	25.58	41.18	27.91	*	26.47	16.28

Note: The above table also includes a "Total Number of Students" column group with values for 6: (20, *, 22), 7: (13, 17, 15), 8: (*, *, *), All Grades: (43, 34, 43) for 17-18, 18-19, 20-21 respectively.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	*	*	45.45	*	*	50.00	*	*	0.00	*	*	4.55
7	*	29.41	13.33	*	41.18	46.67		17.65	20.00	*	11.76	20.00
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.19	20.59	32.56	34.88	32.35	46.51	*	23.53	9.30	*	23.53	11.63

Note: The above table also includes a "Total Number of Students" column group with values for 6: (20, *, 22), 7: (13, 17, 15), 8: (*, *, *), All Grades: (43, 34, 43) for 17-18, 18-19, 20-21 respectively.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	4.55	*	*	18.18	*	*	63.64	*	*	13.64	20	*	22
7	*	0.00	0.00	*	41.18	6.67	*	29.41	33.33	*	29.41	60.00	13	17	15
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	2.33	*	23.53	11.63	39.53	38.24	48.84	25.58	38.24	37.21	43	34	43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	4.55	*	*	86.36	*	*	9.09	20	*	22
7	*	23.53	0.00	*	58.82	66.67	*	17.65	33.33	13	17	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	17.65	4.65	60.47	35.29	76.74	25.58	47.06	18.60	43	34	43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	80.00	*	90.91	*	*	4.55	*	*	4.55	20	*	22
7	84.62	58.82	53.33		29.41	20.00	*	11.76	26.67	13	17	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	79.07	44.12	72.09	*	32.35	13.95	*	23.53	13.95	43	34	43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	13.64	*	*	50.00	70.00	*	36.36	20	*	22
7	*	0.00	0.00	*	52.94	26.67	*	47.06	73.33	13	17	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.98	*	35.29	39.53	65.12	64.71	53.49	43	34	43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	4.55	85.00	*	90.91	*	*	4.55	20	*	22
7	*	0.00	0.00	*	88.24	46.67	*	11.76	53.33	13	17	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	2.33	74.42	79.41	72.09	*	20.59	25.58	43	34	43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2020-2021, 56% of all students EL students scored moderately developed or well developed on the ELPAC.

2. In 2018-2019, 32% of all EL students scored moderately developed or well developed on the ELPAC. In the spring of 2020-2021, 56% of all EL students scored moderately developed or well developed on the ELPAC.

3. In 2018-2019, 53% of all EL students scored moderated developed or well developed on the Oral Language substandard of the ELPAC. In the spring 2020-2021, 79% of all EL students scored scored moderately developed or well developed on the Oral Language substandard of the ELPAC.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

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

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

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

LCAP Goal

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

CAASPP, ELPAC, and STAR

Expected Annual Measurable Outcomes

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

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

RtI2 is an accelerated model, Accelerated Workshop, where Tier 2 students are identified; instruction focuses on new concepts 2-3 days before their classmates receive Tier 1 instruction in the classroom. Tier 2 students will receive instruction in the necessary vocabulary, background knowledge, and skills so that when they join their classmates they are prepared to learn the standard being taught.
*Learn new concepts before their classmates even begin
*Provides a fresh academic start for students every week
*Revisits basic skills that are laser-selected, never taught in isolation
*Focus on prior knowledge and vocabulary development

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

Students to be Served by this Strategy/Activity

Subgroup populations-SED, RFEP, and EL students.

Timeline

Yearlong.

Person(s) Responsible

Accelerated Workshop Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

SED, EL, and RFEP Students

Timeline

Yearlong

Person(s) Responsible

Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All Students.

Timeline

Throughout the school year

Person(s) Responsible

Instructional leaders.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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

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

LCAP Goal

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

CAASPP and STAR Math

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

Instructional leaders.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

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

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

Students to be Served by this Strategy/Activity

All

Timeline

Yearlong

Person(s) Responsible

Accelerated Workshop Math Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

SED and EL students

Timeline

Yearlong

Person(s) Responsible

Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

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

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

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

LCAP Goal

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

Basis for this Goal

ACMS Connections Survey Data

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Yearlong

Person(s) Responsible

Counselors and Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students.

Timeline

Yearlong

Person(s) Responsible

Instructional leaders.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

Three times a year.

Person(s) Responsible

Instructional Leaders.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Literacy

Goal Statement

Enhance student academic achievement through literacy.

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

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.

Basis for this Goal

STAR Reading

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Our focus is to increase student reading levels through our PLC. That is, implement/reflect/refine our lessons that purposefully engage and monitor student learning in literacy. We will continue to build relationships with SED students. Each teacher will have a focus student to monitor and set literacy goals. Focus students will be monitored throughout

the school year. Each grade level PLC will strategically review and plan RtI2 and intervention so that we respond to student learning.

Students to be Served by this Strategy/Activity

All students with an emphasis on SED students.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

Instructional leaders.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Yearlong

Person(s) Responsible

Instructional Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

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

Timeline

Yearlong

Person(s) Responsible

Reading Intervention teacher and all teachers.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Increase the number of students meeting or exceeding standard on the CAASPP SBAC: ELA assessment by 5%.

By the end of 2021-2022 school year, 67% of all students will meet or exceed the standard on the CAASPP SBAC: ELA

By the end of 2021-2022 school year, 59% percent of all students will be at or above benchmark on the STAR Reading Assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP: SBAC ELA	67% of all students will meet or exceed the standard on the ELA CAASPP.	2021 All: 55% Hispanic: 30% White: 68% EL: 3% RFEP:31% SED: 30% SWD: 13%
STAR Reading assessments	59% percent of all students will be at or above benchmark on the STAR Reading Assessment.	2021 ALL 57% Hispanic 31% White 66% EL 0% RFEP 33% SED 30% SWD 16%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
With the shift due to COVID mitigation to a hybrid model for learning on an A/B block schedule, there was a drastic decrease in instructional time this year. As a result, PLC teams met to determine focus standards for the 2020-2021 school year. Narrowing down the standards to between 8-	All teachers implemented the agreed essential standards.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
10, allowed teachers to focus on essential learning to ensure that students were prepared for the next grade level and could access curriculum no matter the subject area.			
As literacy is an essential pillar of our district's instructional framework and a core focus at ACMS, this year we prioritized literacy as a means to access all course curricula. Our focus was on SED students and students not reading at grade level. Through formal PDSA cycles that analyzed learning of socioeconomically disadvantaged students, each subject grade-level PLC team chose a literacy strategy to teach that will enhance their students' ability to access learning. The literacy strategies chosen were: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); and Close Reading.	Each grade level chose a predominant literacy strategy to teach. The predominant strategies taught students how to be better readers and accessthe grade level contents.		
STAR Reading assessments were administered in early October, December/January, March and May.	Implemented with frequent reflections on STAR results.		
RtI2 this year is tailored to meet the specific needs of each grade-level student group. Where needed, RtI consists of groups made	RtI2 was in place to address learning loss during virtual learning.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
up of teacher-recommended students who attend for one or more days to build skills towards proficiency; or a group may consist of between 8-12 students who all need to focus on skills for a period of several weeks. This flexibility will allow students to receive support aligned with their needs.			
Teachers used a variety of digital engagement tools for continued collaboration, discourse, reading comprehension strategies, and writing (GSuite, Pear Deck, Nearpod, breakout rooms)	Online engagement tools enhance learning and discourse in synchronous lessons.		

Analysis

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

Successes

PLC teams met and agreed to focus on essential standards for the 2020-2021 school year. Teachers reviewed priority standards, pacing guide, and identified a wish list to the grade level below you.

Guiding prompts to essential standards:
This standard has value beyond a single unit of study.
This standard has value across multiple content areas.
Students must have this standard to be successful in the next grade or level.

Each grade level chose a predominant literacy strategy to teach. The predominant strategies taught students how to be better readers and access the grade-level content.

Challenges
Unfortunately, our plan to PLC with NTS to articulate learning strategies was curtailed due to the cancellation of minimum days.

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

Successes

Set/monitor reading growth goals with all students and at risk students.

57% percent of all students were at or above benchmark on the STAR Reading Assessment. That is a 6% growth from the beginning of the year.

Below is the overall growth on the STAR Reading Assessment from Fall 2020 to Spring 2021.

Reading
MOY2 1.1 year of growth
MOY2 0.8 years of growth
MOY2 0.5 years of growth

In the spring of 2020-2021, 56% of all EL students scored moderately developed or well developed on the ELPAC.

Challenges
The scheduling changes throughout the school year had an impact on instructional minutes overall.   Routines are critical in setting an effective learning environment; the changes to our school schedule which were out of everyone's control due to the pandemic had a negative effect on our implementation of routines.

We spent time building our PLCs and revamping our RtI2 to tailor and meet the specific needs of each grade-level student group. The teachers noticed student engagement and progress for EL, SED, and SPED students. Again, we must focus on closing the gap between our SED 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 differences.

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

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

By the end of the 2020-2021 school year, the number of students at or above benchmark on the STAR Math Assessment will increase by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math	44% of all our students will be at or above benchmark on the STAR Math Assessment.	STAR Math 2021 All: 39% Hispanic: 16% White: 52% EL: 0% RFEP: 16% SED: 16% SWD: 8%
CAASPP SBAC Math	2019 CAASPP 60% of all students will meet or exceed the standard on the Math CAASPP.	CAASPP 2021-Math All: 41% Hispanic: 15% White: 55% EL: 2% RFEP: 13% SED: 16% SWD: 11%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Commit to vertical articulation with fifth grade teachers to address transition to CPM	Partially implemented due to time and fewer minimum days.		
Employ our RtI2 period from the onset of the school year by making use of pre-assessments that identify clearer areas of need and then set SMART goals which allow teaching and monitoring with a coherent curriculum. We will analyze data and deploy	Implemented using pre-assessments to determine deployment and next next steps.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for specific skills as well as frequently assess target areas.			
Continue using proficiency scales and priority standards to maintain common teaching practices and assessments	Implemented by using assessments and giving informed feedback through proficiency scales.		
Continue to build math intervention program, grades 6-8	Partially implemented as attendance was a challenge during distance learning.		
Utilize STAR Math data to inform student learning and receive ongoing training where needed	Implemented with frequent reflections on STAR results.		
Continue to build our PLCs and RtI2	Implemented using PLC + book and support of academic coach.		

Analysis

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

Successes

Math PLC teams met and agreed to focus on essential standards for the 2020-2021 school year. Teachers reviewed priority standards, pacing guide, and identified a wish list to the grade level below them.

Guiding prompts to essential standards:
This standard has value beyond a single unit of study.
This standard has value across multiple content areas.
Students must have this standard to be successful in the next grade or level.

Challenges
Due to the cancellation of our minimum days, our schoolwide PLC time with 5th-grade teachers and NTS was very limited. We maximized our time revamping our RtI2 and pacing.

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

Successes

Below is the overall growth on the STAR Math Assessment from Fall 2020 to Spring 2021.

Grade 6 - 1.2 years of growth
Grade 7 - 0.7 years of growth

Grade 8 - 0.6 years of growth

Challenges
In 2020-2021, 39% of all our students were at or above benchmark on the STAR Math Assessment. The scheduling changes throughout the school year had an impact on instructional minutes. Routines are critical in setting an effective learning environment; the changes to our school schedule which were out of everyone's control due to the pandemic affected our implementation of routines. This shift created a challenge around using CPM group strategies through online breakout rooms and although students continued to be grouped, the level of academic discourse was limited.

We spent time building our math PLCs and revamping our RtI2 to tailor and meet the specific needs of each grade-level student group. The teachers noticed student engagement and progress for EL, SED, and SPED students. Again, we must focus on closing the gap between our SED and SWD students who are at or near standard and above.

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

No material differences.

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

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

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Site Goal 3: By the end of 2020-2021 school year,
Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students.

1. Reduce suspension rate; the number of students suspended and the number of days suspended will decrease by 5%.
2. Monitor special education student performance in the suspension indicator on data dashboard.
3. Reduce chronic absenteeism and truancy rates; overall absenteeism will decrease by 1% each year.
4. Increase the joy of learning and the importance of student engagement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Reduce suspension rate; the number of students suspended and the number of days suspended will decrease by 5%. Monitor special education student performance in the suspension indicator on the data dashboard. Baseline 2020 ALL-4% Hispanic-7% White-3% EL-15% SED-13% SWD-20%	Suspension Rate 2021 ALL- .2% Hispanic-.5% White-0 EL-0 SED-0 SWD-0
Chronic Absenteeism	Reduce chronic absenteeism and truancy rates; overall absenteeism will decrease by 1% each year. As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.	Chronic Absenteeism Rate 2021 ALL-11.6% Hispanic-19.9% White-7.6% EL-32% SED-19% SWD-21%
Increase the joy of learning and the importance of student engagement.	Baseline 2019 ALL-4% Hispanic-7% White-3% EL-15%	2021 Actual ALL- .2% Hispanic-.5% White-0 EL-0

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SED-13% SWD-20%	SED-0 SWD-0

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff PD on self-care and building relationships prior to the start of the school year based on The Distance Learning Playbook by Fisher & Frey. Each teacher received a personal copy.	Implemented and revisited throughout the school year.		
Staff PD on trauma-informed practices, social-emotional learning, and restorative circles/practices.	Implemented and revisited throughout the school year.		
Safety Team implemented extensive protocol changes in order to maintain a safe learning environment for students and staff.	Implemented and revisited through the school year.		
Clear expectations communicated for students: How to Be a Distance Learner at ACMS and How to Be a Hybrid Learner at ACMS	Clear expectations and explicit teaching of positive behavior to students in advisory classes.		
Physical education integrated wellness practices into their daily instruction: daily check-in questions to build community and relationships, Mindfulness, and yoga.	Daily mindfulness was a daily practice in PE classes.		
Our counselors designed Advisory curriculum and weekly class for students	Advisory lessons focus on social-emotional learning and self care.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with a focus on social-emotional well being and healthy living strategies.			
Assistant Principal and Counselor participation in Permission to Feel training that teaches emotional intelligence with students.	Implemented and shared with leadership and teachers.		
A Celebrations Committee was formed to explore ways to celebrate student academic growth and a growth mindset; students were surveyed in order to honor student voice and identify how they would like to be recognized/celebrated.	Surveyed and implemented to recognized students.		
Virtual family attendance meetings (SART) which included admin, counselors, teachers, parent(s) and student in order to provide a communal approach of support for the family.	Frequent SART virtual meetings to support students with attendance.		
A virtual Family Connection Night was provided for our families in order to connect students and parents with our staff.	Family Connection Night was a big success with a 92% attendance.		
Weekly home visits to students in need; literature and art supplies were gifted to many students in need to support their well-being.	Weekly home visits helped staff connect with kids and got students to join classes virtually.		
Horizon program students on campus four days a week during hybrid; 100% improvement in behavior with smaller classroom sizes and overall smaller school population.	Horizon students thrived in smaller classroom sizes and overall smaller population.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

All professional development focused on the goal of a safe and respectful campus supportive of high levels of learning for all students. Staff PD on self-care and building relationships prior to the start of the school year based on The Distance Learning Playbook by Fisher & Frey. Each teacher received a personal copy.

We implemented the following strategies/activities in order to build positive relationships throughout virtual, hybrid, and back to school instruction instructional models: (1) clear communication with students, teachers, and parents, (2) a focus on relationships and support services, and (3) clear routines within each school day model centered on student/staff safety.

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

Due to the hybrid model, we had less than half of the students on campus for part of the school year; accordingly, our ED students responded and our suspension rate decreased dramatically. Restorative conversations were effective in shifting our focus from what a student 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 developmentally with middle school-aged students.

We held our chronic absentee percentage rate at 11% throughout Covid over two school years. We had students join classes virtually by doing frequent weekly home visits to deliver materials and build relationships. We focused on support for the student and family through counselor outreach and administration home visits.

Our counselors created an effective weekly lesson to address social-emotional learning and action/thought strategies in response to stress during our weekly Advisory class. Teachers presented these SEL lessons weekly in advisory class. Physical education classes have contributed to our students' social-emotional learning strategies as our teachers have integrated Mindfulness, yoga, and other self-care strategies throughout the pandemic.

Our trusted adult survey is evidence that we effectively built safe positive relationships with our students. We survey our students twice a year and use the data authentically to connect students with a trusted adult. During virtual learning, 80% of our students had a trusted adult on campus. This number increased to 84% when we were back in in-person learning. Ultimately, the goal is for 100% of our students to feel safe and supported.

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

No material differences.

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

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

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

2020-2021 Site Goal 4:

By the end of 2020-2021 school year, our aim was to increase students at or above benchmark on STAR Reading by 5% the percentage.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Site determined		
Students reading levels on STAR Reading Assessment.	Increase the number of students reading at grade level through intervention and ELA Percentage of Students At/Above Benchmark on STAR Reading-2019 All 49 White 51 Hispanic 26 SED 26 SWD 18 EverEL 23	Spring 2021-STAR Reading All-56 White-53 Hispanic-29 SED-34 SWD-25 Ever EL-23

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement/reflect/refine lessons that purposefully engage and monitor student learning in literacy; literacy strategies chosen were: Annotation, Claim/Evidence/Reasoning (CER), Close Reading, and Academic Vocabulary.	Implemented as planned		
Our PLC teams will engage in a PDSA cycle focusing on the common challenge: Increase our focus students' literacy skills in order to better access content learning.	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLCs continued to use the four key questions to increase student learning: ? What is it we want our students to learn? ? How will we know if each student has learned it? ? How will we respond when some students do not learn it? ? How can we extend and enrich the learning for students who have demonstrated proficiency?			
Each teacher will have a focus student to monitor and set literacy goals. Focus students will be monitored throughout the school year.	Implemented as planned		
The PLC will strategically review and plan RTI and intervention so that we respond to student learning.	Implemented as planned		

Analysis

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

Successes

PLCs were supported by our Instructional Coach and focused on the chosen literacy strategies. A Literacy Committee was formed to explore ways to celebrate literacy growth and a growth mindset; students were surveyed in order to honor student voice and identify how they would like to be recognized/celebrated, such as the Million Word Club. The percentage of students who were at or above the STAR Reading Benchmark for grade-level reading increased from 49% to 56%.

Challenges

The scheduling changes throughout the school year had an impact on instructional minutes and the implementation of the chosen literacy strategies. Routines are critical in setting an effective learning environment; the changes to our school schedule which were out of everyone's control due to the pandemic affected our implementation of routines.

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

Successes

Teachers met with and monitored their focus students throughout the school year. The Reading Intervention teacher collaborated with grade-level teams to identify students who qualified for reading intervention; STAR screening data,

CAASPP data, grades, and teacher input were all considered. The percentage of students who were at or above the STAR reading Benchmark for grade-level reading increased from 49% to 56% during the school year.

Challenges

Getting books to students was challenging during the virtual part of the school year. Additionally, during the virtual part of the school year, it was challenging to build relationships with students and monitor students' daily reading during our third-period reading intervention class.

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

No material differences between the Proposed Expenditures and Estimated Actual 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.

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

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

School Site Council Membership

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

Classroom Teachers

Name of Members	Role
Hien Larson	Principal
Teresa Eppolito	Classroom Teacher
Julia Worster	Other School Staff
Joni Adomshick	Classroom Teacher
Jessica Keller	Classroom Teacher
Susie Overall	Parent or Community Member
Yvonne Moore	Parent or Community Member
Laurie Kuntz	Parent or Community Member
Bob Buchanan	Parent or Community Member
Marisol Duran-ELAC Representation	Parent or Community Member
Patricia Mejia-ELAC Representation	Parent or Community Member
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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

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 March 24, 2022.

Attested:

Hien Larson	Principal, Hien Larson on 3/24/2022
Susie Overall	SSC Chairperson, Susie Overall on

ACMS Budget Matrix

Category	Site Operational Funds (Resource 0395)	Intervention Funds (Goal 1456)	District EL (Resource 0791)	Lottery (Resource 1100)	Title I (Resource 3010)	Gate (Resource 0140)	Total
Alder Creek Middle School							
2021-22 Estimated Budget Allocations							
Salaries and Benefits (1000-3000)	-$2833.19	-	$2.45	-	-	$1.71	-$2829.03
Materials and Supplies (4300)	$14,433.60	-	$1.00	$7,595.33	-	$3000.00	$25,029.93
Professional Services/Outside Contract (5800)	$0.00	-	-	-	-	-	$0.00
Dues/Fees/Memberships (5300)	$0.13	-	-	-	-	-	$0.13
Training/Conference (5200)	$0.00	-	-	-	-	-	$0.00
Total	$11,600.54	$0.00	$3.45	$7595.33	$0.00	$3001.71	**$22,201.03**

ELAC-SPSA FEEDBACK-MARCH 15, 2022
6:00-7:00-ACMS LIBRARY

Comments. Concerns, and ideas for actions
- My children have all been very happy and comfortable here. They have also had good results in their education. I always get help or questions answered for whatever I need.
- So happy, content with this school. My children like learning and the teachers and feel comfortable.
- My son is happy and likes coming to school; I never have to force him. He is comfortable with the school and his friendships.
- I love the accelerated workshop so that they feel successful and like a leader.
- It is especially important that they have after school support if they need it. It is great to know that it is there.
- The school is always a place that I feel comfortable interacting with. Everyone is friendly and helpful. The children trust in the adults here, not just the teachers but the office staff too. It is great to have someone that you can communicate with without a language barrier; you feel listened to and heard.
- The social emotional environment is really important for us and we like that it is held up at this school. We find it really important how students feel connected with their teachers and we love when they come home telling stories about their teachers.

Patty motioned to approve the plan.
Marison second.
They all agreed.

Comentarios. Inquietudes e ideas de acción
- Mis niños siempre han sido bien y agusto aqui. Siempre han salido con buenos resultados. Cualquier tiempo que pide algo lo recibe.
- Contenda, feliz con todo
- Mi niño está feliz a venir a la escuela. Esta agusto con la escuela, amistades.

Envíe un correo electrónico si se le ocurre cualquier cosa mientras revisa el documento completo.

SCHOOL SITE COUNCIL FEEDBACK-MARCH 24, 2022

Staff is very reflective.

Feedback:
- Not a lot of coordination between elementary and middle school, consistency between what is being taught. Especially with math. Vertical articulation is key.
- Parent POV - STAR accessible to parents, but only happens when parent directly emails parents. It is not as easy to know where child is at. Takes a lot to really get deep on where children are at. Partnering with parents might help to help boost overall learning. What parent could be doing to support teachers? Testing strategies - quiet space, headphones, strategies.
- PRP - was helpful - put it in the plan to do each trimester.
- Parent teacher conferences - nice to have another later in the year to know where

students are at or push them back to January (might be too late).
- Parent information - to the CPM parent resource guide at the beginning of the school year.
- Communication with parents - having it all be online, is there a way to have a parent request to have it on paper. (Reason why it is online - Ed Services telling us that we are only doing it online or mail pdf or google form that requests it)
- Aeries - is it easy for teachers for teachers to post from teachers, flagged an assignment as a 1.5, and things to do to get the score up. Looking for an alert for when students might have. (Have teachers send out a message that they have updated grades)
- Opportunities for students to look at rubrics/proficiency scales when they get their work back to see how they can increase their scores.
- Survey students - what do you need to reflect in a better way.

Motions - Laurie Kuntz, motion to approve, Yvonne Moore second it.

Record who voted Laurie Kuntz, Bob Buchanan, Susie Overall, Yvonne Moore, Julia Worster

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Bob ~~Buccannna~~ Buchanan	Parent or Community Member
Marisol Duran-ELAC Representation *Marisol Durán*	Parent or Community Member
Patricia Mejia-ELAC Representation *Patricia Oe*	Parent or Community Member
Maria Venegas-ELAC Representation *Maria G. Venegas C.*	Parent or Community Member

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