School Plan Overview	
VISION AND MISSION	Alder's Vision: Alder Middle School will help students be life-long learners and prepare them to become successful, responsible, and productive members of society. Alder's Mission: Alder Middle School supports student learning by promoting a safe, engaging learning environment utilizing innovative technology and holding students accountable. We will help students acquire critical thinking skills in a dynamic classroom environment to prepare them for current and future success. Goal: Increase Student Achievement
SPSA HIGHLIGHTS (bullet points)	At Alder Middle School our focus is to increase student achievement and parent/community involvement. • To increase student interventions and extensions within the school day to enable students to succeed academically, • To provide professional development for teachers to aid in the support of students, to increase achievement in all subject areas; • To continue to provide PBIS (RISE) to promote positive behavior schoolwide in an effort to improve student achievement in a safe learning environment. • To increase parent and stakeholder involvement as a means of building community, opening lines of communication, and celebrating student success, and • To celebrate students and their academic accomplishments.
INCREASED OR IMPROVED SERVICES (bullet points)	Our PBIS initiative (RISE) will continue to promote positive behavior schoolwide trough Tier 1, 2, and 3 services to improve student achievement and maintain a safe learning environment for all students. Alder Middle School will continue to implement a coordinated effort to support Professional Learning Communities using common preps and pull out days. To continue PLC collaboration with increased focus on common assessments and close reading in all content areas. To monitor and improve ELD and ALD programs to meet the academic and linguistic needs of our students. To increase parent involvement and engagement.

Filipino	3	0.3
Hispanic	850	88.8
Two or More Races	10	1
Pacific Islander	2	0.2
White	39	4.1

School and Student Performance Data

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

Red

Yellow

Orange

Red

Red

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

4	1	1
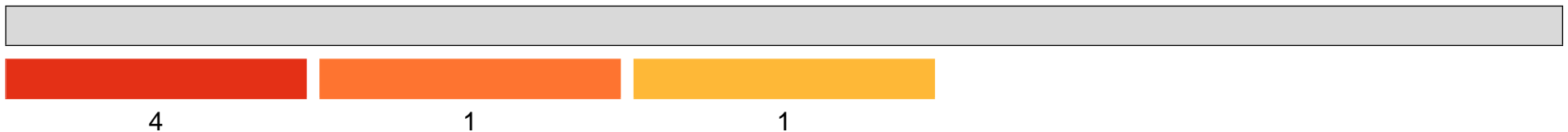
Orange 98.2 points below standard Increased +11.3 points 38 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Red 72.1 points below standard Decreased -14.5 points 789 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	Yellow 48.8 points below standard Increased +11.6 points 38 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Red

106.9 points below standard

Maintained -2.8 points

879 Students

Red 139 points below standard Decreased -9.5 points 38 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Red 107.3 points below standard Maintained -2.9 points 780 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	Yellow 77.6 points below standard Increased +10.2 points 38 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

School and Student Performance Data

Academic Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

School and Student Performance Data

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

Yellow	Yellow	Less than 11 Students
32.6% Chronically Absent	31.5% Chronically Absent	7 Students
Declined Significantly -8.9	Declined Significantly -8.1	
1060 Students	321 Students	

43.5% Chronically Absent	Yellow	Orange
Declined -3.2	34.7% Chronically Absent	42.2% Chronically Absent
23 Students	Declined Significantly -8.9	Declined -14.8
	901 Students	128 Students

Orange

9.7% suspended at least one day

Increased 3

1108 Students

Orange

10.1% suspended at least one day

Increased 3.8

335 Students

15.4% suspended at least one day

Declined -7.7

13 Students

12.5% suspended at least one day

Increased 1

24 Students

Orange

10.2% suspended at least one day

Increased 3.2

942 Students

Orange

11.4% suspended at least one day

Increased 2.5

140 Students

Yellow 8.6% suspended at least one day Declined -5.9 58 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Orange 9.8% suspended at least one day Increased 3.9 979 Students	9.1% suspended at least one day Declined -4.2 11 Students	Less than 11 Students 3 Students	Green 6.7% suspended at least one day Declined -1.5 45 Students

Student Climate Survey

Areas where growth was evident from previous year: School safety (+3-4%) and Positive Feelings (gr. 7-8 +4)

Areas of strength identified:

	Based on these observations, the focus will be providing continued support for teachers in increasing their skills in creating lessons at DOK levels 3 and 4, and increasing student engagement in collaborative lessons. In addition, time will be given to teachers to discuss student data and create action plans to increase achievement.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:
- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

| Use of state and local assessments to modify instruction and improve student achievement (ESEA) | In accordance with the ESEA, Alder Middle School uses state assessments to evaluate the effectiveness of our school-wide programs and identify areas needing additional resources or support for improvement. Our administrative and Instructional Leadership Team conduct an analysis to determine necessary steps for enhancing student achievement. Through this process, teachers and administrators utilize CAASPP data to identify trends, strengths, and weaknesses among student groups, guiding targeted interventions and support programs.

Alder Middle School also incorporates iReady data from our District assessment calendar to analyze student progress. Teachers received professional development about how to identify students that need more support and utilize small group instruction to address those needs.

Additionally, when scheduling general education, intervention, and honors classes, we utilize iReady results, SBAC ELA and Math results, current grades in ELA and Math classes, and teacher input to offer needed interventions classes and place students at promise in the needed intervention classes. |
|---|---|
| Use of state and local EL academic performance and language development data to determine EL student and program needs. | |

Opportunity and Equal Educational Access

	Utilized Bilingual aides to assist teachers and support the needs of RFEP EL students to promote academic and linguistic needs in core subjects. Identified EL students receive designated instruction based on their overall ELPAC (English Language Proficiency Assessments for California) score. Provided programs such as ALD, ELD, SEI are used to engage students and provide leveled practice to ensure academic and linguistic growth. Teachers use various strategies, including adjusting or modifying assignments, providing on-going individual and small group tutoring. All students receive Tier 1 PBIS supports, while PBIS Tier 2 and 3 supports promote a safe and positive learning environment for at promise students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.	Through our needs assessment, the following resource equities were revealed: Lack of a Monitoring process and early identification of students falling behind or making inadequate growth for student groups that qualify for ATSI. There are also limited professional development opportunities for teachers in specific subject areas. Counselors checked in with student groups that qualified for ATSI and students made some growth, but more support is needed. To address these issues, targeted interventions will be implemented, such as tutoring in ELA and Math, targeted professional development sessions focusing on monitoring student progress, and increased support services for student groups that qualify for ATSI. Progress will be monitored through regular assessments, surveys, and feedback mechanisms to ensure effective implementation and ongoing improvement.

Parental Engagement

Resources available for families to support their child(ren)'s education and assist under-achieving students.	Alder Middle School offers a variety of resources to support families in their children's education and assist underachieving students. Our Instructional Leadership Team meets monthly to examine data including the Panorama and LCFF survey to identify their specific needs and resources. These resources include family engagement workshops, parent-teacher conferences, access to educational materials and online platforms, and connections to community resources. Additionally, we offer continuous support through community referrals and prioritize empowering families to actively engage in their child's learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

Between November and March, the SSC closely monitored the progress of SPSA actions and services. The majority of actions were successfully implemented, with the exception of the additional funds that were allocated for PLC meetings. Due to the

SWP Requirements

Dance and Music
Program (Daily,
August-May

Address the needs of students at
risk of not meeting the challenging
State academic standards.

Provide common prep time for PLC meetings to work on common curriculum,
 assessments, analyze data, and determine best practice to help at promise students meet
 the State Standards,
Provide supplemental curriculum for ELA, Math, ELD and ALD to assist struggling learners
 in meeting State Standards,
Offer after school tutoring to English Learners and student groups identified in ATSI to
 improve academic outcomes.
Support EL 1 and EL 2 with the assistance of bilingual aides for the purpose of increasing
 student achievement and meeting State standards,
Provide resources for our most at-promise students through our guidance counselors,
 Climate & Culture coach, and Community Outreach Liaison
Provide professional development on strategies in writing, reading, listening, and speaking
 to increase student's academic language during designated and integrated EL instruction
 to increase student achievement.

PLC meeting (Weekly,

In ELA, the school average is 73 points below standard (-73.0 Distance from Standard) which is about 24.1 points below the district average for grades 6-8.

In math, the school average is 111.2 points below standard (-111.2 Distance from Standard) which is about 13.7 points below the district average for grades 6-8.

Grade Levels

In ELA, the percentage of Standard Not Met/Nearly Met was the highest in 6th grade and was about 7% lower in both 7th and 8th grades.

CAASPP Data Analysis – ALL Students

Identified Areas of Strength:

In ELA, listening and research/inquiry were relative areas of strength.
In math, communicating reasoning was a relative area of strength.

Identified Needs (Areas for Growth):

In ELA, writing and reading are areas for growth.
In math, concepts & procedures and problem solving, modeling & data analysis are areas for growth.

MAP Data Analysis – ALL Students

Females are outperforming males in projected standard met and exceeded by 10% in reading and males are outperforming females in projected standard met and exceeded by 5% in math.
IFEP, RFEP, Asian, and white student groups have the highest projected standard met and exceeded percentages at 29%.

Growth Trends:

Schoolwide
Students made nearly a year's growth in math and less than a year's growth in reading.
Less than 50% of students met their projected growth in reading and math.

Grade Levels
All grade levels made less than a year's growth with 8th grade making almost a year's growth in reading.
8th grade on average got slightly closer to the national norm in reading whereas 6th grade and 7th grade got further from the norm.
8th grade made one year of growth on average in math, whereas 6th grade almost made a year's worth of growth and 7th grade made less than a year's worth of growth.
6th and 8th grade got slightly closer to the norm in math whereas 7th grade got further from the norm in math.

Student Groups
African American, English Learner, and SWD groups had more growth in reading than all student group thus narrowing the achievement gap.
African American students had greater growth in math than the all student group thus narrowing the achievement gap.
English Learners and SWD students had similar growth to the all student group thus maintaining the achievement gap.

Identified Areas of Strength:

Schoolwide, vocabulary is a relative area of strength in reading.
Schoolwide, operations and algebraic thinking is a relative area of strength in math.

Identified Needs (Areas for Growth):

Schoolwide, all goal areas are areas of need, however, informational text is the greatest area of need in reading.
Schoolwide, all goal areas are areas of need, however, geometry is the greatest area of need in math.

List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):

CA Dashboard Analysis (Academic Indicator) - ALL Students
All students are demonstrating very low achievement in ELA and showed a decline from the prior year with a red performance on the Dashboard. Root Cause: A consistent school wide writing process has not been established. ELPI - Problem Statement: EL Students are demonstrating a low percentage of students making progress toward English proficiency based on ELPI levels. Root Cause: There was inconsistent implementation of the ELD/ALD curriculum and no systems in place to frequently progress monitor students' language acquisition.

Site Measures for Evaluating Actions/Services
Description of Site-Specific Data Collected for Progress-Monitoring
A variety of site-based metrics were used to measure student academic achievement (i-Ready Diagnostic and student grades), the implementation of professional learning (Teacher surveys, PLC agendas, CFAs), parent involvement (parent/participant surveys), and climate and culture (parent and student surveys).
Identified Areas of Strength:
Professional Learning Communities - surveys indicated teachers were engaged in the process and increased number of CFAs given Feedback from participants on parent workshops was positive Panorama survey showed growth in all areas
Identified Needs (Areas for Growth):
Need to develop strategies for increasing parent participation in workshops Need to provide time for teachers to review student data and create action plans to impact growth and achievement

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	PLCs - Collaborative Planning and assessment data analysis Writing and writing rubrics Parent Surveys for feedback

2024-25 Evidence-based Actions/Services		2024-25 Estimated Cost

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC

1C: Promote school connectedness by recognizing student achievements, providing PBIS and student leadership programs.
Associated costs
    Awards, Medals
    Certificates
    Printing
    Certificated Hourly
    Classified Hourly
    PBIS Awards
	Panorama Comparison Data (Fall-Spring)
	Grades Comparison Data (Q1, S1)
		All Students	Counselors
			PBIS Tier 1-3 Coaches
			WEB/REN Advisors
				15400	567

1D: Implement AVID and enrichment programs and exposure to colleges, technical trades, and careers.
Associated costs
    Institutes, Travel Conference and related costs
    AVID/GATE Coordinators
    Membership related costs
    College Tutors
    Instructional materials and organizational supplies
    Field Trips and related costs
    Substitute cost
    Additional Certificated and Classified Hourly
	Grades Comparison Data (Q1, S1)
	Student Survey
		All Students	AVID Coordinators
			Counselors
			GATE Coordinator
				30220	1300

1E: Provide Summer Bridge and extended learning opportunities to address skill deficits and prepare incoming students for middle school
Associated Costs:
    Certificated and Classified Hourly
    Summer Bridge Coordinator
	Pre and Post Assessment				

CAASPP Data Analysis – EL Students

In ELA, English Learners have 21.6% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance from Standard 62 points below the All-Student group.

In math, English Learners have 12% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance from Standard 65.4 points below the All-Student group.

How does the EL Student Group growth compare to the ALL-Student Group?

English Learners improved their percent met/exceeded in both ELA and math.

In ELA, English Learners decreased in percent met/exceeded by 5.5% which was greater than the 3.6% decrease for the All-Student group.

In math, English Learners improved percent met/exceeded by 0.1% which was close to the 0.2% improvement for the All-Student group.

In ELA, English Learners declined in Distance from Standard by 22 points while the All-Student group declined by 14.4 points, thus widening the achievement gap.

In math, English Learners declined in Distance from Standard by 17.5 points while the All-Student group declined by 5.1 points thus widening the achievement gap.

Identified Areas of Strength:

There is a relative area of strength in ELA although there was a decrease in percent met/exceeded.

There is a relative area of strength in listening for English Learners.

There is a relative area of strength in communicating reasoning for English Learners.

Identified Needs (Areas for Growth):

Areas of growth include both ELA and math.

Writing is the greatest area of need for English Learners.

Concept and procedures are the greatest area of need for English Learners.

MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

In reading, English Learners are performing significantly below the all-student group with 31% more students in the bottom two achievement bands.

In math, English Learners are performing significantly below the all-student group with 24% more students in the bottom two achievement bands.

MAP Data Analysis – EL Students
How does the EL Student Group growth compare to the ALL-Student Group?
In reading, English Learners made slightly more growth than the all student group. In math, English Learners made about the same amount of growth as the all student group.
Identified Areas of Strength:
All goal areas are areas of need in reading and math. In reading, vocabulary is a relative area of strength for English Learners. In math, real and complex numbers is a relative area of strength for English Learners.
Identified Needs (Areas for Growth):
In reading, literary text is the great area of need. In math, geometry is the greatest area of need.

CA Dashboard Analysis (Academic Indicator) – EL Students
How does the EL Student Group achievement compare to the All-Student Group?

English Language Arts
     English Learner performance level on the Dashboard is red which is the same color for All Student group.
 	
Math
     English Learner performance level on the Dashboard is red which is the same color for All Student group.

How does the EL Student Group growth compare to the All-Student Group?
In ELA, English Learners decreased in performance from the prior year which is the same as the All Student group, thus maintaining the achievement gap.   In math, English Learners decreased in performance levels from the prior year while the All Student Group maintained their performance level, thus widening the achievement gap.

Site Measures for Evaluating Actions/Services
Description of Site-Specific Data Collected for Progress-Monitoring
A variety of site-based metrics were used to measure student academic achievement (Classroom-based assessments and student grades) and the implementation of professional learning (Teacher surveys, classroom walkthrough data, student grades for ELs)
Identified Areas of Strength:
Teachers indicate that EL students have improved in academic language skills based on classroom-based assessments and grades. Implementation of strategies learned in PD is evident in classrooms.
Identified Needs (Areas for Growth):
Strategies and skills learned in ELD/ALD is not translating into other content areas. Need to focus more on literary text and geometry for English Learners.

Based on qualitative and quantitative
data analysis, identified needs, and

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC

1a. 2: Provide PD to teachers on evidence-based practices to teach English Learners in the areas of reading, writing, listening, and speaking.
Expenditures:
    Supplemental printing
    Travel/Conference and related costs
    Teacher resources and materials
    Certificated and classified hourly
    Sub coverage
	Walkthrough data
	
	i-Ready ELA
	District Benchmarks
		All English Learners	EL TOA
			ELA TOA
			Teachers
			EL Site Monitor
					4800

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in reading comprehension and receptive language.			
	46% - Beginning Development	54% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	6% - Well Developed 81% - Somewhat/Moderately Developed 13% - Beginning Development	9% - Well Developed 72% - Somewhat/Moderately Developed 19% - Beginning Development	

CA Dashboard Analysis (English Learner Progress Indicator) – EL Students

ELPI Performance (Status AND Change)

43.6% of English Learners made adequate progress toward English proficiency which was a decline of 11% from the prior year.
The percent of English Learners making progress is considered "low".

Site Measures for Evaluating Actions/Services

Description of Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure EL student language acquisition (grades and pre-post assessments).

Identified Areas of Strength:

All students that participated in tutoring achieved their goals.

Identified Needs (Areas for Growth):

Services related to this goal did not translate into improved grades from Quarter 1 to Semester 1.
There is a need to increase the number of EL students participating in tutoring.
There is a need to examine how we are modifying/scaffolding classroom assignments and tests to support access to the curriculum for our English Learners.

LEA/School GOAL 2:			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Increase Amount to 1a2: Provide PD to teachers on evidence-based practices to teach English Learners in the areas of reading, writing, listening, and speaking.	All English Learners	10000	EL TOA ELA TOA Teachers EL Site Monitor
Increase Amount to 1b1: Provide tutoring to promote language acquisition.	All English Learners	10000	EL TOA Teachers EL Site Monitor Bilingual Aides

Increase Amount to 1F: Provide targeted tutoring in ELA and Math to increase student achievement.
 	
Associated costs
    Additional Certificated and Classified Hourly
    Printing
    Instructional Materials
    Contracted Services
 	
Metric: Grades Comparison Data (Q1, S1)
	All students - especially SWD, Homeless, and African American Student Groups	20000	Teachers
			ILT Members

1G: New Action Offer professional development opportunities aimed to improve instruction and increase student achievement. Professional Development Topics include: Blended and Online Learning Practices Differentiation and Intervention for underperforming students Co-teaching and Collaborative Models for underperforming students STEM and Technology Training PLC Peer Observation Expenditures: Certificated and Classified Hourly	Teachers supporting all student groups	48000	Teachers ILT Members

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Consultant or Program and related fees Travel and conference fees PD resources both digital and print Metric: i-Ready Achievement Data, CFA Data, Observations and Feedback			

RECOMMENDATIONS AND ASSURANCES

RECOMMENDATIONS AND ASSURANCES

Name of School:

The school site council (SSC) recommends this school plan and proposed
~~expenditures to the district governing board for approval and assures the~~

May 13, 2024

board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.