

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Antelope Crossing Middle School	31-66803-6112072	May 16, 2024	

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

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

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

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

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

Schoolwide Program

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, this plan will document our goals, needs, strategies, and actions to maximize the budgeted funds in support of underserved students.

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
School Vision and Mission .....	3
School Profile.....	3
Educational Partner Involvement .....	5
Comprehensive Needs Assessment Components .....	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	15
California School Dashboard .....	18
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	38
Budget Summary .....	43
Budget Summary .....	43
Other Federal, State, and Local Funds .....	43
Budgeted Funds and Expenditures in this Plan .....	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source .....	44
Expenditures by Budget Reference .....	44
Expenditures by Budget Reference and Funding Source .....	44
Expenditures by Goal.....	45
School Site Council Membership .....	46
Recommendations and Assurances .....	47
Instructions.....	48
Appendix A: Plan Requirements .....	55
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....	58
Appendix C: Select State and Federal Programs .....	61



# Plan Description

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

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

## Schoolwide Program

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, this plan will document our goals, needs, strategies, and actions to maximize the budgeted funds in support of underserved students.

At Antelope Crossing Middle School, we collectively (all engagement partners) analyzed the 2023 CA State Dashboard. We determined our strengths and areas for 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, engagement partner input, and goal into an improvement aim and primary and secondary drivers. We created changes of practice tied to measurable outcomes. We then created two strategic plans in the state measures of Academic Indicators of Math and English Language Arts for students with disabilities and students in the African American subgroup. The goals for each plan are as follows:

Students with disabilities will increase proficiency in ELA and Math by +30 points as measured by the CA Dashboard report for the 2024-2025 School year. The change practices will include implementing consistent, effective collaboration 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 effectively plan (fidelity checklist) each month, student improvement on collaborative conference progress monitoring, and an increase in students with disabilities scores on essential standards achievement.

African American students who did not meet standard (level 3) will increase by at least 1 level in ELA & Math as measured by the 24-25 CAASPP scores. The change practices will include 1:1 conferences with a teacher champion, focused tiered three instruction based upon data analysis, a celebration of growth in attendance, and universal screeners. Measure outcomes will be decreased period tardies, % of students reporting positively on a site-developed school climate survey, and % of students showing growth in universal screeners and district trimester assessments.

The goals, evidence-based strategies, services, and expenditures pages will reflect this plan to improve student group performance.

## 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. Thirty 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. Last year we introduced "ACMS United." ACMS United represents the spirit of the core values that we identified as a staff: 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 strives to provide all students with 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. This year we are excited to add an additional teacher to support our Media Arts. Classes will include Graphic Design, Intro to Animation, and Filmmaking. Extracurricular and enrichment opportunities include Jazz Band, Homework Club, World Culture Club, National Junior Honor Society, Yearbook, Disc Golf, Student Council, Where Everyone Belongs (WEB), and nine athletic teams.

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 seventh 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 at our Cougar Cave.

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 will 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 "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 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 can engage in school through participation in the School Site Council, PTC, ELAC meetings, Parent Academy, and multiple family events throughout the school year. This year, we are excited to introduce Watch D.O.G.S. to offer more opportunities for parents to be involved and engaged in our school community.



Title I and other school funds are used at Antelope Crossing Middle School to continue professional development. During the 2024-2025 school year, teachers will receive professional development for all subjects with Universal Design for Learning and Inside Out Social-emotional learning strategies. In addition, we will continue with professional development in Co-Teaching and Building Thinking Classrooms. We will have five 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.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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: 9/19/24, 1/30/25, 5/1/25

School Site Council Meetings: 9/19/24, 10/17/24, 11/21/24, 1/23/25, 2/27/25, 3/20/25, 4/24/25, 5/15/25

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

The following subgroups have an overall performance level of red or orange.

ELA: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Two or More Races, White

Math: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Two or More Races, White

English Learner Progress: Not applicable

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: English Learners, Asian, Hispanic, Two or More Races

Chronic Absenteeism: English Learners, Students with Disabilities, Two or More Races, White



We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

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

The following subgroups are two or more performance levels below the “all student” performance category.

ELA: None. All Students' performance was Orange in English Language Arts.

Math: None. All Student performance was Orange in Mathematics.

English Learner Progress: Not Applicable.

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: English Learners, Asian, Hispanic, Two or More Races

Chronic Absenteeism: English Learners

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

## Other Needs

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

Based upon the Dashboard and other collected data by the school site, we have created two strategic plans in the state measures of Academic Indicators of Math and English Language Arts for students with disabilities and students in the African American subgroup. The goals for each plan are as follows:

Students with disabilities will increase proficiency in ELA and Math by +30 points as measured by the CA Dashboard report for the 2024-2025 School year. The change practices will include implementing consistent, effective collaboration 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 effectively plan (fidelity checklist) each month, student improvement on collaborative conference progress monitoring, and an increase in students with disabilities scores on essential standards achievement.

African American students who did not meet standard (level 3) will increase by at least 1 level in ELA & Math as measured by the 24-25 CAASPP scores. The change practices will include 1:1 conferences with a teacher champion, focused tiered three instruction based upon data analysis, a celebration of growth in attendance, and universal screeners. Measure outcomes will be decreased period tardies, % of students reporting positively on a site-developed school climate survey, and % of students showing growth in universal screeners and district trimester assessments.

The goals, evidence-based strategies, services, and expenditures pages will reflect this plan to improve student group performance.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Antelope Crossing Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0.31%	0.19%	4	3	2
African American	6.84%	6.92%	7.18%	64	67	76
Asian	11.86%	12.91%	14.37%	111	125	152
Filipino	2.46%	2.38%	1.98%	23	23	21
Hispanic/Latino	24.25%	25.1%	23.53%	227	243	249
Pacific Islander	0.53%	0.52%	0.57%	5	5	6
White	43.06%	42.46%	41.49%	403	411	439
Multiple/No Response	10.58%	9.3%	10.68%	99	90	113
Total Enrollment				936	968	1058

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	319	329	331
Grade 7	309	330	375
Grade 8	308	309	352
Total Enrollment	936	968	1,058

#### Conclusions based on this data:

- 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.
- 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

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	122	169	207	15.90%	13.0%	19.6%
Fluent English Proficient (FEP)	234	235	268	23.50%	25.0%	25.3%
Reclassified Fluent English Proficient (RFEP)	31			16.4%	25.0%	

### 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 students decreased 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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

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### 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 87.24% and the lowest percentage of students scoring "Above and At or Near Standards" in the claim of "Writing at 66.03%: 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

- 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 73.15% 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.
- 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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

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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

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### 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

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
968	46.6	17.5	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	17.5
Foster Youth		
Homeless	24	2.5
Socioeconomically Disadvantaged	451	46.6
Students with Disabilities	91	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	67	6.9
American Indian	3	0.3
Asian	125	12.9
Filipino	23	2.4
Hispanic	243	25.1
Two or More Races	90	9.3
Pacific Islander	5	0.5
White	411	42.5

**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






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Blue</div>		

Conclusions based on this data:

1. Overall, the English Language Arts performance level for all students was orange.  
Overall, the Mathematics performance level for all students was orange.  
English Learner Progress was a performance level measured at the highest level at blue.



Chronic Absenteeism for all students was at a performance level was yellow.

2. The Overall data, did not put Antelope Crossing Middle School in ATSI for the 2023-2024 school year.



# School and Student Performance Data

## Academic Performance English Language Arts

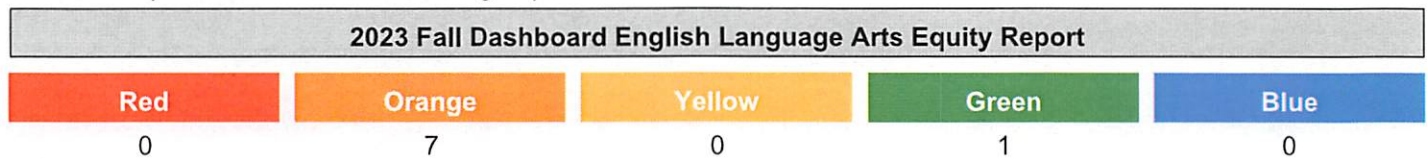
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 10.8 points below standard Decreased Significantly -16 points 921 Students	<b>English Learners</b>  Orange 45.2 points below standard Decreased Significantly -23.2 points 247 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> 29.3 points below standard Increased Significantly +68 points 15 Students	<b>Socioeconomically Disadvantaged</b>  Orange 24.6 points below standard Decreased -13 points 478 Students	<b>Students with Disabilities</b>  Orange 115.2 points below standard Increased +4.3 points 93 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 48.2 points below standard Decreased Significantly - 25.8 points 64 Students	Less than 11 Students  2 Students	 Green 20.4 points above standard Decreased Significantly -17 points 123 Students	40.2 points above standard Increased +10.6 points  23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.7 points below standard Decreased Significantly -18 points 233 Students	 Orange 18.2 points below standard Maintained -2.7 points 88 Students	Less than 11 Students  5 Students	 Orange 7.1 points below standard Decreased Significantly - 17.4 points 382 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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.4 points below standard Decreased Significantly -16.6 points  123 Students	5.4 points below standard Decreased -11.3 points  124 Students	12.2 points below standard Decreased -14.9 points  538 Students

#### Conclusions based on this data:

1. The performance levels for Students with Disabilities in English Language Arts was orange (115.2 points below standard) and was a 4.3 pt increase from the previous year.
2. The 2023 Dashboard provides English Language Arts data for our English Learners. Current English Learners (123 students) scored 85.4 points below standard and the Reclassified English Learners scored 5.4 points below standard.
3. Filipino (23 students) increased by 10.6 points, achieving 40.2 points above standard.  
Subgroups of African American, Hispanic, Asian, and White decreased significantly in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

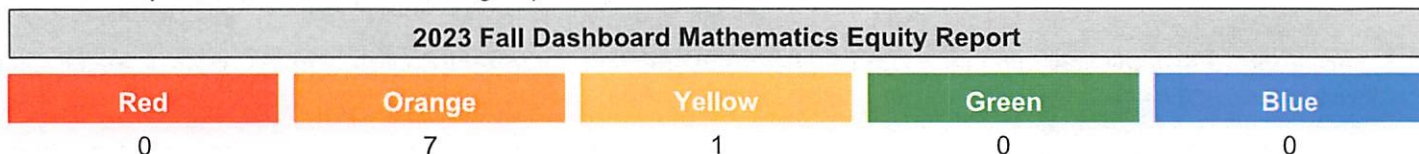
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 43 points below standard Decreased -8.4 points 918 Students	<b>English Learners</b>  Orange 71.6 points below standard Decreased -5.4 points 247 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> 83 points below standard Increased Significantly +65.3 points 15 Students	<b>Socioeconomically Disadvantaged</b>  Orange 56.8 points below standard Decreased -3.1 points 476 Students	<b>Students with Disabilities</b>  Orange 150.9 points below standard Increased Significantly +24.5 points 93 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 92.4 points below standard Maintained +2.3 points 64 Students	Less than 11 Students 2 Students	 Yellow 4.9 points below standard Decreased -13.1 points 123 Students	8.3 points above standard Increased Significantly +22.1 points 23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.5 points below standard Decreased -12.3 points 232 Students	 Orange 56 points below standard Decreased -13.9 points 88 Students	Less than 11 Students 5 Students	 Orange 29.1 points below standard Decreased -5.6 points 380 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.6 points below standard Maintained -2.2 points 123 Students	31 points below standard Increased +8.8 points 124 Students	47.6 points below standard Decreased -11 points 535 Students

#### Conclusions based on this data:

1. The performance levels for Students with Disabilities in Mathematics was orange, increasing significantly by 24.5 pts.
2. The 2023 Dashboard provides Mathematics data for our English Learners. Current English Learners (123 students) maintained levels and the Reclassified English Learners increased by 8.8 points.
3. Students with disabilities, Filipino and homeless students were identified as increasing significantly in the area of Mathematics

There were no subgroups that were identified as significantly decreasing in the area of Mathematics.

# School and Student Performance Data

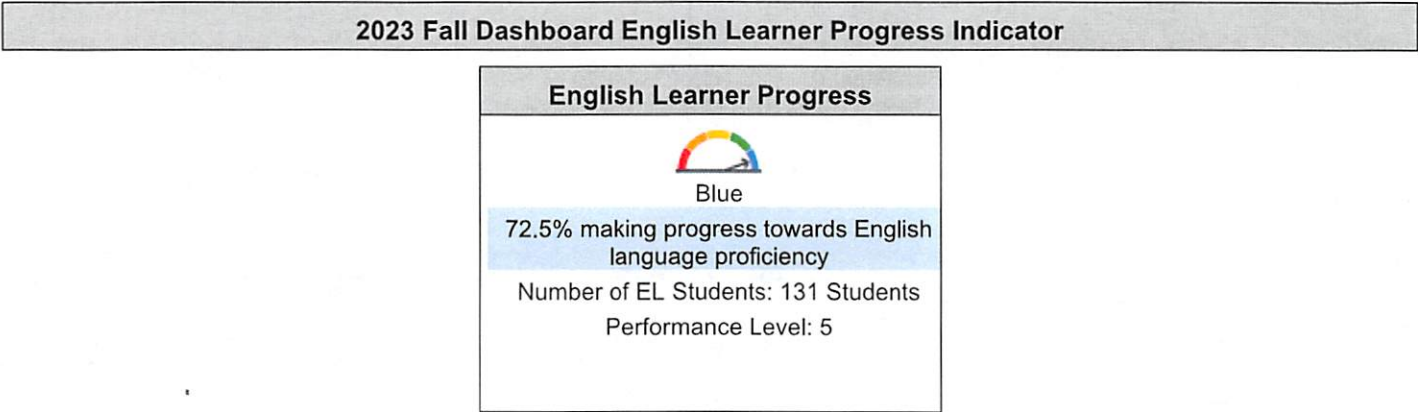
## Academic Performance English Learner Progress

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

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

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



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.

2023 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
11	25	24	71

Conclusions based on this data:

- 91.6 % of the current EL students maintained or progressed at least one ELPI level.
- ACMS has a specialized class for all new to the country English Language Learners.
- 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

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

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





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








This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 19.7% Chronically Absent Declined Significantly -3.5 1037 Students	<b>English Learners</b>  Red 26.6% Chronically Absent Increased Significantly 6.8 199 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 53.1% Chronically Absent Increased 1 32 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 25.2% Chronically Absent Declined Significantly -3 564 Students	<b>Students with Disabilities</b>  Orange 20.2% Chronically Absent Declined -11.4 109 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Yellow 17.3% Chronically Absent Declined -11.7 75 Students	<b>American Indian</b> Less than 11 Students 2 Students	<b>Asian</b>  Green 5.2% Chronically Absent Declined -1.5 134 Students	<b>Filipino</b> 8% Chronically Absent Declined -9.4 25 Students
<b>Hispanic</b>  Yellow 20.2% Chronically Absent Declined Significantly -4.5 257 Students	<b>Two or More Races</b>  Orange 25.5% Chronically Absent Declined -4.6 98 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b>  Orange 23.6% Chronically Absent Declined -1.4 440 Students

#### Conclusions based on this data:

1. Chronic Absenteeism for all students declined significantly from 23.2% chronically absent in 2022 to 19.7% chronically absent on the 2023 Dashboard report.
2. Socioeconomically disadvantaged students (25.2%) and English Learners (26.6%) had the highest percentage of chronic absenteeism when disaggregated by student groups on the Dashboard.
3. Two or More Races (25.5%) and White (23.6%) had the highest percentage of chronic absenteeism when disaggregated by race/ethnicity on the Dashboard. However, all subgroups disaggregated by student group have declined.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

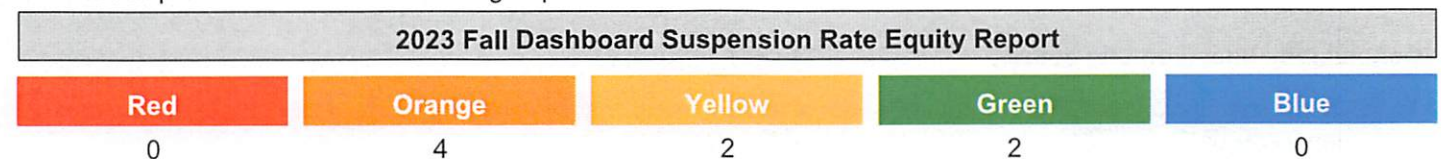
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined -0.4 1057 Students</p>	<b>English Learners</b>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased Significantly 5.6 206 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students 2 Students</p>
<b>Homeless</b> <p>8.8% suspended at least one day</p> <p>Declined -1.9 34 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Green</p> <p>6.5% suspended at least one day</p> <p>Declined -1.8 581 Students</p>	<b>Students with Disabilities</b>  <p>Yellow</p> <p>10.1% suspended at least one day</p> <p>Declined -7.9 109 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Yellow 11.8% suspended at least one day Declined -7.3 76 Students	<b>American Indian</b> Less than 11 Students 2 Students	<b>Asian</b>  Orange 3.7% suspended at least one day Increased 2.1 135 Students	<b>Filipino</b> 3.8% suspended at least one day Increased 3.8 26 Students
<b>Hispanic</b>  Orange 6.5% suspended at least one day Increased 1.6 261 Students	<b>Two or More Races</b>  Orange 9.1% suspended at least one day Increased 0.4 99 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b>  Green 4% suspended at least one day Declined -1.2 452 Students

#### Conclusions based on this data:

- Overall, Suspension Rates for All students were at a green performance level, with 5.6% of students being suspended at least one day.  
  
The Suspension Rates for Students with Disabilities were at a performance level of yellow, with 10.1% of students with disabilities being suspended for at least one day. This was a decline of 7.1%.  
  
The Suspension Rates for English Learners were at a performance level of orange with 7.8% being suspended at least one day. This increased significantly from the 2022 Dashboard Report.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.  
  
African American students received a performance level of yellow, with 11.8% being suspended for at least one day. This is a 7.3% decline from the 2022 Dashboard Report.  
  
Two or more Races students were at an orange performance level with 9.2% suspended at least one day.
- 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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

### Identified Need

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

The following subgroups have an overall performance level of red or orange.

ELA: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Two or More Races, White

Math: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Two or More Races, White

English Learner Progress: Not applicable

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome



<p>ENGLISH LANGUAGE ARTS: Grades 6th - 8th STAR Reading Assessment CAASPP ELA for Students with Disabilities and African American Subgroup</p> <p>MATHEMATICS: Grades 6th - 8th IXL Diagnostic CAASPP Math CAASPP Math for Students with Disabilities and African American Subgroup</p> <p>SCIENCE: Grades 6th - 8th CAST</p>	<p>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</p> <p>7th Grade 33% at/above grade level 22% are on watch 18% need intervention 27% of students need urgent intervention</p> <p>8th Grade 39% at/above grade level 17% are on watch 21% need intervention 23% of students need urgent intervention</p> <p>CAASPP ELA 6th grade: 38.37% at/above grade level 7th grade: 55.49% at/above grade level 8th grade: 45.28% at/above grade level</p> <p>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</p> <p>CAASPP ELA for Black/African American students 6th grade: 32.15% at/above grade level 7th grade: 36% at/above grade level 8th grade: 27.78% at/above grade level</p> <p>MATHEMATICS IXL Diagnostics 6th Grade 9% above grade level 21% on grade level 21% below grade level 33% far below grade level 15% did not complete</p> <p>7th Grade 3% above grade level 11% on grade level 20% below grade level 56% far below grade level 11% did not complete</p>	<p>ENGLISH LANGUAGE ARTS By May 2025, all ACMS students will improve by demonstrating at least one year's growth on the STAR Reading assessment.</p> <p>By May 2025, all ACMS students with disabilities will increase proficiency in ELA by 50+ points as measured by the CA Dashboard report for the 2024-2025 school year.</p> <p>By May 2025, all ACMS African American students will increase by at least 1 level or maintain level 3 in ELA as measured by the 24-25 CAASPP scores.</p> <p>MATHEMATICS By May 2025, all ACMS will demonstrate one year's growth in the IXL Math diagnostic assessment.</p> <p>By May 2025, all ACMS students with disabilities will increase proficiency in Math by 50+ points as measured by the CA Dashboard report for the 2023-2024 school year.</p> <p>By May 2025, all ACMS African American students will increase by at least 1 level or maintain level 3 in Math as measured by the 24-25 CAASPP scores.</p> <p>SCIENCE By May 2025, ACMS 8th-grade students will have demonstrated an increased percentage of students who scored met standard or exceeded on the state CAST assessment.</p>
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	<p>8th Grade  3% above grade level  8% on grade level  22% below grade level  63% far below grade level  4% did not complete</p> <p>CAASPP Math  6th grade: 28.53% at/above grade level  7th grade: 39.64% at/above grade level  8th grade: 36.74% at/above grade level</p> <p>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</p> <p>CAASPP Math for Black/African American students  6th grade: 21.43% at/above grade level  7th grade: 32% at/above grade level  8th grade: 0% at/above grade level</p> <p>SCIENCE  CAST  8th Grade  6.7% standard exceeded  26.1% standard met  51% standard nearly met  16.2% standard not met</p>	
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teachers will identify essential standards as focus for the year.</p> <p>Teachers will create and administer common assessments that align to the identified essential standards.</p> <p>Teachers will use modeling, peer feedback, and rubrics to inform student achievement.</p> <p>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.</p>	SED/SWD/All students	<p>6,000  General Unrestricted  4000-4999: Books And Supplies  Department funds for instructional materials and classroom supplies  6,000  Lottery  4000-4999: Books And Supplies</p>



	<p>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).</p> <p>Recognition for student growth in academic areas. All teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.</p>		<p>Grade level funds for instructional materials and classroom supplies 1,000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Physical Education: Lap Tracker 1,800 Lottery: Inst. Materials 5800: Professional/Consulting Services And Operating Expenditures Blooket: Site-wide license for student engagement and review lessons in several subject areas including math and ELA. 2,500 Lottery: Inst. Materials 5800: Professional/Consulting Services And Operating Expenditures Eduprotocols: Technology licenses</p>
1.2	<p>Professional Development:</p> <p>Teachers will be provided training and release time to observe, collaborate and plan evidence-based tier 1 instruction. UDL Training, including staff meetings and coaching. 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. Release time for Vertical Articulation with elementary and high schools.</p>	Students with disabilities and all students	<p>2,000 Title 1 1000-1999: Certificated Personnel Salaries Subs for Conferences 3,000 Title 1 1000-1999: Certificated Personnel Salaries Teacher collaboration, assessment and release time 1,000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Conference Fees and Professional Development 3,000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Subs for Vertical Articulation with the elementary 5th grade teachers and highschool including SpEd, Math, ELA and Physical Educaiton Departments</p>
1.3	<p>Supports for English Learner Student Population</p> <p>Site English Language Advisory Committee (ELAC) meets 3x per year Curriculum, strategies, and materials to increase language learners.</p>	English Learners	<p>12,737 Supplemental Grant 2000-2999: Classified Personnel Salaries</p>



	<p>English Language Learner re-classification ceremony is an opportunity to celebrate EL students who have met English Proficiency.</p> <p>Instructional Aide to support our EL students in the classrooms.</p> <p>Parent education nights.</p> <p>After-school support interventions are provided by an EL teacher and instructional aid.</p> <p>Assess EL students using the ELPAC.</p>		<p>Supports in our EL classroom</p> <p>4 hours a day, four days a week for 125 days.</p> <p>1,000</p> <p>Title 1</p> <p>2000-2999: Classified Personnel Salaries</p> <p>IA extra support time to support struggling students</p> <p>1,733</p> <p>Supplemental Grant</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support for EL testing and reclassification</p>
1.4	<p>Provide salary and benefits to support identified at-risk students and support programs.</p> <p>After-school tutoring to provide additional Tier III support to students.</p> <p>After-school homework club to support underperforming students.</p>	<p>Underperforming students, EL students, SWD, SED</p>	<p>112,106</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Centralized service contribution</p> <p>55,790</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Title 1 teacher to provide direct services for underperforming students</p> <p>2,000</p> <p>Lottery</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Homework Club</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

During the 2023-24 school year, strategies and activities included district-wide implementation of PLC time, one site-funded English Language instructional assistant, and substitute coverage for Collaborative Conferences three times a year. Antelope Crossing Middle School served 144 students with Tier III supports and interventions. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

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

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



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

Teachers will participate in district professional development focused on Universal Design of Learning and provided site time to collaborate with Professional Learning Communities. Coaching and strategies will occur throughout the school year during staff meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Safety and Positive Climate

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Suspension: English Learners, Asian, Hispanic, Two or More Races

Chronic Absenteeism: English Learners, Students with Disabilities, Two or More Races, White

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Student Survey	On the 23/24 student survey, 39% of students reported they have been verbally bullied at school. On the 23/24 student survey, 68% of students reported they have at least one adult at school that I trust. On the 23/24 student survey, 52% of students reported adults at school care about me.	On the 24/25 student survey, the number of student reporting they have been verbally bullied at school will decrease by 5%. On the 24/25 student survey, 100% of students report they have at least one adult at school that they trust. On the 24/25 student survey, 80% of students report adults at school care about me.
Annual Parent Survey	On the 23/24 parent survey, 71% of parents reported their student feels safe at school. On the 23/24 parent survey, 73% of parents reported teachers keep me well informed about my child's progress.	On the 24/25 parent survey, 80% of parents report their student feels safe at school. On the 24/25 parent survey, 90% of parents report teachers keep me well informed about my child's progress.



Annual Attendance Reports	2022-2023 Attendance 6th grade: 94.23% 7th grade: 93.68% 8th grade: 93.31%	2024-2025 Student Attendance 6th grade: 97% 7th grade: 97% 8th grade: 97%
Discipline Data	2022-2023 Suspension Rate for All Students: 5.6% 2022-2023 Suspension Rate for EL: 7.8% 2022-2023 Major referrals per SWIS Suite: 683	2024-2025 Suspension Rate for all students: Reduce by .5% 2024-2025 Suspension Rate for EL: Reduce by 2% 2024-2025 Major referrals per SWIS Suite: Reduce by 3%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>In order to cultivate increased student, staff, and family collaboration and participation of school-wide programs:</p> <p>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 connections with ASB, Band, PLTW, and subject articulation. The 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. Field Trips: Performing Arts Showcase at Antelope High School - 8th Grade Assemblies: Performing Arts for 6th and 7th Grade School will have a consistent method to communicate student classwork/homework Implement Watch D.O.G.S program to involve more families on campus Student Recognition Assemblies with the invitation to parents.</p>	All Students	<p>13,000 Lottery 1000-1999: Certificated Personnel Salaries Staff Stipends for Student Clubs 3,000 Lottery 5000-5999: Services And Other Operating Expenditures WEB Conference and Student Training 8,000 Lottery 4000-4999: Books And Supplies Materials and supplies for exploratory classes 1,000 Lottery 4000-4999: Books And Supplies WEB materials and supplies 2,000 Title 1 4000-4999: Books And Supplies Watch Dogs Materials and Supplies 1,000 General Unrestricted 5000-5999: Services And Other Operating Expenditures Transportation for Field Trips 4,000 Lottery 4000-4999: Books And Supplies PLTW course materials</p>



2.2	<p>A focus on both sides of the MTSS pyramid (behavior/SEL and academic supports).</p> <p>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 and mentorship) 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 Assemblies: Social Media and Fentanyl Awareness Advisory Program Assemblies: Fentanyl and Social-Media</p>	All Students	<p>1,850  Lottery: Inst. Materials  5800: Professional/Consulting Services And Operating Expenditures  5 Star License and training for PBIS rewards  500  Lottery: Inst. Materials  5800: Professional/Consulting Services And Operating Expenditures  PBIS online referrals and CICO  5,000  Lottery  4000-4999: Books And Supplies  PBIS materials including Cougar Cash tickets and incentives, check-in, check-out incentives will support positive behavior and school climate.  1,000  Lottery: Inst. Materials  5000-5999: Services And Other Operating Expenditures  Second Step - Social emotional learning curriculum  5,002  Title 1  5800: Professional/Consulting Services And Operating Expenditures  Assemblies for students</p>
2.3	<p>Antelope Crossing School Community Events:</p> <p>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.</p>	All Students and Community	<p>1,000  Title 1  4000-4999: Books And Supplies  Materials and Supplies for World's Fair  1,104  Title 1  1000-1999: Certificated Personnel Salaries  Extra hours for parent education and family nights  1,000  Title 1  4000-4999: Books And Supplies  Resources and Supplies for Parent Education and Family Nights</p>
2.4	<p>School Safety:</p> <p>Antelope Crossing staff will continue to practice lock-downs and site-specific safety drills, including closed campus protocols.</p>	All Students	<p>5,000  Title 1  4000-4999: Books And Supplies  Materials and Supplies</p>



	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.		
2.6	Provide resources for students identified as foster/homeless and SED.	Foster/Homeless Students and SED students	1,000 Supplemental Grant 4000-4999: Books And Supplies Supplies, transportation, clothing, etc. 1,000 Title 1 5000-5999: Services And Other Operating Expenditures Field trip admission fees and district transportation
2.7	Staff will work toward increasing student attendance. Strategies include: Attendance Celebrations Attendance team meetings Advisory plan Resources to address barriers	All students	3,000 Title 1 4000-4999: Books And Supplies Incentives for attendance rewards and celebrations 1,000 Title 1 4000-4999: Books And Supplies Supplies to reduce barriers for positive attendance (alarm clocks, bikes).

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals, but we have seen an increase in positive school climate improvement as seen in our parent survey. Along with our focus on attendance and attendance incentives, we have seen an improvement in our attendance data from the 2022/2023 school year to the 2023/2024 school year. We will continue to analyze school wide attendance data monthly both schoolwide and by grade level. In addition, we will analyze individual student attendance data bi-monthly and then follow up with attendance letters, SART and SARB as needed.

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

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

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for employee salary and benefits.

Areas of need will be immediately identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$308,101.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$271,122.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$198,002.00

Subtotal of additional federal funds included for this school: \$198,002.00

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

State or Local Programs	Allocation (\$)
General Unrestricted	\$7,000.00
Lottery	\$42,000.00
Lottery: Inst. Materials	\$8,650.00
Supplemental Grant	\$15,470.00

Subtotal of state or local funds included for this school: \$73,120.00

Total of federal, state, and/or local funds for this school: \$271,122.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Unrestricted	7,000.00	0.00
Title 1	198,002.00	0.00
Lottery	42,000.00	0.00
Lottery: Inst. Materials	8,650.00	0.00
Supplemental Grant	15,470.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	7,000.00
Lottery	42,000.00
Lottery: Inst. Materials	8,650.00
Supplemental Grant	15,470.00
Title 1	198,002.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	190,733.00
2000-2999: Classified Personnel Salaries	13,737.00
4000-4999: Books And Supplies	44,000.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,652.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount



4000-4999: Books And Supplies	General Unrestricted	6,000.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Lottery	15,000.00
4000-4999: Books And Supplies	Lottery	24,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	3,000.00
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	1,733.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	12,737.00
4000-4999: Books And Supplies	Supplemental Grant	1,000.00
1000-1999: Certificated Personnel Salaries	Title 1	174,000.00
2000-2999: Classified Personnel Salaries	Title 1	1,000.00
4000-4999: Books And Supplies	Title 1	13,000.00
5000-5999: Services And Other Operating Expenditures	Title 1	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	9,002.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	211,666.00
Goal 2	59,456.00



# 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**

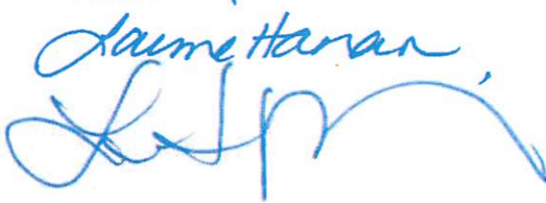
English Learner Advisory Committee

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 May 16, 2024.

Attested:



Principal, Jaime Hanan on May 16, 2024

SSC Chairperson, Lindsey Ramierz on May 16, 2024

**Grade Level Assessments**

	<b>2020-21 Baseline</b>		<b>2021-22</b>		<b>2022-23</b>	
<b>Grade 6</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	1%	3%	21%	19%	27%	43%
<b>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)</b>	7%	12%	8%	18%	28%	33%
<b>Grade 7</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	11%	18%	17%	24%	24%	27%
<b>Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)</b>	N/A	21%	24%	22%	8%	26%
<b>Grade 8</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	3%	10%	29%	44%	39%	42%
<b>Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)</b>	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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Antelope Crossing Middle School District and State Assessments  
**Smarter Balanced CAASPP Performance Assessments**

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



- **Parent Survey:** Please note that eighty-three (83) Antelope Crossing parents completed the Spring 2024 survey. In Spring 2023, one hundred (100) Antelope Crossing parents completed the survey, a difference of seventeen (17) parents. Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** Please note that forty-one (41) staff members participated in the survey, constituting seventy percent (70%) of Antelope Crossing staff completed the survey in the 2023-2024 school year. This year saw a positive uptick of ten (10) staff members engaging in the survey.
- **Student Survey:** 861 students in grades 6-8 participated in the school survey.

### Student Engagement

	2021-22		2022-2023		2023-2024	
<b>Students...</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
cares about my/their school.	88%	43%	90%	48%	86%	41%
wants to do well in school.	94%	71%	94%	70%	94%	59%
comes to class prepared.	91%	43%	89%	35%	96%	22%
likes going to school.	79%	57%	73%	57%	79%	53%

#### 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. Ninety-six percent (96%) of parents surveyed felt “Students come to class prepared,” while staff reported twenty-two percent (22%). This was a seven percent (7%) increase from the previous year, according to parents, and a thirteen (13%) 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. Eighty-six percent (86%) of parents felt their students care about my/their school, while the staff reported forty-one percent (41%), a four percent (4%) decrease from parents and seven (7%) decrease 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.

### Learning Environment

	2021-22		2022-2023		2023-2024	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	93%	92%	90%	90%	92%	83%
maintains its resources well.	86%	72%	74%	77%	86%	68%
has facilities with up-to-date technology.	93%	80%	79%	65%	88%	71%
want(s) students to succeed.	84%	76%	88%	96%	89%	100%
provide(s) a well-rounded curriculum.	80%	86%	84%	83%	86%	78%
offer(s) challenging classes.	70%	57%	76%	48%	79%	52%
focus(es) on students' character.	65%	62%	63%	70%	72%	66%

#### Summary:

A school's learning environment must be safe, positive, have a warm climate, and inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities to support and challenge them. Antelope Crossing Middle School parents and staff agree that our school is clean, with ninety percent (92%) of parents and eighty-three (83%) of staff responding that the school is clean. Seventy-nine percent (79%) of parents indicated Antelope Crossing offers challenging classes, while staff reported fifty-two percent (52%). Eighty-nine percent (89%) of parents indicated that all teachers want all students to succeed with one hundred percent (100%) of staff sharing this sentiment. 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.

Seventy-two percent (72%) of parents indicated that Antelope Crossing focus(es) on students' character, and sixty-six percent (66%) of staff responded that Antelope Crossing focus(es) on students' character. We will continue to address students' character through PBIS and our Advisory Program.



### Expectations

	2021-22		2022-2023		2023-2024	
<i><b>My [child's] school...</b></i>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams)	75%	86%	70%	91%	78%	84%
set(s) high expectations for student achievement.	72%	48%	77%	61%	81%	56%
success in college or a career.	78%	43%	64%	39%	75%	47%
encourage(s) a healthy lifestyle.	76%	62%	69%	61%	79%	55%

**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 that develop high expectations, both in and out of school. In the 2022-2023 school year, seventy-seven percent (77%) of parents and sixty-one percent (61%) of staff believed expectations for student achievement were high for students. In 2023-2024, parents responded with a four percent (4%) increase, and staff responded with a five percent (5%) decrease in the area of high expectations for student achievement. ACMS staff will do work in grade level PLC teams to discuss the Tier 1 instruction, meeting students where they are at and setting high standards for all students.

### Student Support

	2021-22		2022-2023		2023-2024	
<i>My [child's] schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	69%	95%	78%	91%	80%	94%
Students receive the resources and support they need.	61%	43%	78%	43%	78%	48%
I understand what types of social-emotional support are available to students.	71%	81%	64%	87%	72%	84%

**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). Eighty percent (80%) of parents understand the types of academic support that are available to students, and ninety-four percent (94%) 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%), with staff reporting forty-eight percent (48%). Antelope Crossing has made a great effort to address and implement a variety of academic and social-emotional supports at all three tiers of MTSS 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.



### Student Support

	2021-22		2022-2023		2023-2024	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	93%	100%	89%	96%	94%	91%
try to make class interesting.	85%	90%	85%	91%	79%	97%
encourage collaboration among students.	89%	90%	88%	91%	88%	91%
encourage critical thinking.	84%	86%	86%	74%	83%	78%
listen to students.	77%	95%	72%	91%	72%	88%
encourage students on a regular basis.	89%	95%	80%	96%	82%	94%
help my child when he/she doesn't understand something.	86%		78%		79%	
nurture creativity.	76%	90%	76%	83%	79%	77%

#### 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 an increase from eighty percent (80%) to eighty-two percent (82%) in the area of encouraging students on a regular basis. We will try to increase student encouragement by recognizing more students throughout the year for academic achievement, hard work, and good behavior. We will 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.

**Social Climate**

	2021-22		2022-2023		2023-2024	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	77%	80%	77%	77%	83%	
students from different cultural backgrounds become friends.	84%	85%	88%	97%	92%	95%
students have friends at school.	94%	100%	88%	97%	92%	95%
students respect the teachers and staff.	66%	36%	69%	29%	74%	29%
all staff are treated fairly.	75%	60%	77%	68%	77%	75%
all students are treated fairly.	57%	68%	65%	65%	72%	51%
students get along with each other and respect their differences.	57%	56%	57%	39%	71%	49%
students feel safe at school.	67%	61%	69%	63%	71%	63%
students are comfortable talking to school staff.	67%	88%	55%	65%	77%	61%
staff feel safe at school.	65%	40%	69%	58%	71%	63%
bullying is not a problem. *bullying is a problem (20/21)	51%	64%	56%	68%	46%	51%

**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 about students from different cultural backgrounds, becoming friends, and having friends at school.

Seventy-one percent (71%) of parents surveyed felt "Students get along with each other and respect their differences," while staff reported forty-nine percent (49%). This was a fourteen percent (14%) increase from the previous year, according to parents, and a ten percent (10%) increase, according to staff. In the area of "students feel safe at school," parents reported positively at seventy-one percent (71%), an increase by two (2%) over the previous year, with staff remaining the same at sixty-three percent (63%). Although we have seen a positive increase in most areas of social climate, discrepancies, and low percentages are significant overall in this subgroup. Items to continually analyze include: "students respecting teachers and staff" (74% parents to 29% staff), "students get along with each other and respect their differences" (71% parents to 49% staff), "students feel safe at school" (71% parents to 63% staff), "staff feel safe at school" (71% parents to 63% staff), and "bullying is a problem" (46% parents to 51% staff). This data requires us to continue to have discussions and opportunities for students to process their conflicts and struggles and have instruction in



## Antelope Crossing Middle School Parent/Staff/Student Survey 2023-2024

social-emotional learning and restorative circles. We are also making a conscious effort to connect with all students, tighten our Tiered procedures to support 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 on unity and belonging through our theme of ACMS United, we expect these numbers will continue to increase for the positive.

### Stakeholder Engagement - Communication with Parents

	2021-22		2022-2023		2023-2024	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	76%		79%		92%	
Teachers keep me well informed about my child's progress.	64%		65%		73%	

#### Summary:

Clear communication between the school and families is key to student success. In the area of Stakeholder Engagement - Communication with Parents, seventy-three percent (73%), an increase of eight percent (8%) 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, remind them of progress reports, and determine a school-wide process for communicating class assignments and homework to help support parents and students. Ninety-two percent (92%), a thirteen percent (13%) increase, of parents feel the school keeps them well informed about events and activities. To continue communicating events and activities, the Principal will send home a Friday Cougar News, monthly newsletter and update the school's Instagram account with upcoming events and PTC communication of events.

**Stakeholder Engagement - Communication with Parents**

	2021-22		2022-2023		2023-2024	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	83%		84%		92%	
No	5%		7%		3%	
N/A/ I have not needed to communicate with teachers or staff	12%		10%		5%	

**Summary:**

This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-two percent (92%), which is an increase of eight percent (8%) from the previous year. The three percent (3%) 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 families that may find communication difficult due to a language barrier, we have access to an iPad with Google Translate and access to the Language Line, which allows 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 opportunities to have communication translated into different languages.



**Stakeholder Engagement - Communication with Parents**

	2021-22		2022-2023		2023-2024	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	81%		82%		89%	
School and/or District Newsletters	51%		32%		59%	
School and/or District website	32%		21%		23%	
Communications from my child's teacher	37%		23%		47%	
Social Media	3%		8%		16%	
Employees of the district	7%		5%		4%	
Other	2%		4%		5%	
None of the above	0%		1%		0%	

**Summary:**

This category continues to confirm that most parents receive most of their school information from electronic communications sent from the school (89%), which is an increase of seven percent since the last school year. There has been an eight percent (8%) increase in response to social media use. We will continue to increase the information sent via Instagram. In today's society, we like the convenience of having information quickly and at our fingertips; therefore, the numbers above reflect this preference.

**Stakeholder Engagement - Communication with Parents**

	2021-22		2022-2023		2023-2024	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	91%		92%		86%	
Text messages	45%		56%		47%	
School and/or District Newsletters	27%		26%		34%	
School and/or District website	18%		12%		16%	
Social media	4%		10%		15%	
Mail/letters	16%		12%		14%	
Phone calls	20%		23%		21%	
School or district meetings	0%		1%		5%	
Other	0%		0%		3%	

**Summary:**

The survey results align with the previous category, indicating that parents prefer to receive information electronically. Eighty-six percent (86%) 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.



**Parent Involvement**

	2021-22		2022-2023		2023-2024	
<i>My [child's] schools...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	72%	85%	71%	74%	81%	84%
encourage(s) parental involvement.	64%	55%	74%	48%	75%	78%
encourage(s) involvement from community members and organizations.		42%		65%		71%
has/have parents who are highly involved.	63%	25%	63%	14%	59%	26%

**Summary:**

In the area of Parent Involvement, seventy-five percent (75%) of parents feel district schools encourage(s) parental involvement, and this is an eleven percent (11%) increase over the last two school years. Parents shared that fifty-nine percent (59%) are highly involved in the school, but teachers reported this number as being much lower at twenty-six percent (26%). Traditionally, parent involvement is lower in middle school when compared to elementary school. Still, in 2023-2024 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**

	2021-22		2022-2023		2023-2024	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	54%		59%		66%	
School or class event, such as a play, sports event, or award assemblies	30%		43%		52%	
Parent-teacher conference with child's teacher	20%		44%		42%	
Volunteering at my child's school	10%		11%		10%	
Family/Parent Events	5%		24%		21%	
Parent Teacher Association	10%		11%		12%	
School committee or council such as Site Council or ELAC	0%		5%		5%	
District committee or council such as DELAC, GATE or Health	0%		0%		3%	
Other	5%		0%		4%	
None of the above	31%		22%		12%	

**Summary:**

Back to School Night is the largest parent night at ACMS, with sixty-six percent (66%) of parents reporting attending. This is an increase of seven percent (7%) from the 2022-2023 school year.

Parent conference attendance has forty-two percent (42%) of parents sharing that they have attended a conference for their child at a two percent (2%) decrease from last school year.

Our Parent Teacher Club (PTC) involves 12% of our parents, with a 1% increase from last year. The administration will build connections with parents and the community to increase membership and parent participation in this committee.



**Parental Involvement**

	2021-22		2022-2023		2023-2024	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher	80%		83%		91%	
School or class event, such as a play, sports event, or awards assemblies	71%		81%		74%	
Back to school night or open house	66%		81%		82%	
Family/Parent Events	100%		75%		92%	
Parent Teacher Association (PTA)	67%		75%		75%	
School committee or council such as Site Council or ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE, or Health	0%		0%		100%	
Volunteering at my child's school	83%		67%		88%	
Other	100%		100%			

**Summary:**

This category of valuing parental involvement continues to have significant approval ratings, with most questions showing high percentages over 2022-2023. The lowest percentage of parent feedback on their participation being valued was their attendance at class events such as plays, sports, or awards assemblies, at seventy-four percent (74%). As an administrative team, we will continue to focus on providing parental involvement opportunities and recognizing their involvement.

**Parental Involvement**

	2021-22		2022-2023		2023-2024	
<i>Why didn't you participate in parent activities last year? Select all.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Scheduling conflicts.	37%		53%		67%	
Language barrier.	5%		29%		11%	
Not interested.	0%		0%		0%	
Not sure how I can participate.	21%		6%		11%	
Need to arrange child care.	11%		12%		11%	
I didn't feel welcome.	0%		0%		11%	
Transportation	0%		0%		0%	
Other	32%		18%		22%	

**Summary:**

Sixty-seven percent (67%) of parents responded with scheduling conflicts and eleven percent (11%) with language barriers as to why they didn't participate in activities last year. The language barrier response decreased by eighteen percent (18%). The administrative team will continue to offer a variety of times, translation services, and communication of parent opportunities for the 2024-2025 school year.



### Parental Involvement

	2021-22		2022-2023		2023-2024	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	35%		44%		44%	
More information on involvement opportunities	37%		38%		26%	
More communication between school and parents	35%		40%		32%	
More participation opportunities at the school level	12%		25%		23%	
More events offered in the evening	30%		45%		47%	
More participation opportunities at the district level	2%		6%		8%	
More convenient locations for participation	0%		5%		6%	
More communication in our family's primary language	2%		12%		8%	
More events offered in the morning	0%		0%		5%	
Other	8%		5%		5%	
None of the above	23%		9%		10%	
Virtual Event (Ex. Zoom)	23%		10%		17%	

#### Summary:

When asked what could be done to encourage more involvement in Dry Creek, twenty-six percent (26%) of parents indicated more information on involvement opportunities. This decrease of twelve percent (12%) aligns with the increased focus on communication of opportunities that were provided in the 2023-2024 school year. 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-seven percent (47%) of parents would like to have more events offered in the evening. As a school, we will increase communication with parents regarding the multiple ways to be

involved, how to help support students at home, and offer two parent education nights in the upcoming 2024-2025 school year.

### Parental Involvement

	2021-2022		2022-2023		2023-2024	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	95%		94%		90%	
School or class events, such as play, sports events, or award assembly.	95%		88%		88%	
Parent-teacher conferences with my child's teacher.	95%		93%		95%	
School committees or councils such as Site Council or ELAC.	88%		79%		77%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	86%		90%		86%	
District committees or councils such as DELAC, GATE or Health.	86%		83%		76%	
Volunteering at my child's school.	87%		90%		82%	
The Parent Teacher Association (PTA)	86%		82%		79%	
Virtual events.	84%		74%		76%	

#### Summary:

A majority of parents, ninety-five percent (95%), 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 percent (90%) 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.



**Parental Involvement**

	2021-2022		2022-2023		2023-2024	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	64%		70%		72%	

**Summary:**

Parental involvement and support are crucial to achieving higher levels of student achievement. In the area of Parental Involvement, seventy-two percent (72%) of parents Agree or Strongly Agree that the school and/or district value their participation or input in engagement opportunities.

**Self-Awareness**

	<b>2021-22</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I can do most things if I try.	86%	83%	87%
I know when I am feeling overwhelmed.	81%	80%	76%
I feel positive about my future.	71%	71%	80%
I have a lot of strengths.	69%	71%	73%
I am happy with who I am.	67%	68%	72%
I can explain my feelings to others.	31%	36%	39%

**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-seven percent (87%) 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-nine percent (39%) of students indicated that they "can explain my feelings to others" which has increased by eight percent (8%) in the last two years. 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.



**Growth Mindset**

	<b>2021-22</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I can learn from my mistakes.	84%	81%	82%
I feel confident in my ability to learn new things.	71%	74%	76%
I can usually solve my problems.	79%	73%	77%
I keep trying, even when things are hard.	67%	65%	67%
I am a hard worker.	70%	75%	75%
Challenging myself makes me smarter.	66%	59%	63%
I can make the best out of a bad situation.	44%	48%	50%
If I'm not good at something, I'd rather quit.	16%	19%	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-two percent (82%) of students believe they can learn from their mistakes. Seventy-six percent (76%) feel confident in their ability to learn new things. The scores above reflect that our efforts to foster a Growth Mindset in our students are making a positive impact and need to continue to be a focus.

**Self- Management**

	2021-22	2022-2023	2023-2024
<i><b>Please indicate how much you disagree/agree with the following statements:</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I know right from wrong.	86%	84%	87%
I have goals and plans for my future.	80%	79%	81%
I keep my promises.	83%	80%	86%
I follow the rules.	78%	79%	75%
I finish whatever I begin.	52%	53%	54%
I know how to handle stress.	45%	46%	49%

**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-seven percent (87%) said that they are aware of what is right and wrong. Forty-nine percent (49%) of students reported that they know how to handle stress, which is a three percent (3%) 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.



**Responsible Decision-Making**

	2021-22	2022-2023	2023-2024
<i><b>Within the past two weeks, how often have you...</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
waited patiently in line?	80%	77%	73%
paid attention in class?	76%	75%	79%
waited for your turn to talk in class?	79%	78%	74%
told the truth even though it is hard?	63%	62%	66%
thought about what may happen before making a decision?	59%	57%	60%
calmed yourself down when upset?	56%	53%	57%

**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.

**Social Awareness**

	2021-22	2022-2023	2023-2024
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
It is important to treat people with respect.	93%	91%	91%
I am happy for my friends when they do well in school.	94%	91%	92%
I accept others for who they are, even if they are different than me.	89%	88%	86%
I can tell when someone is upset.	82%	80%	79%
If someone is sad, I try to help him or her.	75%	74%	73%

**Summary:**

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, understand the social and ethical norms for behavior, and finally, recognize family, school, and community resources that 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 73% 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

	2021-22	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	92%	92%	95%
I feel comfortable working in a team with other students.	66%	66%	63%
I can talk easily with other kids in my grade.	66%	65%	66%
I feel like my peers leave me out of things.	24%	26%	22%

#### 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-five percent (95%) of students say they have friends at school. Sixty-six percent (63%) 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 will begin to feel comfortable. Students reported twenty-two percent (22%), which is a decrease of four percent (4%) in the area of "I feel like my peers leave me out of things." As we continue to focus on Restorative Practices, connections, and communication, we should continue to show improvements in the relationship skills survey.

**Civic Mindset**

	2021-22	2022-2023	2023-2024
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I care about my community.	82%	78%	73%
I am knowledgeable about what is happening in the world.	81%	77%	70%
I read or talk about current events.	61%	53%	58%
I believe that I can make a difference in my community.	50%	48%	42%

**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-three percent (73%) of students indicated caring about their community, however, it declined to forty-two percent (42%) 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.



**Social Support**

	2021-22	2022-2023	2023-2024
<i><b>Please indicate how much you disagree/agree with the following statements:</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
My teachers believe that I will be successful.	71%	68%	68%
I have at least one adult at school that I trust.	69%	68%	68%
I feel like I belong at school.	58%	55%	50%
Adults at school care about me.	66%	63%	52%
Adults at school listen when I have something to say.	64%	63%	52%
Adults in school support me when I need help		64%	64%

**Summary:**

Social support is described as having a network of friends and family whom 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 the same as last year. When a child has a trusted adult who believes in them, it can be a tremendous support and have a positive effect. On the flip side, only fifty percent (50%) of students "feel like I belong at school." This percentage is concerning, as it indicates a half of the students do not feel like they belong to our school community. Building inclusivity and connections with our students is a top priority. Along with building connections and focusing on social support in the advisory period, our theme of ACMS United will continue to be interwoven in all that we do to foster community, strengthen relationships, and build unity and belonging.

**Emotional Well-being**

	<b>2021-22</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b><i>Within the past two weeks, how many times have you....</i></b>	<b>Student</b>	<b>Student</b> <b>**Number of students reporting 0 times</b>	<b>Student</b> <b>**Number of students reporting 0 times</b>
worried about school work?	31%	12%	21%
had trouble falling asleep?	27%	29%	32%
felt like not talking to anyone?	22%	25%	34%
felt sad?	23%	28%	23%
felt anxious?	22%	27%	36%
felt like you could not focus in school?	21%	22%	29%
felt lonely?	17%	40%	44%

**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. Thirty-six percent (36%) of students reported not feeling anxious in the last two weeks, this is an increase of nine percent (9%) from last year. To continue to address the areas above, we will continue to support our student's emotional health and well-being through Cougar Restorative Center, counseling, Wellness Together, Check-in/Check-outs, Tier I SEL instruction in advisory and other SEL resources available on campus.



### Frequency of Bullying

	2021-22	2022-2023	2023-2024
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been verbally bullied by students at school.	12%	**59%	61%
I have been electronically bullied by students (e.g., text messages, email, social media).	4%	**78%	84%%
I have been physically bullied by students at school.	3%	**80%	83%

#### 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. Sixty-one percent (61%) of students report never being verbally bullied at school. Eighty-four percent (84%) of students report never being electronically bullied, and eighty-three percent (83%) of students reported never having been physically bullied by students at school. 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.

### Location of Bullying

	2021-22	2022-2023	2023-2024
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	39%	45%	40%
In a classroom.	48%	47%	47%
At the cafeteria.	19%	23%	28%
In hallways.	20%	24%	24%
In the locker room.	14%	20%	17%
In the bathroom.	7%	9%	8%
Online	30%	31%	27%
Other	18%	18%	17%

#### 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 percent (40%) of bullying is happening during outside time. The administration is looking to implement the WATCH D.O.G.S program to have more adults on campus during student 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 a report involving bullying, which is then followed up by the administration.



**Peer Pressure**

	2021-22	2022-2023	2023-2024
<i>I feel pressure from other students to....</i>	Student	Student	Student
I do not feel pressure from other students.	93%	94%	95%
vape or use e-cigarette devices.	5%	5%	4%
use illegal drugs.	4%	1%	3%
use alcohol.	3%	2%	3%
use tobacco.	3%	1%	2%
use prescription drugs that are not prescribed to me.	3%	2%	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-five percent (95%) of our students reported not feeling “pressure from other students,” which is a one percent (1%) increase from the previous year. The three-year analysis also shows a consistent or slight increase in pressure for students in all the areas surveyed: “vape or e-cigarette devices, 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 discussions about healthy living.

### School Environment

	2021-22	2022-2023	2023-2024
<b><i>Please indicate how much you disagree/agree with the following statements:</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I am proud to be part of my school.	57%	52%	49%
My school is a safe place.	51%	42%	47%
School activities are interesting.	54%	50%	43%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	41%	42%	36%
Students at my school are motivated to learn.	28%	25%	26%

#### 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. Three 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.

# Antelope Crossing Middle School

## School Site Council Planning Calendar for 2024-2025

### **September 19, 2024**

- 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
- Budget Expenditures - Review

### **October 17, 2024**

- ELL - Update
- Budget Expenditures - Review

### **November 21, 2024**

- District & Site Assessments - Review
- School Safety Plan - Review
- Budget Expenditures - Review

### **January 23, 2025**

- Dashboard Data - Review/Analyze
- Budget Expenditures - Review

### **February 27, 2025**

- LCAP - Review/Input
- Budget Expenditures - Review

### **March 20, 2025**

- Local Indicator 3 Parent Rubrics - Review
- Budget Expenditures - Review

### **April 24, 2025**

- 2024-2025 Parent Survey Results - Review
- 2025-2026 School Compact - Review/Approve
- 2025-2026 School Plan for Student Achievement (SPSA) Goals - Review
- Budget Expenditures - Review

### **May 15, 2025**

- 2024-2025 Student Survey Results
- 2025-2026 School Plan for Student Achievement (SPSA) - Review/Approve
- Budget Expenditures - Review



**Antelope Crossing Middle School  
School Compact  
2024-2025**

**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:**

- Arrive at class and on time each period and prepared to work.
- Bring necessary books and materials everyday including the school issued Chromebook and charger.
- 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.
- Respect the authority of teachers, administrators and school staff members.
- Read the Antelope Crossing Handbook (available online), review it with my parents and agree to the conditions.
- Utilizing my cell phone aligned with school rules including turned off, in my backpack and not taking pictures or videos without the permission of staff and students.
- Have logged on to my Aeries account with my parent/guardian to review my information and keep track of my progress.
- **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, is well rested, and prepared to learn.
- Check in with my child 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 provided by the school.
- Provide a quiet place and time for my child to do school work.
- Read the Antelope Crossing Handbook (available online), review it with my child and agree to the conditions.
- Have logged on to my child's Aeries account with them to review their information and keep track of their progress.
- **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.
- Update grades within a "reasonable" amount of time from the assignment/assessment due date.
- 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.
- Regular communication of classwork and homework expectations and timelines with students and parents.
- Maintain a classroom website for students and parents to access for weekly class information.

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 I 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 RESPONSIBILITIES 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)



**Policy 1312.3: Uniform Complaint Procedures**

**Status: ADOPTED**

**Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to the UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

#### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
  7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
  8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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