School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Antelope Crossing Middle School
Address	9200 Palmerson Drive Antelope, CA 95843
County-District-School (CDS) Code	31-66803-6112072
Principal	Jaime Hanan
District Name	Dry Creek Joint Elementary School District
SPSA Revision Date	October 26, 2023
Schoolsite Council (SSC) Approval Date	October 26, 2023
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

Antelope Crossing Mission Statement
The mission of Antelope Crossing Middle School is to provide students with a meaningful and challenging common core standards-based curriculum in a safe and positive learning environment, which focuses on academic proficiency and physical well-being, while encouraging individual and social responsibility.

Antelope Crossing Vision
We envision Antelope Crossing Middle School as a place where students, staff, parents, and the community are empowered and inspired to become independent life-long learners in an environment of respect and responsibility.

School Profile

Antelope Crossing Middle School, home of the Cougars, is an award-winning Title 1 school (CA Distinguished School, California Pivotal Practice School) serving the Antelope/Dry Creek community since 1994. Twenty-nine years later, with pride, ACMS is the largest of the nine schools in the district, serving a diverse population of 1,060 sixth, seventh, and eighth-grade students.

Antelope Crossing Middle School strives to provide all students a safe, supportive, respectful, and engaging environment. Visitors to Antelope Crossing Middle School will observe the positive interaction between adults and students, a focus on high achievement in academics, support for the social-emotional health of our students, and the many opportunities provided to students to be involved in the school community. Antelope Crossing's curriculum is rigorous, engaging, and Common Core standards-based. The school has a robust exploratory program, including an award-winning band program and a Project Lead the Way program to provide students with 21st Century based skills of communication, collaboration, critical thinking, and creativity needed to succeed in today's world. The Project Lead the Way and Band programs work collaboratively with Antelope High School to give students exposure and connections to make informed decisions on their high school elective courses. Extracurricular and enrichment opportunities include Jazz Band, Homework Club, World Culture Club, National Junior Honor Society, Art Collaborative, Creating Writing, Student Council, Where Everyone Belongs (WEB), and nine athletic teams.

As we enter this 2023-24 school year, I am excited to introduce the theme that will guide us through our endeavors: ACMS United. ACMS United represents the spirit of the core values that we identified as a staff last year: support, safety, respect, and fun! Bringing these values together within the ACMS United theme fosters a positive, inclusive school culture, signifies the power of collective effort, and highlights the strength of individuals joining forces for a common purpose. Our theme, "ACMS United" is embedded in our school culture and our programs and offerings demonstrate a collective effort to provide connection and a sense of belonging for all students.

Antelope Crossing Middle School offers an excellent academic program based on serving the needs of each student. The school follows a modified traditional calendar, allowing for early release on Mondays for students so that teacher collaboration and intervention planning may occur. Our Title 1 school programs include our Response to Intervention (RTI) program and the Positive Behavior Interventions and Supports (PBIS) program. We serve the needs of struggling students through a 30-minute intervention period Tuesday - Friday (PAW period) built into the day based on students' needs in literacy and mathematics. School staff and administration meet regularly to analyze data and monitor students for intervention services. In addition, we challenge academically gifted students through our Gifted and Talented Education (GATE) program. Our technology resources are abundant for students with a 1 to 1 Chromebook ratio in all core classrooms, which are checked out to students and taken to and from school each day. We are in our sixth year of school-wide implementation of PBIS in which we focus on achieving the "The Cougar Code" of being safe, responsible, respectful, and kind on campus. Students who exhibit these expectations are recognized with "Cougar Points" to exchange for positive incentives.

Diversity is one of Antelope Crossing Middle School's greatest strengths. Over 20% of our students are English Language Learners, and we have over 32 different languages represented at our school. Fifty-two percent of the school population is identified as socio-economically disadvantaged. Title I funds are allocated to schools based on the percentage of students identified as socio-economically disadvantaged (SED). We have a full-time English Learner and Title 1 teacher who are intervention specialists to provide direct support and resources to students to achieve their educational goals.We have a newcomer program for our students who have been in the United States for less than one year. All teachers at Antelope Crossing integrate Guided Language Acquisition and Design (GLAD) strategies cross-curricular to give all students access to the core curriculum and concepts through multiple modalities and strategies. Our

World Culture Club and all Antelope Crossing Middle School staff demonstrate cultural awareness daily through respect and support of the diverse population, literature selections, history courses, and enrichment activities. The end of the year will culminate with a celebration of our diverse Antelope Community at the Antelope World's Fair, where all families of the Antelope Dry Creek Joint Elementary Schools are invited to share in cultural food, performances, and celebration.

At ACMS, we have multiple social-emotional supports to provide students with skills and spaces to understand and manage their emotional, social, and academic success. All 6th grade students will receive lessons for social-emotional management during Trimester 1 in Middle School Discovery and all students receive lessons throughout the year using the Second Step curriculum. Understanding the importance of social-emotional health as being as important as academic success, Antelope Crossing Middle School has partnered with Wellness Together to provide mental health counselors for students with the greatest social-emotional challenges and with "Trust One" to provide mental health interventions and leadership mentoring. All students have access to our two full-time school counselors and access to a Calming Room as a space to self-monitor emotions. We also have our Cougar Restorative Center staffed with a full-time teacher to provide a space for emotional and behavioral management instructional support.

Parents are an integral part of our school community as partners in the education of our students. Volunteers serve to assist teachers and ACMS staff inside and outside the classroom. Parents have the opportunities to engage in school through participation in the School Site Council, PTC, ELAC meetings, Parent Academy, and multiple family events throughout the school year.

Title I and other school funds are used at Antelope Crossing Middle School to continue professional development. During the 2023-2024 school year, teachers will receive professional development in Building Thinking Classrooms in Math and Tier 1 Instructional strategies for all subjects in EduProtocols. We had seven new staff members join our Cougar Team this fall, and we continue to focus on PBIS supports so that all staff understand procedures and protocols and, most importantly, these expectations can be modeled for our students. Title I funds are used to purchase materials for English Language Development (ELD), Guided Language Acquisition Design (GLAD), intervention, and common core instruction. After-school interventions, staff professional development, student assemblies, student incentives for positive behavior and attendance, and student club/enrichment programs will be implemented to increase teacher effectiveness, improve student engagement, and improve school climate, building connections and resulting in improved student outcomes.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Antelope Crossing Middle School.
As a school-wide Title 1 funded program, we have been identified as eligible for Additional Targeted Support and Improvement based on student group performance status levels on the 2022 Dashboard data. Antelope Crossing Middle School met ATSI eligibility in the state measure of Chronic Absenteeism for all students, Academic Indicators of Math and English Language Arts for students with disabilities, and Suspension Rates for students with disabilities.

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

At Antelope Crossing Middle School, we collectively (all engagement partners) analyzed the 2022 CA State Dashboard. We determined our strengths and areas for improvement, including those identified as eligible for Additional Targeted Support and Improvement. Through a comprehensive needs assessment process with many of our engagement partners, we implemented a tool in the theory of Improvement method known as the Driver Diagram. We used the Driver Diagram to help guide and translate our data analysis, stakeholder input, and goal into an improvement aim and primary and secondary drivers and created changes of practice tied to measurable outcomes. We then created three strategic plans in the state measures of Chronic Absenteeism for all students, Academic Indicators of Math and English Language Arts for students with disabilities, and Suspension Rates for students with disabilities. The goals for each plan are as follows:

The percentage of chronic absenteeism for all students will decrease by 10%, as measured by the Antelope Crossing Dashboard report for the 2023-2024 school year. The change practices will include recognition of attendance, the advisory program with social-emotional lessons, relationship building, one-on-one conferences, and implementation of attendance team meetings to ensure fidelity of parent/student attendance meetings to support and address barriers. Measurable outcomes will be the percentage of students reporting positively on the school climate survey about relationships and connections increasing, the percentage of chronically absent students reported every other week decreasing, and the number of classrooms celebrating 100% positive attendance rates increasing.

Students with disabilities will increase proficiency in ELA and Math by +50 points as measured by the CA Dashboard report for the 2023-2024 School year. The change practices will include the implementation of weekly planning time for our general education and special education teachers (co-teaching teams), focused tiered three instruction based upon data analysis, and training for co-teaching teams. Measurable outcomes will be the number of times co-teachers plan each month, student improvement on collaborative conference progress monitoring, and an increase in students with disabilities scores on essential standards achievement.

Students with disabilities Suspension Rates will decrease by 8% in status as measured by the Antelope Crossing Dashboard for the 2023-2024 school year. The change practices will include one-on-one conferencing with the case manager, behavior plans written and monitored, a log of review of the student handbook, check-in and check-out and behavior contracts, and student rewards based on preferred areas of interest. Measure outcomes will be the SEL meetings and data spreadsheet completed weekly, log of check-in and check-out and behavior contract reviews, and decrease in student discipline at bi-monthly review meetings.

This plan to improve student group performance will be reflected in the goals, evidence-based strategies, services, and expenditures pages.

Educational Partner Engagement

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

At Antelope Crossing Middle School, we believe all engagement partners should be involved in developing, maintaining, and reviewing all school goals and programs. On an ongoing basis, school staff, the English Language Advisory Committee (ELAC), serving English Learners, the School Site Council, representatives of parents, teachers, staff, administrators, students, and our student advisory analyze school data and provide input on our school goals and academic programs that are monitored through the Single Plan for Student Achievement (SPSA). We adjust our goals, strategies, and actions based on data and collected feedback from our engagement partner groups.

In addition to the in-person meetings, Antelope Crossing seeks input via an annual student, parent, and staff survey in partnership with Hanover Research. The survey captures information needed to align our continued efforts to support students.

ELAC Committee Meetings: 9/21/23, 1/25/24, 5/2/24
School Site Council Meetings: 9/21/23, 10/19/23, 11/16/23, 1/18/24, 2/15/24, 3/14/24, 4/18/24, 5/16/24

Resource Inequities

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

At Antelope Crossing Middle School we did not determine any resource inequities in any grade level. We continually monitor student needs. We also review a curated list of research based resources that can be used to address specific needs. If a resource is not available at the site, then we make a collective decision to obtain the additional resources needed.

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.43%	0.31%	4	4	3
African American	6.0%	6.84%	6.92%	53	64	67
Asian	9.8%	11.86%	12.91%	86	111	125
Filipino	2.4%	2.46%	2.38%	21	23	23
Hispanic/Latino	23.3%	24.25%	25.1%	205	227	243
Pacific Islander	0.7%	0.53%	0.52%	6	5	5
White	47.4%	43.06%	42.46%	417	403	411
Multiple/No Response	9.9%	10.58%	9.3%	87	99	90
			Total Enrollment	879	936	968

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	290	319	329
Grade 7	294	309	330
Grade 8	295	308	309
Total Enrollment	879	936	968

Conclusions based on this data:

1. Overall enrollment at Antelope Crossing Middle School has increased from 879 in 2020-2021 to 936 in 2021-2022 and 968 in 2022-2023. Based on construction commitments with the community, the ACMS population will continue to grow over the next few years.
2. All sub groups have increased from 2021-2022 to 2022-2023 except for our American Indian sub group, which decreased 4 to 3 students and the multiple/no response sub group decreased 99 to 90.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	140	122	169	15.90%	13.0%	17.5%
Fluent English Proficient (FEP)	207	234	235	23.50%	25.0%	24.3%
Reclassified Fluent English Proficient (RFEP)	23	31		16.4%	25.0%	17.0%

Conclusions based on this data:

1. English Language Learners make up 17.5% of the ACMS student population in 22-23. This number has increased by 4.5% from 21-22. The percentage of Fluent English Proficient studentsdecreased by 0.7% from the previous year.
2. All staff members, with the exception of new hires this year have been trained in Guided Acquisition Language by Design (GLAD) to provide English Language Learners with the greatest amount of strategies for learning in all core areas. GLAD training and refresher training will continue to be offered to staff.
3. The ACMS English Learner population will continue to drive our professional development for staff and significant budget allocations for curriculum and services will go to serving our second language learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	286	315	348	279	304	344	279	304	344	97.6	96.5	98.9
Grade 7	282	307	341	279	298	337	279	298	337	98.9	97.1	98.8
Grade 8	279	314	315	271	306	307	271	306	307	97.1	97.5	97.5
All Grades	847	936	1004	829	908	988	829	908	988	97.9	97.0	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2501.	2525.	2496.	8.96	16.45	12.79	31.18	34.21	25.58	30.82	28.62	27.62	29.03	20.72	34.01
Grade 7	2576.	2557.	2554.	21.51	15.10	15.73	41.58	42.28	39.76	25.81	25.17	24.04	11.11	17.45	20.47
Grade 8	2566.	2576.	2548.	13.28	16.01	13.36	39.85	42.48	31.92	25.46	23.53	27.36	21.40	17.97	27.36
All Grades	N/A	N/A	N/A	14.60	15.86	13.97	37.52	39.65	32.39	27.38	25.77	26.32	20.51	18.72	27.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	16.13	20.72	17.44	56.99	59.87	50.29	26.88	19.41	32.27
Grade 7	23.66	19.19	19.58	62.37	66.33	65.88	13.98	14.48	14.54
Grade 8	17.71	22.30	15.64	59.04	60.98	58.63	23.25	16.72	25.73
All Grades	19.18	20.75	17.61	59.47	62.36	58.20	21.35	16.89	24.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	5.04	14.14	8.45	56.12	55.26	51.31	38.85	30.59	40.23
Grade 7	26.52	21.21	20.77	58.42	56.90	51.93	15.05	21.89	27.30
Grade 8	16.67	16.39	12.75	60.00	61.97	52.94	23.33	21.64	34.31
All Grades	16.08	17.22	14.00	58.16	58.06	52.03	25.76	24.72	33.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.75	16.12	12.50	75.27	72.70	72.97	13.98	11.18	14.53
Grade 7	13.26	10.77	15.73	77.06	79.80	74.48	9.68	9.43	9.79
Grade 8	12.92	17.38	17.59	76.01	77.05	68.40	11.07	5.57	14.01
All Grades	12.30	14.79	15.18	76.12	76.49	72.06	11.58	8.72	12.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	14.70	17.43	13.08	65.59	70.07	66.86	19.71	12.50	20.06
Grade 7	30.47	20.20	18.99	63.08	65.99	64.39	6.45	13.80	16.62
Grade 8	27.68	21.97	19.22	59.78	68.52	67.10	12.55	9.51	13.68
All Grades	24.25	19.87	17.00	62.85	68.21	66.09	12.91	11.92	16.90

Conclusions based on this data:

1. The 2022-2023 CAASPP data shows 46.36% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" in English Language Arts. This is an overall decrease of 9.15% from the 2021-2022 school year.

   Further disaggregation of the data indicates ACMS had the highest percentage of students scoring "Above and At or Near Standards" in the claim of "Listening: Demonstrating effective communication skills" with 87.27% and the lowest percentage of students scoring "Above and At or Near Standards" in the claim of "Writing at 72.06%.: Producing clear and purposeful writing." This information will guide a focus on writing across the disciplines.

2. Antelope Crossing Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	286	315	348	281	308	347	281	308	347	98.3	97.8	99.7
Grade 7	282	307	341	279	298	338	279	298	338	98.9	97.1	99.1
Grade 8	279	314	315	271	306	313	271	304	313	97.1	97.5	99.4
All Grades	847	936	1004	831	912	998	831	910	998	98.1	97.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2506.	2514.	2486.	9.96	16.56	13.26	20.64	22.08	15.27	37.72	26.95	27.95	31.67	34.42	43.52
Grade 7	2544.	2531.	2535.	15.41	15.44	17.75	27.24	22.15	21.89	34.41	31.21	30.18	22.94	31.21	30.18
Grade 8	2545.	2549.	2536.	18.82	20.72	18.53	15.87	18.09	18.21	27.31	28.95	25.56	38.01	32.24	37.70
All Grades	N/A	N/A	N/A	14.68	17.58	16.43	21.30	20.77	18.44	33.21	29.01	27.96	30.81	32.64	37.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	8.90	13.64	11.24	54.45	51.30	43.23	36.65	35.06	45.53
Grade 7	17.92	15.44	17.46	55.56	56.04	51.18	26.52	28.52	31.36
Grade 8	16.97	19.74	19.17	53.14	50.00	48.88	29.89	30.26	31.95
All Grades	14.56	16.26	15.83	54.39	52.42	47.70	31.05	31.32	36.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	7.47	14.61	10.95	61.92	53.90	46.97	30.60	31.49	42.07
Grade 7	16.49	12.08	16.86	66.31	61.07	55.92	17.20	26.85	27.22
Grade 8	16.24	17.76	14.06	52.77	52.96	50.80	31.00	29.28	35.14
All Grades	13.36	14.84	13.93	60.41	55.93	51.20	26.23	29.23	34.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	12.10	17.53	12.68	65.48	60.71	53.31	22.42	21.75	34.01
Grade 7	17.56	14.77	18.34	71.68	66.11	61.54	10.75	19.13	20.12
Grade 8	17.71	19.41	13.74	63.84	61.18	60.06	18.45	19.41	26.20
All Grades	15.76	17.25	14.93	67.03	62.64	58.22	17.21	20.11	26.85

Conclusions based on this data:

1. The 2022-2023 CAASPP data shows 34.87% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" in Mathematics. This is a 3.48% decrease from 2021-2022 school year.

   Further disaggregation of the data indicates ACMS had the highest percentage of students scoring "Above and At or Near Standards" in the claim of "Communicating Reasoning" with 73.13% and the lowest percentage of students scoring "Above and At or Near Standards" in the claim of "Concepts and Procedures" with 63.53%. This is a 5.15% decrease in the claim of "Concepts and Procedures" when compared to last year. We are hopeful with the teacher training and implementation of Building Thinking Classrooms, that we will see an increase of Mathematics in the area of Concepts and Procedures for the 2023-2024 school year.

2. Antelope Crossing Middle School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of Mathematics.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1558.2	1533.4	1527.1	1588.5	1537.5	1535.8	1527.4	1528.8	1517.9	42	39	78
7	1588.4	1572.2	1564.3	1618.3	1585.3	1581.6	1557.9	1558.9	1546.5	30	39	42
8	1599.4	1587.6	1548.0	1619.6	1594.3	1570.0	1578.8	1580.4	1525.6	37	20	41
All Grades										109	98	161

Overall 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	47.62	25.64	34.62	23.81	43.59	25.64	19.05	20.51	16.67	9.52	10.26	23.08	42	39	78
7	53.33	48.72	35.71	33.33	23.08	45.24	6.67	20.51	9.52	6.67	7.69	9.52	30	39	42
8	56.76	45.00	31.71	35.14	40.00	21.95	5.41	5.00	17.07	2.70	10.00	29.27	37	20	41
All Grades	52.29	38.78	34.16	30.28	34.69	29.81	11.01	17.35	14.91	6.42	9.18	21.12	109	98	161

Oral 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	59.52	53.85	55.13	23.81	33.33	17.95	9.52	5.13	7.69	7.14	7.69	19.23	42	39	78
7	66.67	56.41	61.90	23.33	33.33	26.19	6.67	2.56	4.76	3.33	7.69	7.14	30	39	42
8	72.97	55.00	51.22	21.62	35.00	12.20	2.70	0.00	14.63	2.70	10.00	21.95	37	20	41
All Grades	66.06	55.10	55.90	22.94	33.67	18.63	6.42	3.06	8.70	4.59	8.16	16.77	109	98	161

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.14	2.56	5.13	26.19	23.08	34.62	42.86	51.28	23.08	23.81	23.08	37.18	42	39	78
7	13.33	23.08	14.29	46.67	20.51	28.57	26.67	38.46	42.86	13.33	17.95	14.29	30	39	42
8	24.32	35.00	7.32	45.95	35.00	26.83	24.32	20.00	21.95	5.41	10.00	43.90	37	20	41
All Grades	14.68	17.35	8.07	38.53	24.49	31.06	32.11	39.80	27.95	14.68	18.37	32.92	109	98	161

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	40.48	15.38	19.23	50.00	76.92	55.13	9.52	7.69	25.64	42	39	78
7	40.00	17.95	21.43	56.67	69.23	71.43	3.33	12.82	7.14	30	39	42
8	29.73	25.00	17.07	62.16	65.00	46.34	8.11	10.00	36.59	37	20	41
All Grades	36.70	18.37	19.25	55.96	71.43	57.14	7.34	10.20	23.60	109	98	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	80.49	71.79	67.95	9.76	23.08	14.10	9.76	5.13	17.95	41	39	78
7	86.67	82.05	83.33	10.00	10.26	9.52	3.33	7.69	7.14	30	39	42
8	89.19	80.00	70.73	8.11	10.00	12.20	2.70	10.00	17.07	37	20	41
All Grades	85.19	77.55	72.67	9.26	15.31	12.42	5.56	7.14	14.91	108	98	161

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.29	2.56	7.69	30.95	48.72	43.59	54.76	48.72	48.72	42	39	78
7	30.00	28.21	11.90	43.33	43.59	54.76	26.67	28.21	33.33	30	39	42
8	29.73	35.00	19.51	51.35	45.00	24.39	18.92	20.00	56.10	37	20	41
All Grades	23.85	19.39	11.80	41.28	45.92	41.61	34.86	34.69	46.58	109	98	161

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	23.81	7.69	21.79	69.05	84.62	52.56	7.14	7.69	25.64	42	39	78
7	0.00	12.82	19.05	93.33	82.05	69.05	6.67	5.13	11.90	30	39	42
8	2.70	15.00	0.00	94.59	75.00	70.73	2.70	10.00	29.27	37	20	41
All Grades	10.09	11.22	15.53	84.40	81.63	61.49	5.50	7.14	22.98	109	98	161

Conclusions based on this data:

1. ACMS had 161 EL students take the ELPAC, and 63% of these students scored either a Level 3 or Level 4 on the exam. Students not scoring at these levels are enrolled in our Newcomer Class for English Language Learners.
2. The domain ACMS students scored the highest in was the "Speaking Domain" with nearly 72.67% of all EL students scoring at "Well Developed." The domain ACMS students scored the lowest in is "Written Language," where only 8.07% of students scored at Level 4 in this area. Lexia EL and Read Naturally, along with text-to-speech, are being used to improve this area for our EL students. Student literacy is a priority for all students at

ACMS, and intervention groups are working on this domain during our intervention, thirty-minute "PAW" period four days each week, and EL tutoring groups.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
936	**47.1**	**13.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Antelope Crossing Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	13.0
Foster Youth		
Homeless	18	1.9
Socioeconomically Disadvantaged	441	47.1
Students with Disabilities	86	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	64	6.8
American Indian	4	0.4
Asian	111	11.9
Filipino	23	2.5
Hispanic	227	24.3
Two or More Races	99	10.6
Pacific Islander	5	0.5
White	403	43.1

Conclusions based on this data:

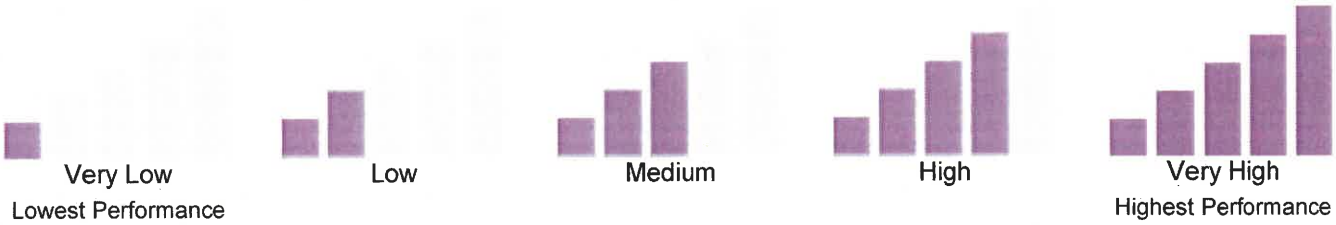
1. Well over half of ACMS students are Socio-economically Disadvantaged. Efforts will continue to get students on free and reduced lunch that meet this criterion and counseling resources and staff training for Title I school success will be a yearly focus.
2. ACMS students are diverse and rich with culture. With a population of White students under 50%, our annual Antelope Community World's Fair celebrating cultural differences and ordering supplemental materials rich in diversity will be a continual goal.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress High		

Conclusions based on this data:

1. Overall, the English Language Arts performance level for all students was medium.

   Overall, the Mathematics performance level for all students was low.

   English Learner Progress was a performance level of high.

Chronic Absenteeism for all students was at a performance level of very high and put ACMS in Additional Targeted Support and Improvement.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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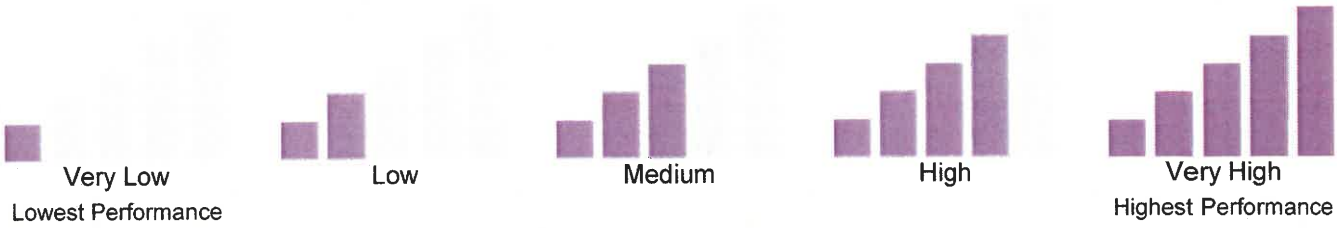


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

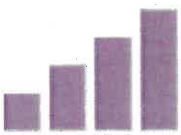
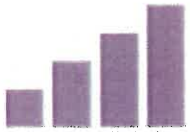
Very Low	Low	Medium	High	Very High
1	5	0	2	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium 5.2 points above standard 863 Students	Low 22.0 points below standard 230 Students	No Performance Level 2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 90.3 points below standard 16 Students	Low 11.5 points below standard 421 Students	Very Low 116.7 points below standard 79 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Low 22.5 points below standard 58 Students	No Performance Level 4 Students	 High 37.3 points above standard 109 Students	No Performance Level 29.5 points above standard 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 6.7 points below standard 215 Students	 Low 15.5 points below standard 91 Students	No Performance Level 5 Students	 High 10.4 points above standard 359 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.8 points below standard 86 Students	6.0 points above standard 144 Students	2.7 points above standard 528 Students

Conclusions based on this data:

1. The performance levels for Students with Disabilities in English Language Arts was a very low (116.7 points below standard) and identified ACMS for Additional Targeted Support and Improvement.

2. The 2022 Dashboard provides English Language Arts data for our English Learners. Current English Learners (86 students) scored 68.8 points below standard and the Recleassified English Learners scored 6.0 points above standard.

3. Asian students (109 students) and White (359 students) achieved a high performance level.

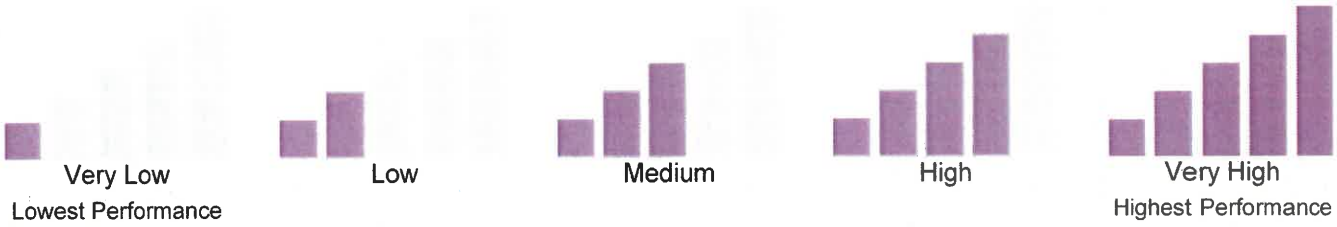
   Subgroups of African American, Hispanic, and Two or More Races had a low performance level in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	5	1	1	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low 34.7 points below standard 863 Students	Low 66.2 points below standard 230 Students	No Performance Level 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 135.5 points below standard 16 Students	Low 53.7 points below standard 420 Students	Very Low 170.2 points below standard 79 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Low 94.8 points below standard 59 Students	No Performance Level 4 Students	High 8.2 points above standard 108 Students	No Performance Level 13.9 points below standard 22 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 58.1 points below standard 216 Students	Low 42.2 points below standard 91 Students	No Performance Level 5 Students	Medium 23.4 points below standard 358 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.5 points below standard 86 Students	39.8 points below standard 144 Students	36.6 points below standard 529 Students

Conclusions based on this data:

1. The performance levels for Students with Disabilities in Mathematics was a very low (170.2 points below standard) and identified ACMS for Additional Targeted Support and Improvement.
2. The 2022 Dashboard provides Mathematics data for our English Learners. Current English Learners (86 students) scored 110.5 points below standard and the Recleassified English Learners scored 39.8 points below standard.
3. Asian students (108 students) were the only subgroup to score in the high performance level in the area of Mathematics

   Subgroups of African American, Hispanic, and Two or More Races had a low performance level in the area of Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

60.5 making progress towards English language proficiency

Number of EL Students: 86 Students

Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	23.3%	19.8%	40.7%

Conclusions based on this data:

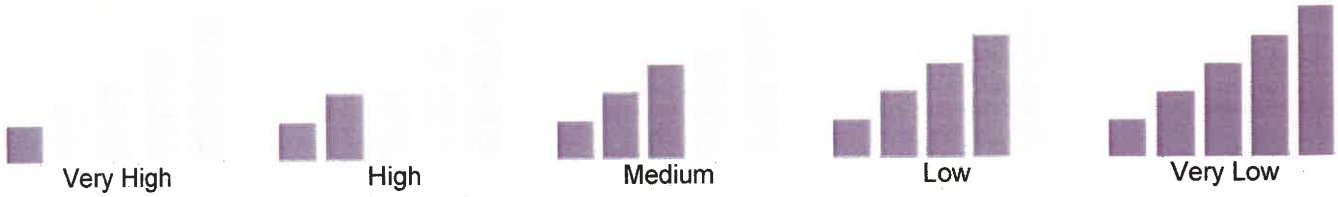
1. 83.7% of the current EL students maintained or progressed at least one ELPI level.ELPI level.
2. ACMS has a specialized class for all new to the country English Language Learners.
3. Each year, all EL students meet with our EL teachers to set goals for reclassification which are shared with parents regularly throughout the school year so that students may also monitor their progress toward academic goals.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
6	1	1	0	0

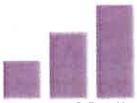
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High 23.2% Chronically Absent 983 Students	High 19.8% Chronically Absent 131 Students	No Performance Level Less than 11 Students 2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 52.2% Chronically Absent 23 Students	Very High 28.1% Chronically Absent 487 Students	Very High 31.6% Chronically Absent 95 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Medium	No Performance Level
29% Chronically Absent	Less than 11 Students	6.7% Chronically Absent	17.4% Chronically Absent
69 Students	4 Students	119 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
24.7% Chronically Absent	30.1% Chronically Absent	Less than 11 Students	25% Chronically Absent
243 Students	103 Students	6 Students	416 Students

Conclusions based on this data:

1. Chronic Absenteeism for all students was at a performance level of very high (23.2% chronically absent) and put ACMS in Additional Targeted Support and Improvement.
2. Socioeconomically disadvantaged students (28.1%) and Students with Disabilities (31.6%) had the highest percentage of chronic absenteeism when disaggregated by student groups on the Dashboard.
3. African Americans (29%) and Two or More Races (30.1%) had the highest percentage of chronic absenteeism when disaggregated by race/ethnicity on the Dashboard.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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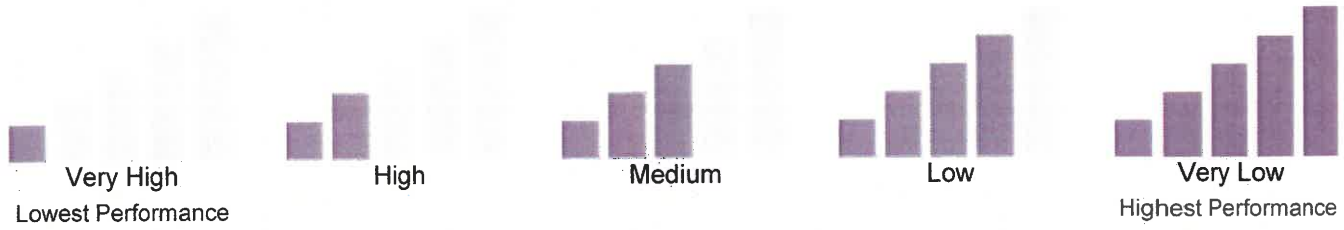


This section provides number of student groups in each level.

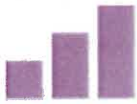
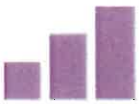
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
2	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium 6% suspended at least one day 1007 Students	Medium 2.2% suspended at least one day 139 Students	No Performance Level Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 10.7% suspended at least one day 28 Students	High 8.3% suspended at least one day 504 Students	Very High 18% suspended at least one day 100 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	Low	No Performance Level
19.2% suspended at least one day	Less than 11 Students	1.6% suspended at least one day	0% suspended at least one day
73 Students	5 Students	122 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	High	No Performance Level	Medium
4.9% suspended at least one day	8.7% suspended at least one day	Less than 11 Students	5.1% suspended at least one day
246 Students	104 Students	6 Students	428 Students

Conclusions based on this data:

1. Overall, Suspension Rates for All students were at a medium performance level, with 6% of students being suspended at least one day.

   The Suspension Rates for Students with Disabilities were at a performance level of very high, with 18% of students with disabilities being suspended for at least one day. The status level of very high put ACMS in Additional Targeted Support and Improvement for Suspension Rates for Students with Disabilities.

   The Suspension Rates for Socio-economically Disadvantaged students were at a high performance level with 8.3% being suspended for at least one day.

2. Suspension Rates are disaggregated by race/ethnicity on the Dashboard.

   African American students (73) received a performance level of very high, with 19.2% suspended at least one day.

3. We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal: Student achievement will improve at least one year's growth in all academic areas as measured by increased proficiency levels on classroom, district, and state assessments.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, implementation of the strategies/activities were effective in making progress for most subgroups at Antelope Crossing. PLC practices were in place and teams implemented grade level SMART Goals, monitored grade level assessments and proficiency and delivered Tier II support as necessary. Collaborative conferences, lead by our Title 1 intervention teacher and site administrators, were held multiple times throughout the school year, wherein, students were identified for and received Tier III supports. Identified students were given additional learning time throughout the school year via tutoring services. Teacher teams used specific teaching strategies related to their grade level needs, as well as, specific strategies such as, GLAD, and GATE, as monitored through classroom observations. Student achievement data collected from grade level and collaborative conferences show many students made considerable growth during the school year. This tells us that our Tier I, II & III supports, as well as our EL instructional practices are having a positive effect on student achievement in most subgroups.

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

There were no major differences in Goal 1 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

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.

Based upon the 2022 Dashboard, we were identified as a site to be in Additional Targeted Support and Improvement in Academics for Students with Disabilities. There were additions made to the Academic Achievement goal for the coming year to specifically address the academic progress of students with diabilities. Instructional practices and systems for all students will continue and there will be additional goals, metrics and strategies to specifically address the acadmic progress of students with disabilities.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Board Goal #2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: Antelope Crossing Middle School will maintain a safe and orderly school with a positive school climate as measured by increased positive response rates on annual parent/student surveys, as well as annual attendance and discipline data review.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, implementation of the strategies/activities were effective in making progress toward increased student engagement. The 2022-2023 school year was a year of continued focus on our routines, procedures and practices regarding our school climate and student engagement. PBIS structures were revisited and implemented to support students beginning at the Tier I level through Tier III. This included positive recognition and reinforcement, community building practices, restorative procedures, leadership opportunities, extra curricular enrichment to foster connections and parent engagement. Our counseling program provided supports for individuals, specific student support groups, and families, including Tier III therapy sessions. School-wide and individual data were monitored regularly to ensure practices were aligned and needs were addressed.

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

There were no major differences in Goal 2 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

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.

Based upon the 2022 Dashboard, we were identified as a site to be in Additional Targeted Support and Improvement in Suspension Rate for Students with Disabilities and all students for Chronic Absenteeism. There were additions made to the School Climate goal for the coming year. MTSS supports and services for all students will continue to be implemented. However, there will be additional goals, metrics and strategies to specifically address the suspension rate of students with disabilities and all students for chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth in all academic areas.

LCAP Goal

LCAP Goal: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Basis for this Goal

By May 2024, all students will demonstrate at least one year's growth in all academic areas by increased proficiency levels on classroom, district and state assessments.

ELA Current Reality
2022-2023 CAASPP 6th Grade: 38% at/above standard
2022-2023 CAASPP 7th Grade Reflects 56% at/above standard
2022-2023 CAASPP 8th Grade Reflects 46% at/above standard

EL subgroup in ELA:
2022-2023 CAASPP 6th Grade English Learners:7.79% at/above standard
2022-2023 CAASPP 7th Grade English Learners: 17.95% at/above standard
2022-2023 CAASPP 8th Grade English Learners: 2.86% at/above standard

Students with Disabilities subgroup in ELA:
2022-2023 CAASPP 6th Grade Students with Disabilities: 7.14% at/above standard
2022-2023 CAASPP 7th Grade Students with Disabilities: 4.35% at/above standard
2022-2023 CAASPP 8th Grade Students with Disabilities: 12.91% at/above standard

Math Current Reality
2022-2023 CAASPP 6th Grade Reflects 28% at/above standard
2022-2023 CAASPP 7th Grade Reflects 40% at/above standard
2022-2023 CAASPP 8th Grade Reflects 36% at/above standard

EL subgroup in Math:
2022-2023 CAASPP 6th Grade English Learners: 6.17% at/above standard
2022-2023 CAASPP 7th Grade English Learners:12.20% at/above standard
2022-2023 CAASPP 8th Grade English Learners: 4.76%at/above standard

Students with Disabilities subgroup in Math:
2022-2023 CAASPP 6th Grade Students with Disabilities: 7.14% at/above standard
2022-2023 CAASPP 7th Grade Students with Disabilities: 8.70% at/above standard
2022-2023 CAASPP 8th Grade Students with Disabilities: 9.68% at/above standard

Please refer to the School and Student Performance Data section and the District and State data supplement, where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ENGLISH LANGUAGE ARTS: Grades 6th - 8th STAR Reading Assessment District ELA POST Assessment STAR Reading Assessment for Students with Disabilities CAASPP ELA for Students with Disabilities MATHEMATICS: Grades 6th - 8th IXL Diagnostic District End-of-Year Assessment IXL Diagnostic for Students with Disabilities CAASPP Math for Students with Disabilities SCIENCE: Grades 6th - 8th Science Essential Standard Common Summative Assessments CAST HISTORY-SOCIAL SCIENCE: Grades 6th - 8th STAR Reading Assessment History-Social Science Essential Standard Common Summative Assessments PHYSICAL EDUCATION: Grades 6th -8th Pretest for the mile run	ENGLISH LANGUAGE ARTS STAR Reading Assessment: 6th Grade 41% at/above grade level 16% are on watch 23% need intervention 20% of students needing urgent intervention 7th Grade 33% at/above grade level 22% are on watch 18% need intervention 27% of students need urgent intervention 8th Grade 39% at/above grade level 17% are on watch 21% need intervention 23% of students need urgent intervention ELA Beginning of Year PRE Assessment: 6th Grade 28% at/above grade level 47% standard nearly met 25% standard not met 7th Grade 14% at/above grade level 40% standard nearly met 46% standard not met 8th Grade 76% at/above grade level 14% standard nearly met 10% standard not met CAASPP ELA for students with disabilities 6th grade:7.14% at/above grade level 7th grade: 4.35% at/above grade level 8th grade: 12.91% at/above grade level MATHEMATICS IXL Diagnostics 6th Grade 9% above grade level 21% on grade level	ENGLISH LANGUAGE ARTS By May 2024, all ACMS students will improve by demonstrating at least one year's growth on the STAR Reading assessment. By May 2024, all ACMS students will be at grade level on the ELA End of Year post-assessment. By May 2024, all ACMS students with disabilities will improve by demonstrating at least one year's growth on the STAR Reading assessment. By May 2024, all ACMS students with disabilities will be at grade level on the ELA End of Year post-assessment. By May 2024, all ACMS students with disabilities will increase proficiency in ELA by 50+ points as measured by the CA Dashboard report for the 2023-2024 school year. MATHEMATICS By May 2024, all ACMS will demonstrate one year's growth in the IXL Math diagnostic assessment. By May 2024, all ACMS students will score proficient or demonstrate one year's growth at grade level as measured by the Math post-assessment. By May 2024, all ACMS students with disabilities will demonstrate one year's growth in the IXL Math diagnostic assessment. By May 2024, all ACMS students with disabilities will score proficient or demonstrate one year's growth at grade level as measured by the Math post-assessment. By May 2024, all ACMS students with disabilities will increase proficiency in Math by 50+ points as measured by

Metric/Indicator	Baseline	Expected Outcome
	21% below grade level 33% far below grade level 15% did not complete 7th Grade 3% above grade level 11% on grade level 20% below grade level 56% far below grade level 11% did not complete 8th Grade 3% above grade level 8% on grade level 22% below grade level 63% far below grade level 4% did not complete CAASPP Math for students with disabilities 6th grade: 7.14% at/above grade level 7th grade: 8.70% at/above grade level 8th grade: 9.68% at/above grade level SCIENCE CAST 8th Grade 6.7% standard exceeded 26.1% standard met 51% standard nearly met 16.2% standard not met HISTORY-SOCIAL SCIENCE STAR Reading Assessment: 6th Grade 41% at/above grade level 16% are on watch 23% need intervention 20% of students needing urgent intervention 7th Grade 33% at/above grade level 22% are on watch 18% need intervention 27% of students need urgent intervention 8th Grade 39% at/above grade level 17% are on watch 21% need intervention 23% of students need urgent intervention PHYSICAL EDUCATION	the CA Dashboard report for the 2023-2024 school year. SCIENCE By May 2024, all ACMS students will achieve 80% or higher on the Science essential standard common assessments. By May 2024, ACMS 8th-grade students will have demonstrated an increased percentage of students who scored met standard or exceeded on the state CAST assessment. HISTORY-SOCIAL SCIENCE: By May 2024, all ACMS students will improve by demonstrating at least one year's growth on the STAR Reading assessment. By May 2024, all ACMS students will achieve 80% or higher on the History-Social Science essential standard common assessments. PHYSICAL EDUCATION By May 2024, all students will improve by meeting standards on the mile run post-test.

Metric/Indicator	Baseline	Expected Outcome
	Pretest for the mile run 31% met standard	

Planned Strategies/Activities

Strategy/Activity 1

Teachers will identify essential standards as focus for the year.
Teachers will create and administer common assessments that align to the identified essential standards.
Teachers will use modeling, peer feedback, and rubrics to inform student achievement.
Teachers will use PLC time to analyze results, plan lessons, and discuss instructional strategies to support student achievement using Common Assessment Protocols. Lessons will include modeling, evaluation, and practice.
Teachers will use common formative assessment scores to group any student needing additional time and instruction (Tier II intervention groups).
Collaborative conferences have been set in place, three times per year, to analyze all student results to determine individuals who need Tier III support.
The Tier II and Tier III groups created by specific needs across the grade level will meet four times per week for thirty minutes per day and these small groups will be flexible based on student progress (PAW).
Teachers will be provided training and release time to observe, collaborate and plan evidence-based tier 1 instruction.
All teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.
Teachers use Healthy Fitness Zone Standards (criterion-referenced) and Presidential Standards (norm-referenced) to drive curriculum and assessment.

Students to be Served by this Strategy/Activity

SED/SWD/All students

Timeline

August 2023 - June 2024

Person(s) Responsible

All teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subsitutues for Collaborative Conferences
Amount	6,000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description	Department funds for instructional materials and classroom supplies
Amount	6,000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Grade level funds for instructional materials and classroom supplies
Amount	7,350
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub for collaboration, training and assessment
Amount	7,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teacher conferences.
Amount	8,000
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development and Conferences
Amount	1,000
Source	Lottery: Inst. Materials
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Physical Education: Lap Tracker
Amount	1,800
Source	Lottery: Inst. Materials
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Blooket: Site-wide license for student engagement and review lessons in several subject areas including math and ELA.
Amount	3,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Vertical Articuation with the high school including Math and ELA departments

Strategy/Activity 2

Change practices from our strategic ATSI plan to support students with disabilities in the academic areas of Math and English Language Arts are as follows:

Professional development, training, and release time to support instructional practices in Tier 1.
Training for co-teaching teams in Math and ELA.
Release time for co-teacher collaboration and observation.
Training to teachers to support Tier 3 instructional practices and resources.
# of SWD: teacher ratio in the co-taught class

Students to be Served by this Strategy/Activity

Students with disabilities and all students

Timeline

August 2023 - June 2024

Person(s) Responsible

General ed-teachers, Co-teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Lottery: Inst. Materials
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Eduprotocols: Technology licenses
Amount	2,000
Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Eduprotocol books for ELA and Math
Amount	1,500
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Eduprotocol presenter to staff development day
Amount	4,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher collaboration and release time
Amount	3,000

Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Tier 3 Curriculum and Supplies

Strategy/Activity 3

Supports for English Learner Student Population

Site English Language Advisory Committee (ELAC) meets 3x per year
Curriculum, strategies, and materials to increase language learners.
English Language Learner re-classification ceremony is an opportunity to celebrate EL students who have met English Proficiency.
Instructional Aide to support our EL students in the classrooms.
Parent education nights.
After-school support interventions provided by an EL teacher and instructional aid.
Assess EL students using the ELPAC.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers, Instructional Assistant

Proposed Expenditures for this Strategy/Activity

Amount	16,650.54
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supports in our EL classroom 4 hours a day, four days a week for 125 days.
Amount	1,000
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	GLAD materials and supplies
Amount	1,000
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	IA extra support time to support struggling students
Amount	1,000

Source	Supplemental Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support for EL testing and reclassification

Strategy/Activity 4

Provide salary and benefits to support identified at-risk students and support programs.

After-school tutoring to provide additional Tier III support to students.

After-school homework club to support underperforming students.

Students to be Served by this Strategy/Activity

Underperforming students, EL students, SWD, SED

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	100,873
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Centralized service contribution
Amount	80,463
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 teacher to provide direct services for underperforming students
Amount	17,208
Source	Supplemental Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club
Amount	9,009
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After-school tutoring

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School Safety and Positive Climate

Goal Statement

Board Goal #2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Antelope Crossing Middle School, we will maintain a safe and orderly school with a positive school climate, as measured by the end-of-the-year student survey, parent survey, PBIS/SWIS discipline referral data, suspension rate, and student attendance.

LCAP Goal

LCAP Goal:2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Basis for this Goal

Analysis of Student Survey
Analysis of Parent Survey
Analysis of Student Attendance
Analysis of Discipline Data
Analysis of Suspension Data

Please refer to the parent/staff and student survey data supplement, where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Student Survey	On the 22/23 student survey, 94% of students reported they do not feel any peer pressure from other students. On the 22/23 student survey, 68% of students reported they have at least one adult at school that I trust.	On the 23/24 student survey, 95% of students report they do not feel any peer pressure from other students. On the 23/24 student survey, 80% of students report they have at least one adult at school that they trust.
Annual Parent Survey	On the 22/23 parent survey, 69% of parents report their student feels safe at school. On the 22/23 parent survey, 84% of parents reported they were able to communicate with teachers/staff when needed.	On the 23/24 parent survey, 80% of parents report their student feels safe at school. On the 23/24 parent survey, 100% of parents report they were able to communicate with teachers/staff when needed.
Annual Attendance Reports	2022-2023 Attendance 6th grade: 94.23% 7th grade: 93.68% 8th grade:93.31%	2023-2024 Student Attendance 6th grade: 97% 7th grade: 97% 8th grade: 97%

Metric/Indicator	Baseline	Expected Outcome
Discipline Data	2022-2023 Suspension Rate: 5.6% 2022-2022 Suspension Rate for SWD:18% 2022-2023 Major referrals per SWIS Suite: 683	2023-2024 Suspension Rate for all students: Reduce by .5% 2023-2024 Suspension Rate for SWD: Reduce by 8% 2023-2024 Major referrals per SWIS Suite: Reduce by 3%

Planned Strategies/Activities

Strategy/Activity 1

In order to cultivate increased student, staff, and family collaboration and participation of school-wide programs:

Staff will provide clubs for students to participate in after school and during lunchtime.
Student assemblies will provide information and enrichment to the student population.
Information will be shared in Weekly announcements with all students and families.
ACMS teachers will collaborate with teachers at Antelope High School to build connection with ASB, Band, PLTW, and subject articulation.
Administration will connect with Antelope High School to provide school mentors to work with ACMS students with academic tutoring and leadership skills.
School administration will send home communication regularly.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Antelope Crossing Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Stipends for Clubs
Amount	5,000
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	WEB Conference and Student Training
Amount	8,000

Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for exploratory classes
Amount	1,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	WEB materials and supplies
Amount	5,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Student planners
Amount	10,000
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies for students
Amount	13,000
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff stipends for clubs
Amount	10,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	PLTW course materials
Amount	3,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Drama Course and Production materials and supplies

Strategy/Activity 2

A focus on both sides of the MTSS pyramid (behavior/SEL and academic supports).

Teachers will utilize the Digital Citizenship curriculum to inform students about critical issues and how to get the support they may need.

The counseling team will utilize a variety of evidence-based curriculum to provide academic, social, and emotional support.
Use of Restorative Practices including but not limited to, Community Building Circles, behavior support learning modules, Cougar Restorative Center, and Restorative Conferences.
Classroom social-emotional lessons for all students.
Aperture lessons correlating to needs based on SEL team meetings.
The school counselors provide small group counseling.
Pro-Youth program (making healthy choices
Wellness Together Therapy
PBIS Collaboration Days for Tier I and Tier II
Collection of discipline data and input of data into SWIS
Continued implementation of Tier I strategies school-wide and in classrooms
Implementation of an online of CICO system and referrals
Prize Incentives: Cougar Cash, Cougar Cave, Cougar Points, CICO
5 Star License and training

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Antelope Crossing Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,850
Source	Lottery: Inst. Materials
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	5 Star License and training for PBIS rewards
Amount	500
Source	Lottery: Inst. Materials
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PBIS online referrals and CICO
Amount	10,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	PBIS materials including Cougar Cash tickets and incentives, check-in, check-out incentives will support positive behavior and school climate.
Amount	1,000
Source	Lottery: Inst. Materials
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Second Step - Social emotional learning curriculum

Strategy/Activity 3

Antelope Crossing School Community Events

ACMS will host two family picnic lunches (Fall and Spring)
ACMS will partner with the Antelope Elementary Schools to bring "unity in the community" and work collaboratively to host the World's Fair.
Parent outreach and parent night.
School staff having functional spaces with access to technology to support staff, parents and community presentations/events.

Students to be Served by this Strategy/Activity

All Students and Community

Timeline

August 2023 - June 2024

Person(s) Responsible

Antelope Crossing Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for World's Fair
Amount	5,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Projector for gym and multi-purpose room
Amount	2,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hours for parent education and family nights
Amount	4,000
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Speaker for parent nights

Amount	4,171
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Resources and Supplies for Parent Education and Family Nights

Strategy/Activity 4

School Safety: Antelope Crossing staff will continue to practice lock-downs and site-specific safety drills, including closed campus protocols.
Continue to increase the number of two-way radios, whistles, blackout curtains, campus signs, and classroom and campus safety supplies.
Continue to increase communication with families on campus safety practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	14,093.46
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 5

Provide resources for students identified as foster/homeless and SED.

Students to be Served by this Strategy/Activity

Foster/Homeless Students and SED students

Timeline

August 2023 - June 2024

Person(s) Responsible

Adminstration & Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Supplemental Grant

Budget Reference	4000-4999: Books And Supplies
Description	Supplies, transportation, clothing, etc.
Amount	3,000
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip admission fees and district transportation

Strategy/Activity 6

Staff will work toward increasing student attendance.
Strategies include:
Attendance Celebrations
Attendance team meetings
Advisory plan
Resources to address barriers

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023 - June 2024

Person(s) Responsible

All ACMS Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for attendance rewards and celebrations
Amount	1,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to reduce barriers for positive attendance (alarm clocks, bikes).

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	308,101
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	400,968.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	19,000	0.00
Title 1	308,101	0.00
Lottery	30,000	0.00
Lottery: Inst. Materials	13,650	0.00
Supplemental Grant	21,208	0.00
ESSER III	9,009	0.00

Expenditures by Funding Source

Funding Source	Amount
ESSER III	9,009.00
General Unrestricted	19,000.00
Lottery	30,000.00
Lottery: Inst. Materials	13,650.00
Supplemental Grant	21,208.00
Title 1	308,101.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	255,903.00
2000-2999: Classified Personnel Salaries	17,650.54
4000-4999: Books And Supplies	87,264.46
5000-5999: Services And Other Operating Expenditures	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	22,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	9,009.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	7,000.00
4000-4999: Books And Supplies	General Unrestricted	12,000.00
1000-1999: Certificated Personnel Salaries	Lottery	13,000.00
4000-4999: Books And Supplies	Lottery	17,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	5,000.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Inst. Materials	6,650.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	18,208.00
4000-4999: Books And Supplies	Supplemental Grant	3,000.00
1000-1999: Certificated Personnel Salaries	Title 1	208,686.00
2000-2999: Classified Personnel Salaries	Title 1	17,650.54
4000-4999: Books And Supplies	Title 1	50,264.46
5000-5999: Services And Other Operating Expenditures	Title 1	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	15,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Barbie Morrill 2023-2025	Classroom Teacher
Jessica Brown 2022-2024	Classroom Teacher
Kaley Gall 2023-2025	Classroom Teacher
Michele Cunningham 2023-2025	Classroom Teacher
Abel Ramirez 2022-2024	Other School Staff
Brooke Stanley 2022-2024	Parent or Community Member
Lindsey Ramirez 2022-2024	Parent or Community Member
Natasha Najera 2022-2024	Parent or Community Member
Leah Trush	Secondary Student
Macie Bunton	Secondary Student
Jaime Hanan	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Carol Garcia	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 26, 2023.

Attested:

Principal, Jaime Hanan on October 26, 2023

SSC Chairperson, Lindsey Ramierz on October 26, 2023

Antelope Crossing Middle School District and State Assessments

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 6	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	**1%**	**3%**	**21%**	**19%**	**27%**	**43%**
Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI 6.5, RL 6.5)	**7%**	**12%**	**8%**	**18%**	**28%**	**33%**
Grade 7	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	**11%**	**18%**	**17%**	**24%**	**24%**	**27%**
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	**N/A**	**21%**	**24%**	**22%**	**8%**	**26%**
Grade 8	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	**3%**	**10%**	**29%**	**44%**	**39%**	**42%**
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	**34%**	**52%**	**71%**	**70%**	**n/a**	**76%**

Summary:

All students in grades 6-8 at Antelope Crossing Middle School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2022-2023 school year. This data provides information on Antelope Crossing's student's proficiency levels as compared to their peers with DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that these initial 2020-21 scores reflect an "atypical" school year due to the COVID-19 pandemic and quarantine mandates which resulted in extended absences. This data continues to serve as a baseline indicator to determine the focus for growth in subsequent years.

Students at Antelope Crossing Middle School performed below our district average on all of the district assessments in the baseline year 2020-2021. In 2021-22, Antelope Crossing students showed growth in all areas that had baseline data and scored above the district average in one area in each grade level. In 2022-23, Antelope Crossing students in math have shown growth across all three grade levels. In 2022-2023, Antelope Crossing students in ELA have shown growth in one grade level.

Antelope Crossing Middle School District and State Assessments

6th Grade:

- 27% of 6th grade students scored proficient in the EOY Math assessment compared to 21% in the 2021-22 school year. This is a 6% increase from the last year.
- 28% of 6th grade students were proficient on the Language Arts Comprehension Summative compared to 8% in the 2021-2022 school year. This is a 20% increase from last year.

7th Grade:

- 24% of 7th grade students scored proficient in the EOY Math assessment compared to 17% in the 2021-22 school year. This is a 7% increase from the last year.
- 8% of 7th grade students were proficient on the Language Arts Comprehension Summative compared to 24% in the 2021-2022 school year. This is a 16% decrease from last year.

8th Grade:

- 39% of 8th grade students scored proficient in the EOY Math assessment compared to 29% in the 2021-22 school year. This is a 10% increase from the last year.
- Students in 8th grade performed at 71% proficient in the Language Arts Comprehension Summative 2021-2022 year. The data for the 2022-23 school year is not available.

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Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 6	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	**31%**	**36%**	**38.64**	**40.28**	**28**	**41**
ELA % Met Achievement Standard	**40%**	**51%**	**50.66**	**54.65**	**38**	**56**
Grade 7	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	**43%**	**41%**	**37.59**	**36.52**	**40**	**42**
ELA % Met Achievement Standard	**63%**	**65%**	**57.38**	**58.23**	**56**	**61**
Grade 8	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met	**35%**	**39%**	**38.81**	**43.65**	**36**	**38**

Antelope Crossing Middle School District and State Assessments

Achievement *Standard*						
ELA % Met Achievement Standard	**53%**	**58%**	**58.49**	**57.73**	**46**	**52**

Summary:
All students in grades 6-8 at Antelope Crossing Middle School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic and quarantine mandates which resulted in extended absences. This data continues to serve as a baseline indicator to determine the focus for growth in subsequent years.

6th Grade:

- The students in 6th grade scored below the District average in % of students meeting achievement standard in Math (13%) and ELA (18%) on the end of the year CAASPP Assessments.

7th Grade:

- The students in 7th grade scored below the District average in % of students meeting achievement standard in Math (2%) and below the District average in ELA (5%) on the end of the year CAASPP Assessments.

8th Grade:

- The students in 8th grade scored below the District average in % of students meeting achievement standard in Math (2%) and below the District average in ELA (6%) on the end of the year CAASPP Assessments.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

- **Parent Survey:** Please note 11% of Antelope Crossing parents completed the survey in the 2022-2023 school year. Eventhough, we had a 4% increase in response rate from the parent survey results from the 2021-2022, the data should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** Please note that 52% of Antelope Crossing staff completed the survey in the 2022-2023 school year.
- **Student Survey:** 85% of students in grades 6-8 participated in the school survey.

Student Engagement

	2020-21		2021-22		2022-2023	
Students...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
cares about my/their school.	94%	57%	88%	43%	90%	48%
wants to do well in school.	97%	71%	94%	71%	94%	70%
comes to class prepared.	91%	54%	91%	43%	89%	35%
likes going to school.	83%	79%	79%	57%	73%	57%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics and attendance and overall lowers incidences of acting-out behaviors. In the area of student engagement, the greatest discrepancy between parent and staff perception is students coming to class prepared. Eighty-nine percent (89%) of parents surveyed felt "Students come to class prepared," while staff reported thirty-five percent (35%). This was a two percent (2%) drop from the previous year according to parents, and an eight (8%) drop according to staff.

The gap in this discrepancy is increasing and the question remains why is there such a big discrepancy? First, there may need to be a focus on communication regarding what preparedness for class looks like. For example, teachers may be looking at academic preparedness while parents may read the survey question as having the appropriate materials to learn. Antelope Crossing will work to create greater communication in this area to ensure parents know exactly what they can do at home to make sure their children are prepared for class. Ninety percent (90%) of parents felt their students care about my/their school, while the staff reported forty-eight percent (48%), a two percent (2%) increase from parents and five (5%) increase from staff from the previous year. Antelope Crossing is working to create a school climate of unity, connection and belonging with positive reinforcement of PBIS and the theme of ACMS United.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Learning Environment

	2020-21		2021-22		2022-2023	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
is clean.	93%	97%	93%	92%	90%	90%
maintains its resources well.	84%	70%	86%	72%	74%	77%
has facilities with up-to-date technology.	93%	77%	93%	80%	79%	65%
want(s) students to succeed.	90%	96%	84%	76%	88%	96%
provide(s) a well-rounded curriculum.	84%	86%	80%	86%	84%	83%
offer(s) challenging classes.	79%	50%	70%	57%	76%	48%
focus(es) on students' character.	72%	75%	65%	62%	63%	70%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. Antelope Crossing Middle School parents and staff agree that our school is clean with ninety percent (90%) of both parents and staff responding that the school is clean. Seventy-six percent (76%) of parents indicated Antelope Crossing offers challenging classes, while staff reported forty-eight percent (48%). Eighty-eight percent (88%) of parents indicated that all teachers want all students to succeed with ninety-six percent (96%) of staff sharing this sentiment. The parents rating in this area increased by four percent (4%) and a twenty percent (20%) increase for staff. This feedback continues to inform schools that addressing the needs of all students must be a priority. While one of the four essential questions in PLCs is what do we do for students who have already mastered a standard, it is a discussion that we need to continue to put focus on as a staff to address the needs of our proficient and advanced students. We will also strengthen our understanding as a staff on best practices for Tier II and Tier III Interventions to support students with academic and social-emotional needs.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Expectations

	2020-21		2021-22		2022-2023	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams)			75%	86%	70%	91%
set(s) high expectations for student achievement.	79%	61%	72%	48%	77%	61%
success in college or a career.	78%	54%	78%	43%	64%	39%
encourage(s) a healthy lifestyle.	79%	54%	76%	62%	69%	61%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. In the 2021-2022 school year, seventy-two percent (72%) of parents and forty-eight percent (48%) of staff believed expectations for student achievement were high for students. In 22-23, both parents and staff shared more confidence in high expectations for students, with parents responding seventy-percent seven (77%) and staff responding sixty-one (61%) for their high expectations of all students. ACMS staff will do work in grade level PLC teams to discuss theTier 1 instruction, meeting students where they are at and setting high standards for all students.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Student Support

	2020-21		2021-22		2022-2023	
My [child's] schools....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
I understand what types of academic support are available to students.	75%	86%	69%	95%	78%	91%
Students receive the resources and support they need.	78%	36%	61%	43%	78%	43%
I understand what types of social-emotional support are available to students.	70%	71%	71%	81%	64%	87%

Summary:

Supporting all students, both academically and socially-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). Seventy-eight percent (78%) of parents understand the types of academic support that are available to students, and ninety-one percent (91%) of staff reported understanding the types of academic support that are available. In the area of "Students receive the resources and support they need", parents reported seventy-eight percent (78%), a seventeen percent (17%) increase with staff reporting forty-three percent (43%). Antelope Crossing has made a great effort to address and implement a variety of academic and social-emotional supports and resources to students. We will communicate our efforts and support more effectively. We want all parents to know and understand the different supports that are offered to our students and the procedures we use to identify student needs.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Student Support

	2020-21		2021-22		2022-2023	
Teachers and staff at district schools....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
use technology to teach.	91%	100%	93%	100%	89%	96%
try to make class interesting.	79%	96%	85%	90%	85%	91%
encourage collaboration among students.	80%	75%	89%	90%	88%	91%
encourage critical thinking.	82%	93%	84%	86%	86%	74%
listen to students.	75%	86%	77%	95%	72%	91%
encourage students on a regular basis.	83%	100%	89%	95%	80%	96%
help my child when he/she doesn't understand something.	78%		86%		78%	
nurture creativity.	76%	68%	76%	90%	76%	83%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem-solving skills in order to thrive in today's world. These are known as the "21st-century skills". Students work harder and achieve more when they feel encouraged and receive positive reinforcement. In the areas of student support, parent reporting showed a decrease from eighty-nine percent (89%) to eighty percent (80%) in the area of encouraging students on a regular basis. We are going to try to increase student encouragement by recognizing more students throughout the year for academic achievement, hard work and good behavior. We are going to not only recognize students who reach an academic or behavior standard, but we are also looking for ways to recognize and reward students for growth and effort.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Social Climate

	2020-21		2021-22		2022-2023	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
school rules are fair.	82%	87%	77%	80%	77%	77%
students from different cultural backgrounds become friends.	91%	93%	84%	85%	88%	97%
students have friends at school.	92%	97%	94%	100%	88%	97%
students respect the teachers and staff.	82%	60%	66%	36%	69%	29%
all staff are treated fairly.	71%	57%	75%	60%	77%	68%
all students are treated fairly.	70%	66%	57%	68%	65%	65%
students get along with each other and respect their differences.	71%	53%	57%	56%	57%	39%
students feel safe at school.	78%	77%	67%	61%	69%	63%
students are comfortable talking to school staff.	73%	77%	67%	88%	55%	65%
staff feel safe at school.	68%	70%	65%	40%	69%	58%
bullying is not a problem. *bullying is a problem (20/21)	*43%	*43%	51%	64%	56%	68%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. A positive school climate where students feel valued, connected and appreciated fosters higher levels of achievement. Antelope Crossing received positive feedback from staff and parents related to students from different cultural backgrounds, becoming friends, and having friends at school.

However, discrepancies and low percentages are significant overall in this subgroup. Items to continually analyze include: "students respecting teachers and staff" (69% parents to 29% staff), "students get along with each other and respect their differences" (57% parents to 39% staff), "students feel safe at school" (69% parents to 63% staff), "staff feel safe at school" (69% parents to 58% staff), and "bullying is a problem" (56% parents to 68% staff). This data requires us to continue to have discussions and opportunities for students to process their conflicts and struggles and have instruction in social-emotional learning and conflict resolution. We are also making a conscious effort to connect with all students, tighten our Tiered procedures to give support to all students who need it, and be consistent with discipline and consequences. These efforts along with our Cougar Restorative Center, PBIS, Tier 1 and Tier 2 SEL instruction, and the focus of unity and belonging through our theme of ACMS United, we expect these numbers will increase for the positive.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-2023	
Please indicate how much you disagree or agree with the following statements.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
The school keeps me well informed about events and activities	83%		76%		79%	
Teachers keep me well informed about my child's progress.	73%		64%		65%	

Summary:

Clear communication between the school and families is key to student success. In the area of Stakeholder Engagement - Communication with Parents, sixty-five percent (65%) of our parents feel teachers keep them well informed about their child's progress. Antelope Crossing will continue to clearly communicate with parents on how to use Aeries, to remind of progress reports, and how to get automatic updates sent directly to them. Seventy-nine percent (79%) of parents feel the school keeps them well informed about events and activities. To improve communication of events and activities, the Principal will send home a Friday Principal message, monthly newsletter, update the school instragram account with upcoming events in addition to PTC communication of events.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-2023	
Are you able to communicate with teachers/staff when you need?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Yes	88%		83%		84%	
No	4%		5%		7%	
N/A/ I have not needed to communicate with teachers or staff	8%		12%		10%	

Summary:

This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, eighty-four percent (84%), which is an increase of one percent (1%) from the previous year. The seven percent (7%) of parents who indicated they are not able to communicate may not have access to email or phone, or it may be due to a language barrier. With our increase of families that may find communication difficult due to a language barrier, we have access to an ipad with google translate, access to the Language Line, which allow us to use professional translators for approximately 240 different languages and translators who are available for parent teacher conferences. In addition, our new Aeries parent communication includes an easy to use tool for translation by parents. We will continue to look to provide additional opportunties to have communication translated into different languages.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-2023	
How do you receive most of your information about your child's school?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Electronic communications sent to me from my child's school	86%		81%		82%	
School and/or District Newsletters	43%		51%		32%	
School and/or District website	35%		32%		21%	
Communications from my child's teacher	28%		37%		23%	
Social Media	12%		3%		8%	
Employees of the district	5%		7%		5%	
Other	4%		2%		4%	
None of the above	1%		0%		1%	

Summary:

This category continues to confirm that the majority of parents receive most of their school information from electronic communications sent from the school, (82%) which is an increase of one percent since last school year. There has been a five percent (5%) increase in response to social media use. We will continue to increase our information sent via Instragram. In today's society, we like the convenience of having information quickly and at our fingertips, therefore, the numbers above reflect this preference.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-2023	
How would you prefer your child's school to provide information to you? (Select all that apply)	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Emails	93%		91%		92%	
Text messages	43%		45%		56%	
School and/or District Newsletters	34%		27%		26%	
School and/or District website	12%		18%		12%	
Social media	8%		4%		10%	
Mail/letters	21%		16%		12%	
Phone calls	16%		20%		23%	
School or district meetings	3%		0%		1%	
Other	1%		0%		0%	

Summary:

The survey results align with the previous category indicating that parents prefer to receive information electronically. Ninety-two percent (92%) of our parents say they prefer to receive most of the school information through email. Knowing this, Antelope Crossing will continue weekly Friday emails in addition to the monthly newsletters to share important information and keep families informed of events and activities. Fifty-six percent (56%), an increase of eleven percent (11%) of families, say they would prefer to receive information via text message. For the 23-24 school year, the new Aeries parent communication tool will be able to send out parent information via text.

Parent Involvement

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

	2020-21		2021-22		2022-2023	
My [child's] schools...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
effectively communicate(s) with parents regarding their child's progress.	77%	79%	72%	85%	71%	74%
encourage(s) parental involvement.	70%	57%	64%	55%	74%	48%
encourage(s) involvement from community members and organizations.		40%		42%		65%
has/have parents who are highly involved.	66%	30%	63%	25%	63%	14%

Summary:

In the area of Parent Involvement, seventy-four percent (74%) of parents feel district schools encourage(s) parental involvement and this is a ten percent (10%) increase from the 21-22 school year. Parents shared 63% are highly involved in the school, but teachers reported this number as being much lower (14%). Traditionally, parent involvement is lower in middle school when compared to elementary school, but in 22-23 and continuing into this year, we are working to bring more parents to our school regularly as their participation and relationship with the school is vital.

Parental Involvement

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

	2020-21		2021-22		2022-2023	
Which parent or community activity(ies) have you participated in this year?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house			54%		59%	
School or class event, such as a play, sports event, or award assemblies			30%		43%	
Parent-teacher conference with child's teacher			20%		44%	
Volunteering at my child's school			10%		11%	
Family/Parent Events			5%		24%	
Parent Teacher Association			10%		11%	
School committee or council such as Site Council or ELAC			0%		5%	
District committee or council such as DELAC, GATE or Health			0%		0%	
Other			5%		0%	
None of the above			31%		22%	

Summary:

Back to School Night is the largest parent night at ACMS, with 59% of parents reporting that they attend. This is an increase of 5% from the 21-22 school year.

Parent conference attendance has 44% of parents sharing that they have attended a conference for their child compared to 20% in prior years. As we move farther away from COVID 19 and build connections with families, the expectation is that the parent involvement will continue to increase.

Our Parent Teacher Club (PTC) involves 11% of our parents with a 1% increase from last year. The administration will focus on building connections with parents and the community to increase membership and parent participation in this committee.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Parental Involvement

	2020-21		2021-22		2022-2023	
I feel that the school and/or district valued my participation or input in...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Parent-teacher conference with child's teacher			80%		83%	
School or class event, such as a play, sports event, or awards assemblies			71%		81%	
Back to school night or open house			66%		81%	
Family/Parent Events			100%		75%	
Parent Teacher Association (PTA)			67%		75%	
School committee or council such as Site Council or ELAC			100%		100%	
District committee or council such as DELAC, GATE, or Health			0%		0%	
Volunteering at my child's school			83%		67%	
Other			100%		100%	

Summary:

This category of valuing parental involvement continues to have significant approval ratings with most questions showing high percentages over 2021-2022. The lowest percentage of parent feedback on their participation being valued was volunteering at my child's school at sixty-seven percent (67%). As an administrative team, we will continue to focus on providing parental involvement opporunties and recognizing their involvement.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Parental Involvement

	2020-21		2021-22		2022-2023	
Why didn't you participate in parent activities last year? Select all.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Scheduling conflicts.			37%		53%	
Language barrier.			5%		29%	
Not interested.			0%		0%	
Not sure how I can participate.			21%		6%	
Need to arrange child care.			11%		12%	
I didn't feel welcome.			0%		0%	
Transportation			0%		0%	
Other			32%		18%	

Summary:

Fifty-three percent (53%) of parents responded with scheduling conflicts and twenty-nine percent (29%) with language barrier as to why they didn't participate in activities last year. The administrative team has revised times of different committees and increased translation opportunities for the 2023-2024 school year.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Parental Involvement

	2020-21		2021-22		2022-2023	
What would help parents become more involved in Dry Creek?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
More information on how to support students at home	33%		35%		44%	
More information on involvement opportunities	30%		37%		38%	
More communication between school and parents	33%		35%		40%	
More participation opportunities at the school level	27%		12%		25%	
More events offered in the evening	27%		30%		45%	
More participation opportunities at the district level	10%		2%		6%	
More convenient locations for participation	7%		0%		5%	
More communication in our family's primary language	6%		2%		12%	
More events offered in the morning	2%		0%		0%	
Other	8%		8%		5%	
None of the above	17%		23%		9%	
Virtual Event (Ex. Zoom)	26%		23%		10%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, thirty-eight percent (38%) of parents indicated more information on involvement opportunities. Forty-four percent (44%) of parents responded that it would be helpful to receive more information on how to support students at home, and forty-five percent (45%) of parents would like to have more events offered in the evening. As a school, we will increase communication to parents regarding the multiple ways to be involved, how to help support students at home and offer two parent education nights.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Parental Involvement

	2020-2021		2021-2022		2022-2023	
It is important to offer parents a chance to participate in engagement opportunities, such as...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house.	95%		95%		94%	
School or class events, such as play, sports events, or award assembly.	89%		95%		88%	
Parent-teacher conferences with my child's teacher.	89%		95%		93%	
School committees or councils such as Site Council or ELAC.	85%		88%		79%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	84%		86%		90%	
District committees or councils such as DELAC, GATE or Health.	83%		86%		83%	
Volunteering at my child's school.	82%		87%		90%	
The Parent Teacher Association (PTA)	78%		86%		82%	
Virtual events.	71%		84%		74%	

Summary:

A majority of parents, ninety-three percent (93%), feel that it is important to offer parents to be involved in parent teacher conferences. Another high percentage is in the area of back to school and open house night, where ninety-four percent (94%) of parents feel it is important to be offered the chance to be involved. All of the percentages demonstrate parents want the opportunity to be involved in their child's education.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Parental Involvement

	2020-2021		2021-2022		2022-2023	
I feel that the school and/or district value(s) my participation or input in engagement opportunities.			**Parent**	**Staff**	**Parent**	**Staff**
Agree/Strongly Agree	62%		64%		70%	

Summary:

Parental involvement and support is crucial to get higher levels of student achievement. In the area of Parental Involvement, seventy percent (70%) of parents Agree or Strongly Agree that the school and/or district value their participation or input in engagement opportunities.

Self-Awareness

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can do most things if I try.	85%	86%	83%
I know when I am feeling overwhelmed.	84%	81%	80%
I feel positive about my future.	69%	71%	71%
I have a lot of strengths.	64%	69%	71%
I am happy with who I am.	67%	67%	68%
I can explain my feelings to others.	32%	31%	36%

Summary:

Self-Awareness is imperative to a child's academic success, and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. Eighty-three percent (83%) of Antelope Crossing students feel they can do most things if they try. We will build on that positive mindset by continuing to encourage effort and persistence. Thirty-six percent (36%) of students indicated that they "can explain my feelings to others" which has increased by five percent (5%). The data indicates that continued focus learning opportunities, which cultivate self-awareness, for example Restorative Circles and Tier I instruction on social-emotional learning, needs to be consistent in our school year.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Growth Mindset

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can learn from my mistakes.	85%	84%	81%
I feel confident in my ability to learn new things.	75%	71%	74%
I can usually solve my problems.	77%	79%	73%
I keep trying, even when things are hard.	69%	67%	65%
I am a hard worker.	69%	70%	75%
Challenging myself makes me smarter.	65%	66%	59%
I can make the best out of a bad situation.	49%	44%	48%
If I'm not good at something, I'd rather quit.	61%	16%	19%

Summary:

With a growth mindset, students are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset. Eighty-one percent (81%) of students believe they can learn from their mistakes. Seventy-four percent (74%) feel confident in their ability to learn new things. The scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact and need to continue to be a focus.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Self- Management

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I know right from wrong.	86%	86%	84%
I have goals and plans for my future.	78%	80%	79%
I keep my promises.	83%	83%	80%
I follow the rules.	82%	78%	79%
I finish whatever I begin.	55%	52%	53%
I know how to handle stress.	47%	45%	46%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. The area that students reported the greatest awareness of self-management skills is knowing right from wrong in which eighty-four percent (84%) said that they are aware of what is right and wrong. Forty-six percent (46%) of students reported that they know how to handle stress, which is a one percent (1%) increase from the previous data, and this will be a focus that we address as a school. With our social-emotional Universal Screener, it is our hope to identify student needs like handling stress and providing them with strategies and skill support utilizing the Tier I SEL Curriculum, Second Step and during the PAW intervention period.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Responsible Decision-Making

	2020-21	2021-22	2022-2023
Within the past two weeks, how often have you...	**Student**	**Student**	**Student**
waited patiently in line?	82%	80%	77%
paid attention in class?	80%	76%	75%
waited for your turn to talk in class?	80%	79%	78%
told the truth even though it is hard?	60%	63%	62%
thought about what may happen before making a decision?	63%	59%	57%
calmed yourself down when upset?	57%	56%	53%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term "responsible decision making" as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms". As part of our school-wide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their own behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships. The scores above indicate a slight decline in our progress being made in these areas, and we will continue to provide students with opportunities to practice their responsible decision making skills.

Antelope Crossing Middle School Parent/Staff/Student Survey 2022-2023

Social Awareness

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
It is important to treat people with respect.	94%	93%	91%
I am happy for my friends when they do well in school.	93%	94%	91%
I accept others for who they are, even if they are different than me.	93%	89%	88%
I can tell when someone is upset.	79%	82%	80%
If someone is sad, I try to help him or her.	77%	75%	74%

Summary:

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, and to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. Ninety-one percent (91%) of Antelope Crossing students feel it is important to treat people with respect. In all five areas of social awareness, students reported 74% or above. Our school will continue to support all students to treat others with respect by using The Cougar Code (Be Safe, Be Responsible, Be Respectful and Be Kind), publicly recognizing students who are following those rules and establishing the purpose of our ACMS United Theme.

Relationship Skills

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I have friends at school.	87%	92%	92%
I feel comfortable working in a team with other students.	59%	66%	66%
I can talk easily with other kids in my grade.	59%	66%	65%
I feel like my peers leave me out of things.	54%	24%	26%

Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that actual instructional time increases as time spent repeating directions again decreases. Ninety-two percent (92%) of students say they have friends at school. Sixty-six percent (66%) of students feel comfortable working in a team with others. Our staff will continue giving students opportunities to work with teams with the hope more students begin to feel comfortable. Students reported twenty-six percent (26%) which is a small increase of two percent (2%) in the area of "I feel like my peers leave me out of things".

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

As we continue to focus on Restorative Practices, connections, and communication we should continue to show improvements in the relationship skills survey.

Civic Mindset

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I care about my community.	80%	82%	78%
I am knowledgeable about what is happening in the world.	82%	81%	77%
I read or talk about current events.	55%	61%	53%
I believe that I can make a difference in my community.	46%	50%	48%

Summary:

With a civic-mindset, a person is interested in and cares about what is going on in his/her community. One example of this would be a person who runs for a position on their local school board. Seventy-eight percent (78%) of students indicated caring about their community, however it declined to forty-eight percent (48%) when noted that they could make a difference in the community. This disconnect may be a result of their age and believing that they are too young to make a difference on such a large scale. Both in and out of the classroom, we will continue to provide opportunities that will foster community connection.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Social Support

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
My teachers believe that I will be successful.	74%	71%	68%
I have at least one adult at school that I trust.	67%	69%	68%
I feel like I belong at school.	55%	58%	55%
Adults at school care about me.	70%	66%	63%
Adults at school listen when I have something to say.	69%	64%	63%
No one supports me when I need help.	71%	12%	10%
Adults in school support me when I need help			64%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. Social support enhances quality of life and provides a more positive self-image. Sixty-eight percent (68%) of students indicated "My teachers believe that I will be successful" which is three percent down from last year. When a child has a trusted adult that believes in them, it can be a tremendous support and have a positive effect. On the flip side, only fifty-five percent (55%) of students "feel like I belong at school." This percentage is concerning, as it indicates over a third of the students do not feel like they belong to our school community. Building inclusivity and connections with our students is a top priority. Our theme of ACMS United will continue to be interwoven in all that we do to foster community, strengthen relationships, build unity and belonging.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Emotional Well-being

	2020-21	2021-22	2022-2023
Within the past two weeks, how many times have you....	**Student**	**Student**	**Student** ****Number of students reporting 0 times**
worried about school work?	33%	31%	12%
had trouble falling asleep?	28%	27%	29%
felt like not talking to anyone?	24%	22%	25%
felt sad?	23%	23%	28%
felt anxious?	24%	22%	27%
felt like you could not focus in school?	19%	21%	22%
felt lonely?	19%	17%	40%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Twenty-seven percent (27%) of students reported not feeling anxious in the last two weeks.To address the areas above, we will continue to support our students' emotional health and well-being through Cougar Restorative Center, counseling, Wellness Together, Check-in/Check-outs, Tier I SEL instruction and other SEL resources available on campus.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Frequency of Bullying

	2020-21	2021-22	2022-2023
Since the start of the school year, how often have you experienced the following:	**Student**	**Student**	**Student** ****Number of students reporting NEVER experiencing bullying**
I have been verbally bullied by students at school.	9%	12%	**59%
I have been electronically bullied by students (e.g., text messages, email, social media).	5%	4%	**78%
I have been physically bullied by students at school.	3%	3%	**80%

Summary:

Bullying is an unacceptable behavior. It is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. The data reported in the 2022-2023 school year provides a baseline of the various kinds of bullying our students may have experienced during the school year. Fifty-nine pecent (59%) of students report never being verbally bullied at school. Seventy-eight percent (78%) of students report never being electronically bullied. Antelope Crossing staff will continue to closely monitor all bullying incidents with our continued analysis using the PBIS/SWIS data and investigating reports from "STOPit" our anonymous incident reporting site. We will also work with all students involved in bullying and will seek to repair damaged relationships.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Location of Bullying

	2020-21	2021-22	2022-2023
Where in school have you been bullied?	**Student**	**Student**	**Student**
During recess or outside time.	40%	39%	45%
In a classroom.	26%	48%	47%
At the cafeteria.	14%	19%	23%
In hallways.	18%	20%	24%
In the locker room.	7%	14%	20%
In the bathroom.	4%	7%	9%
Online	33%	30%	31%
Other	30%	18%	18%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, blacktop area and restrooms. The data above shows locations where potential bullying may have occurred. Antelope Crossing students report that forty-five percent (45%) of bullying is happening during outside time. We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident. Our school-wide behavior expectations, The Cougar Code, address showing respect to others and not demonstrating bullying characteristics. In addition, we have added additional signs in each classroom to promote "STOPit" an anonymous, online/App to report bullying. Students, parents or staff can make the report involving bullying, which is then followed up by administration.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

Peer Pressure

	2020-21	2021-22	2022-2023
I feel pressure from other students to....	**Student**	**Student**	**Student**
I do not feel pressure from other students.	93%	93%	94%
vape or use e-cigarette devices.	6%	5%	5%
use illegal drugs.	4%	4%	1%
use alcohol.	4%	3%	2%
use tobacco.	3%	3%	1%
use prescription drugs that are not prescribed to me.	3%	3%	2%

Summary:

Peer pressure amongst students in school can be very harmful. Peer pressure has been shown to cause teen depression, anxiety, and high stress levels, in addition to negative behavior, and poor decision-making. Ninety-four percent (94%) of our students reported not feeling "pressure from other students", which is consistent from the previous year. The three year analysis also shows consistent or decrease in pressure for students in all the areas surveyed: "vape or e-cigarette devices, use illegal drugs, use alcohol, use tobacco and use prescription drugs that are not prescribed to me." These results show that our students are overall feeling less peer pressure. We will continue to participate in national Red Ribbon Week each year, teach Positive Prevention Plus, as well as have regular classroom discussion about healthy living.

Antelpe Crossing Middle School Parent/Staff/Student Survey 2022-2023

School Environment

	2020-21	2021-22	2022-2023
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I am proud to be part of my school.	63%	57%	52%
My school is a safe place.	63%	51%	42%
School activities are interesting.	55%	54%	50%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	42%	41%	42%
Students at my school are motivated to learn.	39%	28%	25%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well.

Within the school environment, the classroom environment also greatly affects student learning. This specific environment provides opportunities for students to build social skills, as well as clear learning goals, feedback, and many strategies for success.Four of the five datasets in School Environment have decreased from the previous year. Definitely something for our teachers and staff to reflect on and look at practices that might be contributing to these feelings expressed by our students. The hope is the administration focuses on connection, communication and climate and the action plan will create a more positive school environment and be reflected in the survey next year. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. Students need to feel part and contribute to the school environment. This promotes safety and interest. The more students feel connected to the school community, the more positive outcomes we will see within our school community. We will share this year's data for conversation with our Associated Study Body, National Junior Honor Society and WEB school leaders to consider when planning and communicating school climate events.

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

62023-2024

School Site Council

Antelope Crossing Middle School

Meeting Dates

(Meetings will be held at 2:30 p.m. in WP8)

September 21, 2023

October 19, 2023

November 16, 2023

January 18, 2024

February 15, 2024

March 14, 2024

April 18, 2024

May 16, 2024

Antelope Crossing Middle School

School Site Council
Planning Calendar for 2023-2024

September 21, 2023
- Uniform Complaint Annual Notification - Review
- Year at a Glance - Review
- Roles of SSC Members/SSC Training - Review
- Election of SSC Officers - Approve
- SSC Bylaws - Approve
- School Parental Involvement Policy - Approve
- School Plan for Student Achievement (SPSA) - Review
- Budget Expenditures - Review

October 19, 2023
- 2022-2023 Parent/Student Survey Results - Review/Analyze
- School Plan for Student Achievement (SPSA) - Review
- Budget Expenditures - Review

November 16, 2023
- District & Site Assessments - Review
- School Plan for Student Achievement (SPSA) - Review/Approve
- Budget Expenditures - Review

January 18, 2024
- ELL - Update
- School Safety Plan - Review
- Dashboard Data - Review/Analyze
- Budget Expenditures - Review

February 15, 2024
- LCAP - Review/Input
- Budget Expenditures - Review

March 14, 2024
- Stakeholder Engagement - Review
- Local Indicator 3 Parent Rubrics - Review
- Budget Expenditures - Review

April 18, 2024
- Budget Expenditures - Review

May 16, 2024
- Budget Expenditures - Review
- Year in Review

Antelope Crossing Middle School
School Compact
2023-2024

Student Pledge

As an Antelope Crossing student, I realize the importance of doing my best every day. I know I am responsible for my own success.
As a student I agree to:

- Be in class and on time each day, return all completed class work and homework on time.
- Support the School Wide Behavior Plan, PBIS Program, Positive Recognition Program and classroom rules.
- Ask for help when I need it.
- Regularly talk to my parents and my teachers about my progress in school.
- Limit my nonessential TV/computer use and read every day.
- Show respect for myself, school, classmates, staff and family.
- Read the Antelope Crossing Handbook (available online) and review it with my parents.
- Have logged on to my Aeries account with my parent/guardian to review my information.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**

Student Signature _____ Date _____

Parent/Guardian Pledge

I/we understand that my participation in my child's education will help his/her achievement and attitude.
As a parent/guardian I agree to:

- Make sure my child gets to school on time every day and is well rested.
- Check my child's planner on a daily basis and make sure he/she completes all home and class assignments.
- Support the School Wide Behavior Plan, PBIS Program, Positive Recognition Program and classroom rules.
- Know how my child is progressing by attending conferences, accessing Aeries, reviewing school work, talking to the teachers, attending Back to School Night, Open House and being involved in the school.
- Read all communication sent home.
- Provide a quiet place and time for my child to do school work.
- Monitor and limit nonessential TV/computer use and encourage my child to read daily.
- Read the Antelope Crossing Handbook (available online) and review it with my child.
- Have logged on to my child's Aeries account with them to review their information.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy.**

Parent/Guardian Signature _____ Date _____

Staff Pledge

We understand the importance of a quality education for all students.
As a staff member I agree to:

- Provide high-quality curriculum and instruction by teaching the District Grade Level Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standards.
- Communicate with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Regularly check student planners for appropriate use.
- Communicate homework and class work expectations to all students.

Advisory Teacher Signature _____ Date _____

Students will not be permitted to participate in extracurricular activities until this page is signed and returned*

Antelope Crossing Middle School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Antelope Crossing Middle School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council
The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents, and students elected by students attending the school. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers, (4) and other school personnel (1 classified) and parents (4) or other community members selected by parents and students (2). The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights
All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership
A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office
All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation
Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy
Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

ARTICLE IV: Officers

Section 1.
The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office
The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson
The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson
The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary
The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees
The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership
Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office
Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings
The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings
Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings
The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings
At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum
The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons
All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey
The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback
In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.
A. The principal of the school is automatically a member of the School Site Council.

B. The four teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.

D. The four community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: September 10, 2013

Antelope Crossing Middle School
School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Antelope Crossing Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  (A) that parents play an integral role in assisting their child's learning;
  (B) that parents are encouraged to be actively involved in their child's education at school;
  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Antelope Crossing Middle School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

   - *Review roles and responsibilities with the SSC members.*
   - *Review school-parent compact sent home on the first day of school.*
   - *Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House, Family Education Events, Family Picnics and events.*

2. **Antelope Crossing Middle School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

   - *The District Parental Involvement Policy is available annually to all parents during the open enrollment registration and returning student registration process.*
   - *The School Parental Involvement Policy is available on the school website and by hard copy in the school office.*
   - *Dates and times of SSC meetings and agendas will be posted.*

3. **Antelope Crossing Middle School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

   - *The SSC will annually review the School Parental Involvement Policy.*

4. **Antelope Crossing Middle School** will convene an annual meeting to inform parents of the following:

   - *A meeting notice will be sent home to parents announcing the annual Title 1 parent meeting. At the meeting, the following will be covered: curriculum, assessment tools, and ideas for parents to help their children at home.*

5. **Antelope Crossing Middle School** will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

   - *Meetings will be held in conjunction with other events at school.*
   - *Child care may be available at the meetings.*

6. **Antelope Crossing Middle School** will provide timely information about Title I programs to parents of participating children in a timely manner.

7. **Antelope Crossing Middle School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

   - *At the meeting the following will be covered: curriculum, assessment tools, and ideas to help their children at home.*

8. **Antelope Crossing Middle School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

   - *Besides a variety of meeting times including virtual, the parents are invited to their child's Parent Conferences held in the fall of each year. Students that are At Risk of Not Meeting Standards are asked to meet with the classroom teacher to develop an intervention plan for their child.*

9. **Antelope Crossing Middle School** will submit to the district any parent comments if the schoolwide plan, under section (1114)(b)(2), is not satisfactory to parents of participating children:

   - *The SSC will assist in the development of the Single Plan for Student Achievement. Parents can provide input at meetings in writing or in person. Parents may be directed to write a letter to the Superintendent with their concerns.*

10. **Antelope Crossing Middle School** will to the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand and/or other accommodations as needed.

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

11. **Antelope Crossing Middle School** will build the schools' and parent's capacity for strong parental involvement. To improve student academic achievement, we encourage a strong effective involvement of parents and we support a partnership among the school, parents, and the community. Involvement is encouraged through the following activities specifically described below:

    - *Two Family Picnics will be held at the school. School staff will organize the Family Picnics.*

12. **Antelope Crossing Middle School** will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

    - *The School Compact will be discussed by all stakeholders and become a part of the School Parental Involvement Policy.*

13. **Antelope Crossing Middle School** will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

    - *Parent trainings and workshops will be provided throughout the year.*

14. **Antelope Crossing Middle School** will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    - *District wide training (Love and Logic) available to parent/families.*
    - *Engaging in staff development opportunities regarding home-school connections, encouraging and actively recruiting parent volunteers for school-wide and classroom activities and surveying the parents to gain information about perspectives and needs at our school site.*

15. **Antelope Crossing Middle School** will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Schools that have 15% of any one language will send out materials in English and in the other language.*
- *District documents will be translated for the top three major languages in the district.*
- *Interpreters will be available for parent conferences, SST's, IEP's and other meetings as needed.*
- *Language Line will be available for office and classroom teachers to communicate with parents.*

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by **Antelope Crossing Middle School on September 21, 2023** and will be in effect until Fall 2024. The school will make this policy available to all parents of participating Title I, Part A students yearly during the month of September. The Antelope Crossing Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

09/20/23

(Date)