



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Antelope Meadows Elementary School	31-66803-6109862	May 16, 2024	June 13, 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 Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

Antelope Meadows Elementary School has been identified as a schoolwide program based on the percentage of our families who qualify for the Annual Household Eligibility Form/Free and Reduced Lunch. We are using our Title 1 funds to support our 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.

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# Plan Description

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

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

## Schoolwide Program

### Additional Targeted Support and Improvement

Antelope Meadows Elementary School has been identified as a schoolwide program based on the percentage of our families who qualify for the Annual Household Eligibility Form/Free and Reduced Lunch. We are using our Title 1 funds to support our students.

At Antelope Meadows Elementary School, we collectively (all engagement partners) analyzed the CA State Dashboard, explicitly looking at our benchmark academic performance, attendance reports, and survey results. We determined our strengths and areas for improvement, including those identified as eligible for Additional Targeted Support and Improvement. We used the driver diagram to help guide and translate our data analysis, stakeholder input, and goal into an improvement aim and primary and secondary drivers. We created changes of practice tied to measurable outcomes.

We then created a strategic plan in the area of improving our suspension rate for all students and giving intentional attention to our African-American subgroup. "By June 2025, Antelope Meadows will reduce suspension of African American students by 3% as measured by the California Dashboard suspension data." The change practices will include ensuring at risk (3 or more major office referrals) students are placed in appropriate counseling groups, providing targeted tier 3 instruction, addressing barriers to attendance, providing attendance contracts, and conducting empathy interviews. Measurable outcomes will be counseling group pre and post assessments, collaborative conference data, weekly attendance reports and empathy interview responses. We identified primary and secondary drivers and created changes of practice tied to measurable outcomes.

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

## School Vision and Mission

At Antelope Meadows, we strive to encourage and challenge our students to take risks in a safe and positive environment where all students will succeed academically, connect socially, and thrive emotionally.

The Dry Creek Joint Elementary School District (DCJESD), a partnership of families, community and educators, prepares students to become active and responsible citizens in a diverse society by engaging students in a challenging curriculum that provides a solid foundation of academic skills in a safe learning environment.

## School Profile

Antelope Meadows is one of seven elementary schools in the Dry Creek Joint Elementary School District. Curriculum is rigorous, engaging, and standards-based. The school supports cultural awareness on a daily basis through its diverse literature selections and enrichment activities. We currently have 745 TK-5th grade students enrolled at Antelope Meadows, following a traditional calendar. Antelope Meadows offers an excellent academic program based on serving the needs of each student. Through the implementation of Multi-Tiered Systems of Support (MTSS), Antelope Meadows is committed to meeting the academic and social/emotional needs of all students.

Antelope Meadows has been identified as a Title I school. Title I funds are intended to assist students who are at-risk of not meeting common core state standards. Title I funds are allocated to schools based upon the unduplicated student count in the categories identified by the Local Control Funding Formula (LCFF), including EL students, socioeconomically disadvantaged, and foster/homeless youth. Currently, 55% of the school population is identified as socioeconomically disadvantaged. School staff and administration meet regularly to analyze data and monitor students for intervention services. At Antelope Meadows, the Title I program is a coordinated Response to Intervention (RtI) program providing push-in/pull-out classroom support, before-school and after school interventions, and parent

education opportunities. Instructional assistants are funded through the Title I program. Students receive push-in/pull-out support from these staff members four days a week. A major component of Antelope Meadow's Title I program is educating parents and increasing parent involvement. Antelope Meadows is in our 8th year of school-wide implementation of Positive Behavior Interventions and Supports (PBIS), in which we focus on creating a climate of respect, responsibility, and compassion on campus. Our goal is for all students to achieve social, emotional, and academic success.

Title I and other school funds are used at Antelope Meadows to continue staff development. During the 2024-2025 school year, teachers will receive professional development in the area of Positive Behavior Interventions and Supports (PBIS) to continue to develop and refine our systems and strategies for creating a positive and effective learning environment. In addition, teaching staff will participate in professional development to enhance writing instruction. 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, grade level planning days, student assemblies, student incentives, and student club/enrichment programs will be implemented for the purpose of increasing teacher effectiveness, improve student engagement, and ultimately result in improved outcomes for students.

Antelope Meadows serves a diverse population of 745 students in Transitional Kindergarten through 5th grade. Below is a snapshot of the Antelope Meadows student population demographics.

Ethnicity: 66% White, 18% Hispanic/Latino, 11% Black, 12% Asian, 2% Other Pacific Islander, and 30% Multi-Ethnic (two or more)

English Language Learners: 17% of student population

Socioeconomically Disadvantaged: 55% of student population

## Educational Partner Involvement

How, when, and with whom did Antelope Meadows Elementary 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 Meadows, all engagement partners should be involved in the development, maintenance, and review of all school goals and programs. On an ongoing basis, school staff, the English Language Advisory Committee, the School Site Council, a student advisory group, and other committees analyze school data and provide input on our school goals and academic programs monitored through the SPSA. We adjust our goals and programs based on data and feedback from our engagement partner groups. We meet with the School Site Council and site leadership team monthly. The English Learner Advisory Council meets three times per year.

## Resource Inequities

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

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

At Antelope Meadows we did not determine any resource inequities in any grade level or for any subgroups. We continually monitor student needs and have a plethora of instructional materials to meet the needs of all our students. We also review a curated list of research based resources that can be used to address specific needs. If a resource is not available at the site, then we make a collective decision to obtain the additional resources needed.

## 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.

ELA and English Learner Progress:

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.

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.

Suspension: 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.

Antelope Meadows Elementary School met ATSI eligibility in the state measure of Suspension for African American/Black students.

# 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 Meadows Elementary 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	0.13%	0%	0.14%	1	0	1
African American	4.58%	4.05%	3.59%	34	29	26
Asian	7.94%	8.1%	9.10%	59	58	66
Filipino	1.62%	1.68%	1.93%	12	12	14
Hispanic/Latino	28.26%	30.31%	28.00%	210	217	203
Pacific Islander	0.81%	1.26%	0.69%	6	9	5
White	42.40%	39.8%	40.00%	315	285	290
Multiple/No Response	14.27%	14.53%	16.00%	106	104	116
Total Enrollment				743	716	725

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	124	114	93
Grade 1	116	115	99
Grade 2	127	109	121
Grade 3	111	134	121
Grade 4	128	108	145
Grade 5	137	136	122
Total Enrollment	743	716	725

#### Conclusions based on this data:

1. The Antelope Meadows student population has remained relatively steady over the past several years, with an average of 727 students yearly. The enrollment numbers dropped slightly in 2020-2021 due to the pandemic and students attending our online school, Dry Creek Connections.
2. Our demographics show that our school is very diverse. We have students who represent every reportable subgroup. The "white" subgroup can be misleading as we have a large population of Eastern European students. Hispanic/Latino is our second largest subgroup.

# 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	134	121	130	20.70%	18.0%	17.9%
Fluent English Proficient (FEP)	54	59	63	7.60%	7.3%	8.7%
Reclassified Fluent English Proficient (RFEP)	17	20		17.3%	13%	

### Conclusions based on this data:

1. The number of English Learners has remained consistent over the three-year analysis. The total number of English Learners has declined by 3.8 percentage points over the three year analysis. RFEP percentage is calculated by site number of English Learners that were Reclassified (RFEP), divided by site cumulative enrollment of English Learners on Census Day.

# 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 3	126	111	139	124	106	134	124	106	134	98.4	95.5	96.4
Grade 4	134	132	117	134	125	110	134	125	110	100.0	94.7	94.0
Grade 5	125	146	138	125	142	138	125	142	138	100.0	97.3	100.0
All Grades	385	389	394	383	373	382	383	373	382	99.5	95.9	97.0

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 3	2416.	2407.	2410.	19.35	17.92	25.37	26.61	21.70	14.18	25.00	27.36	27.61	29.03	33.02	32.84
Grade 4	2440.	2462.	2444.	14.93	23.20	14.55	17.91	25.60	24.55	26.87	17.60	23.64	40.30	33.60	37.27
Grade 5	2511.	2498.	2492.	20.00	16.90	14.49	37.60	34.51	31.88	18.40	23.94	24.64	24.00	24.65	28.99
All Grades	N/A	N/A	N/A	18.02	19.30	18.32	27.15	27.88	23.56	23.50	22.79	25.39	31.33	30.03	32.72

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 3	19.35	17.92	17.91	59.68	63.21	64.93	20.97	18.87	17.16
Grade 4	17.91	20.80	19.09	65.67	68.80	65.45	16.42	10.40	15.45
Grade 5	15.20	14.08	16.67	73.60	72.54	63.77	11.20	13.38	19.57
All Grades	17.49	17.43	17.80	66.32	68.63	64.66	16.19	13.94	17.54

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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 3	12.10	9.43	14.93	58.06	56.60	47.01	29.84	33.96	38.06
Grade 4	5.22	11.20	7.27	66.42	56.80	53.64	28.36	32.00	39.09
Grade 5	13.60	11.97	6.52	64.00	68.31	69.57	22.40	19.72	23.91
All Grades	10.18	10.99	9.69	62.92	61.13	57.07	26.89	27.88	33.25

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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 3	12.90	8.49	15.67	72.58	78.30	67.16	14.52	13.21	17.16
Grade 4	8.96	8.80	11.82	78.36	81.60	75.45	12.69	9.60	12.73
Grade 5	16.80	18.31	12.32	74.40	70.42	74.64	8.80	11.27	13.04
All Grades	12.79	12.33	13.35	75.20	76.41	72.25	12.01	11.26	14.40

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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 3	15.32	13.21	15.67	72.58	65.09	65.67	12.10	21.70	18.66
Grade 4	11.19	19.20	9.09	71.64	61.60	64.55	17.16	19.20	26.36
Grade 5	20.80	19.01	13.77	64.80	61.27	73.19	14.40	19.72	13.04
All Grades	15.67	17.43	13.09	69.71	62.47	68.06	14.62	20.11	18.85

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### Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. 2022-2023 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in English Language Arts to be 41.88%. This data reflects a decrease (5.30%) in the percentage of students meeting or exceeding standard compared to the previous year (47.18%). Three-year longitudinal data in this area (ELA Proficiency) reflects a 3.29% decrease since 2020-2021.
2. Analysis of claims contributes to developing school/grade level SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing more significant success. 2022-2023 data analysis in the claim area of Reading reflects a 2.60% decrease of students At/Near/Above standard. Analysis in the area of Writing reflects a 5.36% decrease from the previous year (2021-2022) in the number of students At/Near/Above standard. Analysis in the area of Listening reflects a 3.14% decrease from the previous year (2021-2022). Data analysis in the area of Research/Inquiry demonstrates an increase of 1.25%. The specific claim data is used to drive instruction to improve student achievement.
3. Antelope Meadows Elementary 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 English Language Arts and Literacy.

# 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.

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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 3	126	111	139	124	108	138	124	108	138	98.4	97.3	99.3
Grade 4	134	132	117	134	129	117	134	129	117	100.0	97.7	100.0
Grade 5	125	146	138	125	146	138	125	146	138	100.0	100.0	100.0
All Grades	385	389	394	383	383	393	383	383	393	99.5	98.5	99.7

\* 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 3	2423.	2416.	2434.	15.32	12.04	19.57	34.68	29.63	26.81	21.77	25.93	27.54	28.23	32.41	26.09
Grade 4	2462.	2474.	2453.	11.19	16.28	10.26	30.60	28.68	32.48	35.07	34.88	23.93	23.13	20.16	33.33
Grade 5	2512.	2499.	2516.	24.00	19.18	27.54	20.80	19.18	20.29	26.40	28.77	26.81	28.80	32.88	25.36
All Grades	N/A	N/A	N/A	16.71	16.19	19.59	28.72	25.33	26.21	27.94	30.03	26.21	26.63	28.46	27.99

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<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 3	20.97	20.37	26.81	51.61	46.30	52.90	27.42	33.33	20.29
Grade 4	18.66	23.26	15.38	52.99	54.26	47.86	28.36	22.48	36.75
Grade 5	19.20	23.29	31.16	52.80	50.68	44.93	28.00	26.03	23.91
All Grades	19.58	22.45	24.94	52.48	50.65	48.60	27.94	26.89	26.46

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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 3	18.55	13.89	21.74	51.61	54.63	52.17	29.84	31.48	26.09
Grade 4	13.43	17.83	14.53	58.21	55.04	46.15	28.36	27.13	39.32
Grade 5	21.60	13.01	18.84	53.60	56.16	53.62	24.80	30.82	27.54
All Grades	17.75	14.88	18.58	54.57	55.35	50.89	27.68	29.77	30.53

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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 3	20.16	17.59	19.57	64.52	62.96	62.32	15.32	19.44	18.12
Grade 4	11.94	17.05	14.53	67.91	61.24	59.83	20.15	21.71	25.64
Grade 5	20.00	10.27	15.94	67.20	59.59	61.59	12.80	30.14	22.46
All Grades	17.23	14.62	16.79	66.58	61.10	61.32	16.19	24.28	21.88

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. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. 2022-2023 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in Mathematics to be 45.80%. This data reflects an increase (4.25%) in the percentage of students meeting or exceeding the standard compared to the previous year (41.52%).
2. Analysis of claims contributes to developing school/grade level SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing more significant success. 2022-2023 data analysis in the claim area of Concepts/Procedures reflects a 2.49% increase in student's At/Near/Above standard compared to the previous year (2021-2022). Analysis in the area of Problem Solving reflects a .76% decrease from the previous year (2021-2022) in the number of students At/Near/Above standard. Analysis in "Communicating/Reasoning" reflects a 2.39% increase from the previous year (2021-2022). The specific claim data will be used to drive instruction to improve student achievement.

3. Antelope Meadows Elementary 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 Math.

# 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://elpac.org) 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
K	1388.3	1410.4	1398.5	1396.6	1419.6	1379.3	1368.7	1389.0	1443.0	20	19	19
1	1474.6	1458.5	1434.2	1480.8	1467.0	1441.7	1468.1	1449.1	1426.1	23	15	21
2	1498.8	1489.4	1467.3	1508.8	1490.9	1481.2	1488.5	1487.3	1452.8	26	26	18
3	1514.5	1521.2	1489.1	1512.3	1527.4	1497.5	1516.2	1514.5	1480.1	24	20	23
4	1534.3	1517.4	1489.0	1542.0	1523.1	1482.5	1526.1	1511.1	1495.1	32	18	20
5	1555.6	1545.2	1547.4	1560.8	1547.4	1566.4	1550.1	1542.6	1527.9	16	34	14
All Grades										141	132	115

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
K	5.00	5.26	26.32	20.00	42.11	21.05	45.00	31.58	26.32	30.00	21.05	26.32	20	19	19
1	13.04	6.67	9.52	47.83	53.33	23.81	30.43	26.67	28.57	8.70	13.33	38.10	23	15	21
2	19.23	23.08	11.11	50.00	50.00	38.89	30.77	19.23	33.33	0.00	7.69	16.67	26	26	18
3	29.17	40.00	17.39	41.67	30.00	34.78	25.00	25.00	21.74	4.17	5.00	26.09	24	20	23
4	28.13	38.89	20.00	56.25	22.22	35.00	15.63	11.11	10.00	0.00	27.78	35.00	32	18	20
5	37.50	44.12	21.43	50.00	41.18	42.86	12.50	2.94	35.71	0.00	11.76	0.00	16	34	14
All Grades	21.99	28.79	17.39	45.39	40.15	32.17	26.24	17.42	25.22	6.38	13.64	25.22	141	132	115

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>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
K	10.00	15.79	10.53	15.00	26.32	36.84	40.00	42.11	15.79	35.00	15.79	36.84	20	19	19
1	30.43	40.00	14.29	43.48	20.00	28.57	17.39	20.00	33.33	8.70	20.00	23.81	23	15	21
2	46.15	38.46	27.78	30.77	46.15	22.22	23.08	7.69	44.44	0.00	7.69	5.56	26	26	18
3	45.83	45.00	39.13	41.67	40.00	34.78	8.33	5.00	4.35	4.17	10.00	21.74	24	20	23
4	65.63	55.56	50.00	31.25	16.67	15.00	3.13	0.00	0.00	0.00	27.78	35.00	32	18	20
5	68.75	67.65	42.86	31.25	17.65	50.00	0.00	2.94	7.14	0.00	11.76	0.00	16	34	14
All Grades	45.39	46.21	30.43	32.62	28.03	30.43	14.89	11.36	17.39	7.09	14.39	21.74	141	132	115

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>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
K	0.00	5.26	21.05	10.00	31.58	21.05	60.00	42.11	36.84	30.00	21.05	21.05	20	19	19
1	8.70	6.67	4.76	34.78	20.00	19.05	43.48	60.00	33.33	13.04	13.33	42.86	23	15	21
2	0.00	7.69	0.00	61.54	53.85	16.67	26.92	34.62	66.67	11.54	3.85	16.67	26	26	18
3	20.83	15.00	0.00	20.83	45.00	30.43	50.00	35.00	30.43	8.33	5.00	39.13	24	20	23
4	9.38	11.11	5.00	46.88	38.89	20.00	31.25	16.67	35.00	12.50	33.33	40.00	32	18	20
5	18.75	14.71	0.00	31.25	32.35	28.57	43.75	35.29	50.00	6.25	17.65	21.43	16	34	14
All Grades	9.22	10.61	5.22	36.17	37.88	22.61	41.13	36.36	40.87	13.48	15.15	31.30	141	132	115

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>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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
K	10.00	26.32	10.53	60.00	57.89	52.63	30.00	15.79	36.84	20	19	19
1	47.83	40.00	28.57	47.83	46.67	52.38	4.35	13.33	19.05	23	15	21
2	42.31	23.08	22.22	57.69	69.23	61.11	0.00	7.69	16.67	26	26	18
3	50.00	40.00	17.39	45.83	55.00	60.87	4.17	5.00	21.74	24	20	23
4	65.63	55.56	35.00	34.38	22.22	35.00	0.00	22.22	30.00	32	18	20
5	31.25	26.47	28.57	68.75	61.76	71.43	0.00	11.76	0.00	16	34	14
All Grades	43.97	33.33	23.48	50.35	54.55	54.78	5.67	12.12	21.74	141	132	115

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
K	10.00	10.53	31.58	30.00	68.42	36.84	60.00	21.05	31.58	20	19	19
1	30.43	40.00	14.29	60.87	26.67	47.62	8.70	33.33	38.10	23	15	21
2	50.00	65.38	50.00	46.15	26.92	38.89	3.85	7.69	11.11	26	26	18
3	54.17	60.00	60.87	37.50	30.00	17.39	8.33	10.00	21.74	24	20	23
4	71.88	50.00	50.00	28.13	22.22	20.00	0.00	27.78	30.00	32	18	20
5	93.75	82.35	85.71	6.25	5.88	14.29	0.00	11.76	0.00	16	34	14
All Grades	51.77	56.06	46.96	36.17	27.27	29.57	12.06	16.67	23.48	141	132	115

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
K	0.00	10.53	31.58	75.00	68.42	42.11	25.00	21.05	26.32	20	19	19
1	26.09	20.00	14.29	43.48	60.00	47.62	30.43	20.00	38.10	23	15	21
2	7.69	7.69	0.00	69.23	84.62	72.22	23.08	7.69	27.78	26	26	18
3	25.00	10.00	4.35	45.83	70.00	56.52	29.17	20.00	39.13	24	20	23
4	9.38	11.11	10.00	65.63	50.00	45.00	25.00	38.89	45.00	32	18	20
5	31.25	17.65	21.43	62.50	67.65	57.14	6.25	14.71	21.43	16	34	14
All Grades	15.60	12.88	13.04	60.28	68.18	53.04	24.11	18.94	33.91	141	132	115

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.

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
K	20.00	31.58	47.37	40.00	31.58	42.11	40.00	36.84	10.53	20	19	19
1	4.35	6.67	9.52	82.61	86.67	52.38	13.04	6.67	38.10	23	15	21
2	26.92	26.92	0.00	69.23	65.38	88.89	3.85	7.69	11.11	26	26	18
3	25.00	25.00	13.04	70.83	70.00	56.52	4.17	5.00	30.43	24	20	23
4	15.63	22.22	5.00	78.13	50.00	55.00	6.25	27.78	40.00	32	18	20
5	18.75	29.41	7.14	81.25	58.82	78.57	0.00	11.76	14.29	16	34	14
All Grades	18.44	25.00	13.91	70.92	59.85	60.87	10.64	15.15	25.22	141	132	115

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. This data provides information on Antelope Meadows' English Language Learner (EL) students' English Proficiency Levels and serves as an indicator to determine the focus for growth in subsequent years. The ELPAC explicitly measures students' English proficiency skills in written and oral language across four domains, including Speaking, Listening, Reading, and Writing. In analyzing the data on Oral and Written language skills, Antelope Meadows students were more successful in Oral Language skills, with 30.43% of EL students scoring in Level 4 (the highest achievable level). Within each of the four domains, students can achieve on a continuum from Beginning to Somewhat/Moderately Developed to Well Developed. Our students were most successful in the Speaking Domain, with 46.96% scoring at the Well Developed level. The Reading Domain contained the lowest percentage of students in the Well Developed level (13.04%) and served as the area for the most significant opportunity for growth. We will continue to meet the needs of our English Language Learner (EL) students in reading through Tier 2 and 3 academic intervention, support from full-time EL specialists, and after-school tutoring opportunities.
2. The 2021-2022 ELPAC data will be the baseline for future ELPAC multi-year performance analysis.
3. Antelope Meadows has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language proficiency of our EL students.

# 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
716	49.7	16.9	0.3
Total Number of Students enrolled in Antelope Meadows Elementary 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	16.9
Foster Youth	2	0.3
Homeless	19	2.7
Socioeconomically Disadvantaged	356	49.7
Students with Disabilities	64	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.1
Asian	58	8.1
Filipino	12	1.7
Hispanic	217	30.3
Two or More Races	104	14.5
Pacific Islander	9	1.3
White	285	39.8

**Conclusions based on this data:**

1. Antelope Meadows has 716 students with a variety of unique subgroups and needs represented. Almost half of our students are socioeconomically disadvantaged. Our largest sub-group is Hispanic, with 30.3% of our students falling in that category.

## 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.

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.”



## 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Academic Performance indicators in English Language Arts fell within the Low range.

We will continue to address academic performance through intense Tier I classroom instruction, school-wide Tier II instruction for essential standards, and targeted Tier III intervention for students requiring significant support.

2. Academic Engagement indicators in math fell within the High range.

There was an overall increase in our math indicators, and as a site, we will continue our strong Tier I classroom instruction, school-wide Tier II instruction for essential standards, and targeted Tier III intervention for students requiring significant support.

Specifically, Chronic Absenteeism decreased by 12.7%, resulting in a 26.6% chronic absenteeism rate. District-wide and school-wide programs to encourage attendance and support chronically absent students include attendance tracking and notification to families, positive incentives for consistent attendance, Attendance Success Plans, and referrals to the County School Attendance Review Board (SARB).

3. Conditions and Climate indicators, specifically the suspension rate, fell within the Medium range, which was a .4 increase from the previous year.

We will continue to use restorative practices, Positive Behavior Interventions and Supports, counseling, and tiered interventions for behavior to continue to keep our suspension rate low.

# School and Student Performance Data

## Academic Performance English Language Arts

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 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 16.8 points below standard Decreased -7.6 points 361 Students	<b>English Learners</b>  Orange 17.1 points below standard Decreased -11.6 points 88 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 75.8 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Orange 32.5 points below standard Decreased -6.7 points 206 Students	<b>Students with Disabilities</b>  Orange 73.9 points below standard Increased +10.4 points 38 Students

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

African American	American Indian	Asian	Filipino
<p>67.6 points below standard</p> <p>Decreased -8.5 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>21.5 points below standard</p> <p>Decreased Significantly - 18.6 points</p> <p>33 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>27.1 points below standard</p> <p>Decreased -9.1 points</p> <p>106 Students</p>	<p></p> <p>Yellow</p> <p>24.5 points below standard</p> <p>Increased +7.6 points</p> <p>51 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>Yellow</p> <p>1.7 points below standard</p> <p>Decreased -10 points</p> <p>142 Students</p>

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
<p>63.6 points below standard</p> <p>Decreased Significantly -29.9 points</p> <p>45 Students</p>	<p>31.5 points above standard</p> <p>Decreased -7.6 points</p> <p>43 Students</p>	<p>19.4 points below standard</p> <p>Decreased -8.9 points</p> <p>257 Students</p>

#### Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was within the Low range, which means that our students scored an average of 9.2 points below the standard.  
  
English Learners' ELA performance indicator fell within the Low range. Students in this group scored 17.1 points below the standard.  
  
Socioeconomically disadvantaged students also fell within the Low range. Overall, this student group scored 32.5 points below the standard.  
  
Students with disabilities increased by 10.4 points and scored in the Low range, with the overall subgroup scoring 73.9 points below the standard.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (106 students) scored within the Low range, with an overall score of 27.1 points below the standard.  
  
Students who identify as Two or More Races (51 students) increased by 7.6 points and scored within the Medium range, with an overall score of 24.5 points below standard.  
  
White students (142 students) scored within the Medium range, with an overall score of 1.7 points below standard.

3. The 2023 Dashboard provides English Language Arts comparisons for English Learners. Current English Learners (45 students) achieved an overall score of 63.6 points below standard.

Reclassified English Learners (43 students) achieved the highest rate, with this subgroup achieving 31.5 points above standards as an overall performance in ELA.

English-only students (257 students) achieved an overall score of 19.4 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

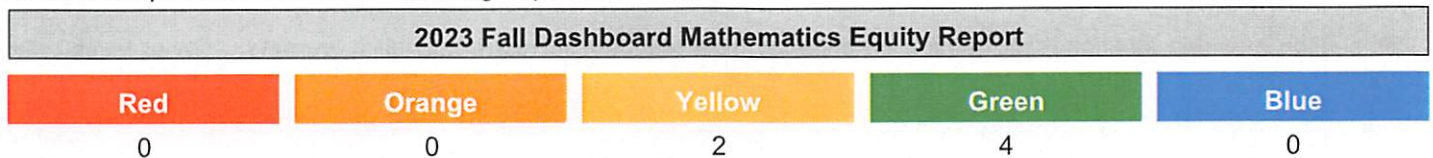
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>  Green 7.7 points below standard Increased +5.3 points 361 Students	<b>English Learners</b>  Green 1.3 points above standard Increased +10.5 points 88 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 26.1 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Green 20.5 points below standard Increased +5.6 points 206 Students	<b>Students with Disabilities</b>  Yellow 60.6 points below standard Increased Significantly +22.8 points 38 Students

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

African American	American Indian	Asian	Filipino
50.4 points below standard Increased +9.2 points 17 Students	 No Performance Color 0 Students	1.6 points above standard Increased +12.6 points 33 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.5 points below standard Maintained +2.8 points 106 Students	 Green 11.8 points below standard Increased Significantly +19.2 points 51 Students	Less than 11 Students 5 Students	 Green 4.3 points above standard Maintained -1.2 points 142 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
44.3 points below standard Decreased -14.8 points 45 Students	49 points above standard Increased Significantly +25.6 points 43 Students	12.5 points below standard Maintained +2.2 points 257 Students

#### Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students increased and was within the High range, resulting in all student groups scoring 7.7 points below standard.  
  
Mathematics performance for English Learners also increased and fell within the High range. Students in this group scored 1.3 points above the standard.  
  
Socioeconomically disadvantaged students increased from last school year and scored an average of 20.5 points below standard, resulting in an indicator score within the High range.  
  
Students with Disabilities scored increased by 22.8 points with a score of 60.6 points below standard, resulting in an indicator score within the Medium range.
- Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (106 students) maintained and scored within the Medium range and an overall score of 21.5 points below standard.  
  
Students who identify as Two or More Races (51 students) increased and scored within the High range, achieving an overall score of 11.8 points below standard.  
  
White students (142 students) scored within the High range and an overall score of 4.3 points above the standard.

3. The 2019 Dashboard provides Mathematics data comparisons for English Learners. Current English Learners (45 students) achieved an overall score of 44.3 points below standard.

Reclassified English Learners (43 students) achieved the highest rate, with this subgroup achieving an overall performance in Math of 48 points above the standard.

English-only students (257 students) received an overall score of 12.8 points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

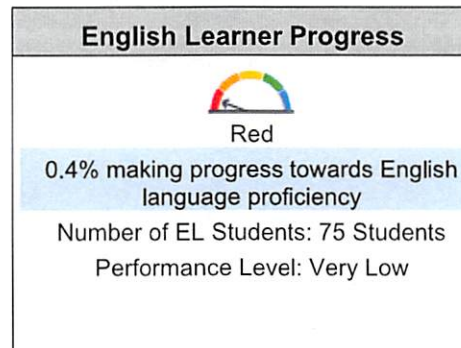
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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
21.3%	38.7%	1.3%	38.7%

#### Conclusions based on this data:

- 2023 English Language Proficiency Assessments for California (ELPAC) were reported on a scale of 4, ranging from Beginning Stage to Well Developed. Of the 75 students assessed with the ELPAC, 40% are making progress towards English language proficiency. These students continue to grow in their understanding and ability to display proficiency in English effectively.
- 21.3% of our English Learner students decreased by one level on the ELPAC. Students will receive quality first instruction utilizing Guided Language Acquisition Design (GLAD strategies). Additionally, targeted instruction and intervention will be provided in small groups to address reading and language skills. Students will continue to be provided with intervention throughout the year as needed.

# 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		
All Students	English Learners	Foster Youth
 Yellow 26.6% Chronically Absent Declined -12.7 775 Students	 Yellow 25.7% Chronically Absent Declined 10% 152 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
19.4% Chronically Absent Declined -15.6 36 Students	 Yellow 31% Chronically Absent Declined -15.2 452 Students	 Orange 21.6% Chronically Absent Declined -20.5 88 Students

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

<b>African American</b>  Orange 29% Chronically Absent Declined -19.6 31 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Yellow 19.4% Chronically Absent Declined -6.9 62 Students	<b>Filipino</b> 8.3% Chronically Absent Declined -13.1 12 Students
<b>Hispanic</b>  Yellow 28.8% Chronically Absent Declined Significantly -13.7 236 Students	<b>Two or More Races</b>  Orange 22.4% Chronically Absent Declined -20.7 116 Students	<b>Pacific Islander</b> Less than 11 Students 9 Students	<b>White</b>  Yellow 27.5% Chronically Absent Declined Significantly -10.4 309 Students

#### Conclusions based on this data:

- Overall, Chronic Absenteeism for all students declined and was in the Medium status, with 26.6% of all students (775) considered chronically absent.

Chronic Absenteeism for English Learners (152 students) declined and fell within the Medium status. Students in this group were 25.7% chronically absent.

Socioeconomically disadvantaged students (452 students) had a status score of Medium with a 15.2 decline from previous years. Overall, this student group was 31% chronically absent.

Students with Disabilities (88 students) were 21.6% chronically absent. As a result, this subgroup received a status ranking of High.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

Hispanic students (236 students) decline from last year and scored within the Medium status, with an overall rate of 28.8% chronically absent.

Students who identify as Two or More Races (126 students) received a High status and achieved an overall chronically absent rate of 22.4%.

White students (309 students) had an overall percentage of 27.5% chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

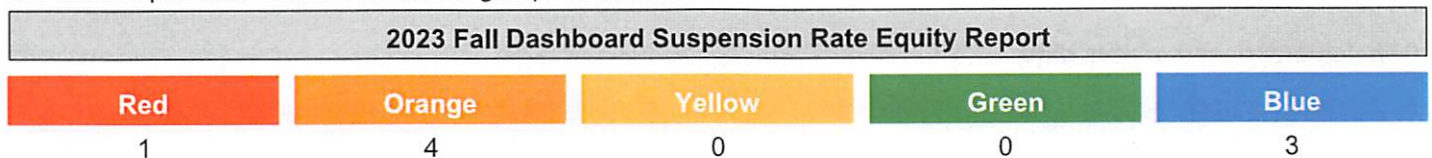
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>  Yellow 1% suspended at least one day Increased 0.4 791 Students	<b>English Learners</b>  Blue 0% suspended at least one day Maintained 0 156 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 0% suspended at least one day Maintained 0 36 Students	<b>Socioeconomically Disadvantaged</b>  Orange 1.5% suspended at least one day Increased 0.8 466 Students	<b>Students with Disabilities</b>  Orange 3.4% suspended at least one day Increased 3.4 89 Students

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

<b>African American</b>  Red 6.5% suspended at least one day Increased 1.3 31 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 0% suspended at least one day Maintained 0 64 Students	<b>Filipino</b> 0% suspended at least one day Maintained 0 12 Students
<b>Hispanic</b>  Orange 1.2% suspended at least one day Increased 1.2 242 Students	<b>Two or More Races</b>  Orange 2.5% suspended at least one day Increased 1.7 119 Students	<b>Pacific Islander</b> Less than 11 Students 9 Students	<b>White</b>  Blue 0% suspended at least one day Declined -0.6 314 Students

#### Conclusions based on this data:

- Overall, Suspension Rates for all students (791) received a Medium status, with 1% suspended at least one day.  
The Suspension Rate for English Learners (156 students) was within the Very Low status, with 0 students suspended at least one day.  
Socioeconomically disadvantaged students (466 students) were in the High status. Overall, this student group had 0.8% increase of students suspended at least once, with 1.5% of socioeconomically disadvantaged students being suspended at least one day.  
Students with Disabilities (89) had 3.4% of students suspended at least one day, which resulted in an indicator score within the High range.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.  
African American students (31) received an indicator score within the Very High range, with an overall rate of 6.5 % of African American students suspended at least once.  
Asian students (64) received no suspensions, as reported on the 2023 Dashboard.  
Hispanic students (242 students) had 1.2% of students suspended at least once, as reported on the 2023 Dashboard.  
Students who identify as Two or More Races (119 students) scored within the High range and received an overall suspension rate of 2.5%.  
White students (314 students) scored within the Very Low range and received an overall suspension rate of 0%.
- Restorative practices, Positive Behavior Interventions and Support (PBIS), tiered interventions for behavior, and progressive discipline all work together to keep suspension rates low.

# 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 the classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

#### Site Goals:

ELA: By May 2025, all students will comprehend at grade level, as shown on end of the year common summative assessments that require students to know the grade-level essential standards.

MATH: By May 2025, all students will problem solve at grade level, as shown on end of the year common summative assessments that require students to know the grade-level essential standards.

### 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, EL, Hispanic, Socioeconomically Disadvantaged

English Learner Progress: 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.

### 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
Transitional Kindergarten (TK) ELA and Math Assessments	<p>ELA</p> <p>67% of TK students are able to identify all uppercase letters of the alphabet.</p> <p>67% of TK students are able to identify all lowercase letters of the alphabet.</p> <p>50% of TK students know all the letter sounds of the alphabet.</p> <p>Math</p> <p>88% of TK students are able to identify numbers up to 10.</p> <p>67% of TK students are able to count to 30.</p>	<p>100% of TK students will be able to identify all uppercase letters of the alphabet.</p> <p>100% of TK students will be able to identify all lowercase letters of the alphabet.</p> <p>100% of TK students will know all of the letter sounds of the alphabet.</p> <p>100% of TK students will be able to identify numbers to 10.</p> <p>100% of TK students will be able to count to 30.</p>
Kindergarten ELA and Math Assessments	<p>ELA</p> <p>96% of Kindergarten students are able to identify all uppercase letters.</p> <p>95% of Kindergarten students are able to identify all lowercase letters.</p> <p>91% of Kindergarten students are able to identify all letter sounds.</p> <p>Math</p> <p>89% of Kindergarten students are able to identify and write numbers 0-20.</p> <p>80% of Kindergarten students are able to count to 100</p>	<p>100% of Kindergarten students will be able to identify all uppercase letters.</p> <p>100% of Kindergarten students will be able to identify all lowercase letters.</p> <p>100% of Kindergarten students will be able to identify all letter sounds.</p> <p>100% of Kindergarten students will be able to identify and write numbers 0-20.</p>
1st Grade ELA and Math Assessments	<p>ELA</p> <p>95% of first-grade students know all letter sounds with proficiency.</p> <p>78% of first-grade students are proficient with reading CVC words.</p> <p>65% of first-grade students are able to read at a Running Record Level 3.</p> <p>Math</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 43%</p> <p>On Watch - 43%</p> <p>Intervention - 12%</p> <p>Urgent Intervention - 2%</p>	<p>100% of first-grade students- will know all letter sounds with proficiency.</p> <p>100% of first-grade students will be proficient with reading CVC words.</p> <p>100% of first-grade students will be able to read at a Running Record Level 18.</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p>
2nd Grade ELA and Math Assessments	<p>ELA</p> <p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 53%</p> <p>On Watch - 23%</p> <p>Intervention - 13%</p> <p>Urgent Intervention - 11%</p>	<p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p>

	<p>District Post Test (Literature) - 70% proficient</p> <p>District Post Test (Informational Text) - 37% proficient</p> <p>Math</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 62%</p> <p>On Watch - 29%</p> <p>Intervention - 6%</p> <p>Urgent Intervention - 3%</p>	<p>District Post Test (Literature) - 100% proficient</p> <p>District Post Test (Informational Text) - 100% proficient</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p>
3rd Grade ELA and Math Assessments	<p>ELA</p> <p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 39%</p> <p>On Watch - 22%</p> <p>Intervention - 29%</p> <p>Urgent Intervention - 10%</p> <p>CAASPP ELA: 39.5% at or above average</p> <p>Math</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 52%</p> <p>On Watch - 33%</p> <p>Intervention - 12%</p> <p>Urgent Intervention - 3%</p> <p>CAASPP Math: 46.3% at or above average</p>	<p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p> <p>CAASPP ELA: 41.5% at or above average</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p> <p>CAASPP Math: 48.3% at or above average</p>
4th Grade ELA and Math Assessments	<p>ELA</p> <p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 23%</p> <p>On Watch - 21%</p> <p>Intervention - 21%</p> <p>Urgent Intervention - 35%</p> <p>CAASPP ELA: 39.1% at or above average</p> <p>Math</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 53%</p> <p>On Watch - 26%</p> <p>Intervention - 15%</p> <p>Urgent Intervention - 7%</p> <p>CAASPP Math: 54.4% at or above average</p>	<p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p> <p>CAASPP ELA: 41.1% at or above average</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p> <p>CAASPP Math: 56.4% at or above average</p>
5th Grade ELA and Math Assessments	<p>ELA</p> <p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 33%</p> <p>On Watch - 17%</p> <p>Intervention - 24%</p> <p>Urgent Intervention - 26%</p> <p>CAASPP ELA: 46.3% at or above average</p> <p>Math</p> <p>STAR Math Assessment Results</p>	<p>STAR Reading Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p> <p>Intervention - 0%</p> <p>Urgent Intervention - 0%</p> <p>CAASPP ELA: 48.3% at or above average</p> <p>STAR Math Assessment Results</p> <p>At/Above Benchmark - 100%</p> <p>On Watch - 0%</p>

	At/Above Benchmark - 55% On Watch - 15% Intervention - 17% Urgent Intervention - 13% CAASPP Math: 47.8% at or above average	Intervention - 0% Urgent Intervention - 0% CAASPP Math: 49.8% at or above average
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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	Teachers and staff will have access to learning materials to enhance the curriculum, provide Tier 2 or 3, and support all students to achieve academically.	All Students	2998 Lottery: Inst. Materials 4000-4999: Books And Supplies Student intervention materials for tiered intervention or classroom instruction, including SIPPS, small group books, and other intervention materials. 15,000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Software licenses to support and enhance curriculum and tiered interventions. Including IXL, Heggerty, Scholastic, Mystery Science. 2,948 Lottery: Inst. Materials 4000-4999: Books And Supplies Research books for students.
1.2	District will employ a Title I teacher for the purpose of assisting with implementation of academic interventions (Rtl process) and providing small group, targeted instruction for various student groups.	All Students	81,054 Title 1 5000-5999: Services And Other Operating Expenditures Title I teacher Centralized Service contribution.
1.3	Staff will tutor students that are underperforming.	All Students	3,000 Title 1 1000-1999: Certificated Personnel Salaries Tutoring by certificated for students identified as having learning gaps. 1,326 Supplemental Grant 2000-2999: Classified Personnel Salaries Tutoring for students identified as having learning gaps by classified personnel.

1.4	Instructional Assistants will provide support during Tier II and III interventions for low performing students.	All Students	36,753 Title 1 2000-2999: Classified Personnel Salaries Instructional assistant will be funded to provide support during Tier II and III interventions for low performing students. 11,250 Title 1 2000-2999: Classified Personnel Salaries Instructional assistant will be funded to provide support during Tier II and III interventions for low performing students. 1,745 Title 1 2000-2999: Classified Personnel Salaries Extra duty for classified personnel to provide services for Tier 2, Tier 3, and other supports as needed.
1.5	Teachers will use baseline data on assessments to guide instruction and intervention. Our intervention team, including our Title I and EL teacher, will provide our Tier II and Tier III interventions. They will also collaborate with each grade level at weekly PLC meetings to provide strategies and feedback for Tiered intervention times.	All Students	2,000 Title 1 4000-4999: Books And Supplies Materials/supplies focused on supporting EL students. 3,816 Supplemental Grant 4000-4999: Books And Supplies Technology supplies to support academic intervention programs. 3,004 Lottery: Inst. Materials 4000-4999: Books And Supplies Technology materials to support instruction, including IXL, Heggerty, and Heidi Songs 3,000 Supplemental Grant 4000-4999: Books And Supplies Materials for EL students and newcomer students to supplement their English language development.
1.6	Staff will work with community and families to increase community partnership.	All Students	1,500 Title 1 1000-1999: Certificated Personnel Salaries Extra Hours for family nights. 1,558

			Title 1 4000-4999: Books And Supplies Materials and Supplies for family nights. 2,000 Title 1 4000-4999: Books And Supplies Materials and supplies for teacher/parent communication.
1.7	Grade level teams will be provided with one full planning day to work on GLAD, Critical Thinking, Engagement strategies, common formative assessments, etc.	All Students	7,000 Title 1 1000-1999: Certificated Personnel Salaries Subs for planning day.
1.11			

## 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, two site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Each one of these strategies contributed to 76% of students in Tier 3 interventions making academic growth. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds for the library resulted in purchasing approximately 150 books with a focus on current relevant non fiction topics.

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.

There were no major differences between intended implementation actual implementation. However, it is of note that tutoring will continue in the 24-25 school year with the use of Title 1 funds instead of the one time ESSR funds that were previously provided.

# 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 Climate and Engagement

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

Site Goal: At Antelope Meadows Elementary School, we will maintain a positive school climate, as measured by the end of the year parent/student/staff survey data and student referral data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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: African American

Chronic Absenteeism: African American and Asian

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. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

### 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 Parent Survey	<p>School Climate Students are treated fairly at school. - 83% Students feel safe at school. - 89%</p> <p>Student Engagement Students care about their school. - 94% Students like going to school. - 85%</p>	<p>School Climate Students are treated fairly at school. - 86% Students feel safe at school. - 92%</p> <p>Student Engagement Students care about their school. - 97% Students like going to school. - 88%</p>
Annual Student Survey	<p>School Climate I feel like I belong at school. - 66% Adults at school support me when I need help. - 74%</p> <p>Student Engagement</p>	<p>School Climate I feel like I belong at school. - 71% Adults at school support me when I need help-77%</p> <p>Student Engagement</p>

	I have been physically bullied by students at school- 70% (never experienced bullying) Students at my school are motivated to learn. - 49%	I have been physically bullied by students at school- 73% (never experienced bullying) Students at my school are motivated to learn. - 52%
Student Referral Data	In the 2023-2024 school year, Antelope Meadows had 778 total student referrals (average of 3.83 referrals per day), as measured by the school-wide referral data collection system.	Antelope Meadows will have 500 student referrals in the 2023-2024 school year, as measured by the school-wide referral data collection system.
Attendance	TK 90.66% annual daily attendance K 92.21% annual daily attendance 1 91.89 % annual daily attendance 2 92.34 % annual daily attendance 3 93.37% annual daily attendance 4 93.64 % annual daily attendance 5 92.98% annual daily attendance	Antelope Meadows will meet or exceed 97% annual daily attendance.
Suspensions Suspension Data is calculated by site number of students that committed an offense, divided by site cumulative enrollment.	1.0% suspension rate	Antelope Meadows will maintain or decrease 1.0% suspension rate.

## 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	Support and maintainance of comprehensive school counseling program	All Students	2,000 Supplemental Grant 4000-4999: Books And Supplies Materials and supplies to support school counseling program. 1,000 Title 1 4000-4999: Books And Supplies Materials for counseling program and restorative practices.
2.2	Teachers will provide after-school enrichment opportunities/clubs to build positive connections with students at school. These include Drum Club, Math Club, Homework Club, Reading Club, Drama Club, and Pilates Club.	All Students	5109 Title 1 1000-1999: Certificated Personnel Salaries Club stipends will be provided for teachers who provide enrichment opportunities after school for students. 1,000 Title 1 4000-4999: Books And Supplies

			Materials for clubs.
2.3	All teachers and staff will participate in the PBIS program and additional training. The PBIS team leaders will participate in professional development to build capacity for improving PBIS implementation and fidelity.	All Students	1,000 Title 1 5000-5999: Services And Other Operating Expenditures Staff Training
2.5	Teachers will receive training and ongoing coaching on Restorative Practices implementation in the classroom.	All Students	2,000 Title 1 4000-4999: Books And Supplies Additional materials/supplies to support implementation of Restorative Practices.
2.6	Student incentives to support positive reinforcement portion of the PBIS program.	All Students, SED students, EL students, Foster/Homeless students	3,899 Supplemental Grant 4000-4999: Books And Supplies PBIS materials including PAWS tickets, check-in, check-out incentives; will support positive behavior and school climate. 5,020 Title 1 4000-4999: Books And Supplies Incentives for weekly PBIS winners, Student of the Month winners; will support positive behavior and school climate.
2.7	Staff will work towards increasing family and community engagement.	All Students	1,000 Title 1 1000-1999: Certificated Personnel Salaries Teacher extra duty for after school events. 1,000 Title 1 4000-4999: Books And Supplies Materials for family engagement events. 3,000 Title 1 4000-4999: Books And Supplies Materials for Tier 2 attendance students, including alarm clocks, bike helmets, incentives, etc.

## 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 22/23 school year to the 23/24 school year.

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

There were no major differences between 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.

# 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	\$167,989.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,980.00
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	\$167,989.00

Subtotal of additional federal funds included for this school: \$167,989.00

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 (\$)
Lottery: Inst. Materials	\$23,950.00
Supplemental Grant	\$14,041.00

Subtotal of state or local funds included for this school: \$37,991.00

Total of federal, state, and/or local funds for this school: \$205,980.00

# 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
Title 1	167,989	0.00
Supplemental Grant	14,041	0.00
Lottery: Inst. Materials	23,950	0.00

## Expenditures by Funding Source

Funding Source	Amount
Lottery: Inst. Materials	23,950.00
Supplemental Grant	14,041.00
Title 1	167,989.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,609.00
2000-2999: Classified Personnel Salaries	51,074.00
4000-4999: Books And Supplies	40,243.00
5000-5999: Services And Other Operating Expenditures	97,054.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery: Inst. Materials	8,950.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	15,000.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	1,326.00
4000-4999: Books And Supplies	Supplemental Grant	12,715.00

1000-1999: Certificated Personnel Salaries	Title 1	17,609.00
2000-2999: Classified Personnel Salaries	Title 1	49,748.00
4000-4999: Books And Supplies	Title 1	18,578.00
5000-5999: Services And Other Operating Expenditures	Title 1	82,054.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,952.00
Goal 2	26,028.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Joe Molina(Chair)	Parent or Community Member
Giulia Love	Other School Staff
Zayna Zinnel (Vice Chair)	Classroom Teacher
Cynthia Rodriguez	Classroom Teacher
Nakisha Woods	Parent or Community Member
Amanda Carlisle	Parent or Community Member
Ashley Voss-Kohlmeister	Classroom Teacher
Megan Devine	Principal
Alicia Brovald	Parent or Community Member
Louis Delgado	Parent or Community Member
Julisa Platte	Parent or Community Member

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**



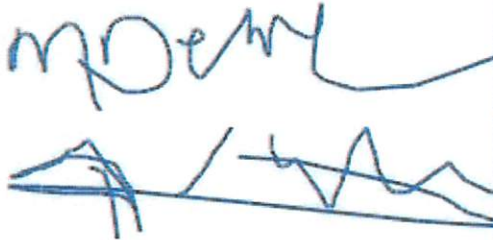
English Learner Advisory Committee

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 5/16/2024.

Attested:



Principal, Megan Devine on 5/16/2024

SSC Chairperson, Joe Molina on 5/16/2024

**Grade Level Assessments**

	<b>2020-21 Baseline</b>		<b>2021-22</b>		<b>2022-23</b>	
<i>Kindergarten</i>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<i>EOY Number ID (K.CC.3)</i>	95%	97%	92%	92%	97%	94%
<i>EOY Addition (K.OA.1)</i>	96%	97%	95%	96%	91%	97%
<i>EOY Subtraction (K.OA.1)</i>	91%	96%	95%	93%	95%	96%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	95%	98%	94%	86%	97%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	95%	97%	93%	94%	99%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	90%	90%	92%	88%	95%	93%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	64%	79%	77%	72%	77%	73%
<i>Grade 1</i>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<i>EOY Math Assessment</i>	65%	78%	61%	75%	52%	66%
<i>Running Record (RF 1.4)</i>	91%	93%	72%	75%	57%	58%
<i>DC Early Literacy Screener (RF 1.3)</i>	82%	69%	64%	79%	60%	65%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	48%	71%	47%	68%	60%	65%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	75%	82%	51%	73%	79%	83%

## Antelope Meadows Elementary School District and State Assessments

<b>Grade 2</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	81%	63%	51%	65%	60%	72%
<b>Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)</b>	82%	82%	65%	81%	74%	82%
<b>Language Arts EOY Comprehension Summative (RI 2.1)</b>	35%	39%	16%	31%	60%	47%
<b>Grade 3</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	54%	38%	59%	70%	71%	73%
<b>Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)</b>	37%	42%	36%	43%	39%	38%
<b>Grade 4</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	14%	28%	67%	67%	35%	72%
<b>Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)</b>	15%	24%	33%	39%	31%	47%
<b>Grade 5</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	33%	20%	51%	55%	48%	48%
<b>Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)</b>	55%	52%	48%	66%	51%	51%

**Summary:**

All students in grades K-5 at Antelope Meadows Elementary School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2022-23 school year. This data provides information on Antelope Meadow's students' proficiency levels compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district levels over three years.

It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021, students began the year in distance learning via technology, moved to a hybrid learning model, an

## Antelope Meadows Elementary School District and State Assessments

AM/PM schedule, a modified schedule where all students left campus before lunch, and ended the year with a typical full-day schedule. This alternative schedule was a contributing factor to the overall success of students.

### Kindergarten:

- Ninety-nine percent (99%) of Kindergarten students were proficient on the end-of-year lowercase letter identification assessment compared to 97% of district-wide students achieving proficiency. Antelope Meadows was 2% higher than the district percentile of 94%.
- Antelope Meadows Kindergarten students scored below the district average on the end-of-year math addition assessment. Ninety-seven percent (97%) of district Kindergarten students were proficient with kindergarten addition, while only ninety-one percent (91%) of Antelope Meadows students were proficient with this skill.

### 1st Grade:

- Fifty-seven percent (57%) of 1st-grade students were proficient on the end-of-year Dry Creek Running Record, just 1% below the district percentage of 58%.
- Antelope Meadows 1st grade students performed significantly below the district average on the end-of-year math assessment. Only 52% of Antelope Meadows students were proficient on this assessment.

### 2nd Grade:

- Antelope Meadows 2nd grade students performed below the district average of 65% on the End of Year math assessment. Our students scored 60%, while the district average is 72%. However, this was a 9% increase from the previous year.
- A significant achievement is the growth of our end-of-year Language Arts comprehension assessment. Previously, only 16% of Antelope Meadows first graders were proficient on this assessment. However, last year, 60% were proficient. That is an increase of 44%.

### 3rd Grade:

- Antelope Meadows 3rd-grade students performed slightly below the district average on the end-of-year Math assessment. Seventy-one percent (71%) of Antelope Meadows students were proficient on this assessment, only 2% below the district percentage proficient of 73%.
- Scores across the district on the Language Arts end-of-year Comprehension Summative assessment were low and an area of concern. Antelope Meadows had 39% of 3rd-grade students proficient in comprehension skills, 1% above the district average of 38% proficiency.

### 4th Grade:

- The end-of-year Math assessment for 4th-grade students was challenging. Across the district, 72% of 4th-grade students demonstrated proficiency on the math assessment. Antelope Meadows students scored significantly below, with 35% demonstrating proficiency.
- The end-of-year ELA comprehension summative assessment for 4th-grade students proved challenging as well. Across the district, 47% of 4th-grade students demonstrated proficiency on the ELA assessment. Antelope Meadows students scored below the district average, with 31% demonstrating proficiency.

### 5th Grade:

### **Antelope Meadows Elementary School District and State Assessments**

- **5th-grade students at Antelope Meadows demonstrated proficiency on the end-of-year Math assessment at the same rate as the district. 48% of Antelope Meadows students and students across the district scored proficient on this assessment.**
- **Antelope Meadows 5th-grade students also demonstrated average proficiency on the ELA comprehension summative assessment, with 51% of students performing at or above grade level, the same across the district.**

### Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Grade 3</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	50%	53%	41.67	55.99	47%	58%
<i>ELA % Met Achievement Standard</i>	46%	51%	39.62	53.24	39%	52%
<i>Grade 4</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	42%	52%	44.96	48.68	43%	54%
<i>ELA % Met Achievement Standard</i>	32%	53%	48.80	53.68	39%	52%
<i>Grade 5</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	46%	42%	38.36	45.92	48%	47%
<i>ELA % Met Achievement Standard</i>	57%	59%	51.41	60.70	46%	56%

#### Summary:

This data provides information on Antelope Meadow's student's proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. All students in grades 3-5 at Antelope Meadows Elementary 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 levels over three years.

It is noted that the baseline 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021, students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus before lunch; and ended the year with a typical full-day schedule.

#### 3rd Grade:

- 3rd-grade students at Antelope Meadows performed below the district average in the CAASPP Math assessment. Forty-seven percent (47%) of Antelope Meadows 3rd-grade students met achievement standards, while 58% of 3rd-grade students across the district met achievement standards (11% difference).

### **Antelope Meadows Elementary School District and State Assessments**

- In the area of ELA, Antelope Meadows 3rd-grade students performed below the district average as well. When comparing ELA proficiency between Antelope Meadows students and the district average, there was a 13% difference, with 39% of Antelope Meadows students meeting standards and 52% of district students meeting standards.

#### **4th Grade:**

- 4th-grade students at Antelope Meadows performed below the district average in the CAASPP Math assessment. Forty-three percent (43%) of Antelope Meadows 4th-grade students met achievement standards, while 54% of 4th-grade students across the district met achievement standards (11% difference).
- In the area of ELA, Antelope Meadows 4th-grade students performed below the district average as well. When comparing ELA proficiency between Antelope Meadows students and the district average, there was a 13% difference, with 49% of Antelope Meadows students meeting standards and 52% of district students meeting standards.

#### **5th Grade:**

- 5th-grade students at Antelope Meadows performed above the district average in the CAASPP Math assessment. Forty-eight percent (48%) of Antelope Meadows 5th-grade students met achievement standards, while 47% of 5th-grade students across the district met achievement standards (1% difference).
- In the area of ELA, Antelope Meadows 5th-grade students performed below the district average. When comparing ELA proficiency between Antelope Meadows students and the district average, there was a 10% difference, with 46% of Antelope Meadows students meeting standards and 56% of district students meeting standards.

# Antelope Meadows Elementary School Parent/Staff/Student Survey 2023-2024

- **Parent Survey:** 209 Antelope Meadows parents completed the survey in the 2023-2024 school year. In the 2022-2023 school year, 193 parents completed the survey. This is an increase of 16 parents. **Staff Survey:** 40 staff members participated in the survey.
- **Student Survey:** 279 students in grades 4-5 participated in the school survey.

## Student Engagement

	2021-22		2022-2023		2023-2024	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staffcare
cares about my/their school.	88%	69%	93%	91%	94%	86%
wants to do well in school.	94%	88%	93%	94%	96%	91%
comes to class prepared.	94%	44%	92%	71%	93%	59%
likes going to school.	91%	75%	83%	97%	85%	100%

### Summary:

Research shows that high levels of student engagement improve overall learning. Engaged students are more successful academically, have higher attendance rates, and have fewer incidents of negative behavior. Student engagement is overall an area of success for both parents and staff. Ninety-four percent (94%) of parents surveyed felt that “Students care about their school,” which is an increase of one percent (1%) from the 2022-2023 school year. The staff reported increases in all areas of student engagement. Staff positively note that “Students like going to school” (100%). There was an increase in parents reporting that their child “likes going to school” from 83% in the 2022-2023 school year to 85% in the 2023-2024 school year.

**Learning Environment - Expectations**

	<b>2021-22</b>		<b>2022-2023</b>		<b>2023-2024</b>	
<b><i>My [child's] school....</i></b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
is clean.	84%	55%	90%	32%	91%	46%
maintains its resources well.	76%	60%	85%	69%	87%	54%
has facilities with up-to-date technology.	83%	65%	82%	61%	86%	57%
want(s) students to succeed.	88%	94%	91%	100%	94%	100%
provide(s) a well-rounded curriculum.	85%	88%	87%	90%	90%	82%
offer(s) challenging classes.	72%	88%	77%	87%	68%	76%
focus(es) on students' character.	84%	88%	83%	94%	84%	95%

**Summary:**

A school's learning environment must be safe and positive, have a warm climate, and have an inclusive culture. It is also essential to teach to the "whole child" and provide learning opportunities that will support and challenge them. Overall, the parent and staff results indicate that the learning expectations at Antelope Meadows either met or exceeded the expectations. One hundred percent of teachers report wanting students to succeed, and ninety-four (94%) of parents agree with this. Regarding facilities, parents indicated higher markings in these areas than teachers. Of note, only forty-six percent (46%) of staff feel that our school is clean, indicating a need to continue our focus on-site maintenance.

**Expectations**

	<b>2021-22</b>		<b>2022-2023</b>		<b>2023-2024</b>	
<b><i>My [child's] school....</i></b>	<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.	50%	75%	100%	79%	64%	64%
set(s) high expectations for student achievement.	76%	94%	78%	93%	79%	91%
success in college or a career.	63%	60%	57%	62%	65%	64%
encourage(s) a healthy lifestyle.	73%	60%	75%	70%	80%	64%

**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 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. Overall, seventy-nine percent (79%) of parents indicated that Antelope Meadows “sets high expectations for student achievement” and ninety-one percent (91%) of staff. These numbers for parents were a slight increase from the previous year and will be a continued focus. The expectation with the largest change by parents was regarding Antelope Meadows encouraging students to participate in extracurricular activities, which went from one-hundred percent (100%) of parents surveyed responding positively in 2022-2023 to only sixty-four percent (64%) positive response in 2023-2024.

**Student Support**

	2021-22		2022-2023		2023-2024	
<b><i>My [child's] school....</i></b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
I understand what types of academic support are available to students.	65%	100%	73%	100%	80%	100%
Students receive the resources and support they need.	62%	81%	83%	86%	85%	81%
I understand what types of social-emotional support are available to students.	66%	81%	80%	100%	80%	100%

**Summary:**

Supporting all students, academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). In examining the data, there was one area with slight discrepancies between the parent and staff results: "I understand what types of academic support are available to students." parents reported eighty percent (80%). In contrast, staff reported one hundred percent (100%), which indicates a need to continue our efforts of educating the public on the educational supports offered. However, the three year trend has shown that we are improving in this area. "Students receive the resources and support they need" had the slightest discrepancy in this area; eighty-five percent (85%) of parents surveyed believed this to be true while eighty-one percent (81%) of staff reported this to be true.

**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.	87%	94%	93%	100%	97%	100%
try to make class interesting.	87%	100%	94%	100%	96%	100%
encourage collaboration among students.	86%	100%	92%	89%	94%	100%
encourage critical thinking.	86%	100%	90%	100%	93%	95%
listen to students.	79%	100%	93%	100%	94%	100%
encourage students on a regular basis.	90%	100%	93%	100%	97%	100%
help my child when he/she doesn't understand something.	77%		94%		95%	
nurture creativity.	87%	94%	92%	90%	96%	95%

**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, to thrive today. These are known as the “21st-century skills”. The three years of data indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. All eight (8) areas showed an increase in parental approval, with all approval ratings being ninety percent (90%) or higher.

**Social Climate**

	2021-22		2022-2023		2023-2024	
<b><i>My [child's] school...</i></b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
school rules are fair.	81%	95%	90%	97%	88%	90%
students from different cultural backgrounds become friends.	90%	95%	91%	100%	94%	100%
students have friends at school.	91%	90%	93%	97%	95%	100%
students respect the teachers and staff.	90%	60%	88%	65%	91%	69%
all staff are treated fairly.	70%	75%	74%	83%	78%	86%
all students are treated fairly.	70%	70%	82%	76%	83%	83%
students get along with each other and respect their differences.	71%	74%	85%	92%	82%	79%
students feel safe at school.	81%	70%	85%	97%	79%	83%
students are comfortable talking to school staff.	83%	85%	86%	97%	86%	97%
staff feel safe at school.	83%	84%	73%	89%	89%	93%
bullying is not a problem. *Q Changes for 20-21 to <u>bullying is a problem.</u>	23%	25%	30%	25%	36%	14%

**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. Of the eleven (11) areas above which are connected to the social climate, all of them had a seventy-five percent (75%) or higher rating from parents. However, the statement "Bullying is not a problem" had thirty-six percent (36%) of parents and fourteen percent (14%) of teachers reveal that this area should remain a focus. Antelope Meadows strives to be a "Bully-free" school. Therefore, we will continue proactively addressing these areas and closely monitor them through restorative practices, including restorative circles, counseling groups and resources, and analysis of our PBIS/SWIS data.

**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	89%		91%		95%	
Teachers keep me well informed about my child's progress.	86%		89%		92%	

**Summary:**

Ninety-five percent (95%) of parents reported, "The school keeps me well informed about events and activities." Ninety-two percent (92%) of parents indicated, "Teachers keep me well informed about my child's progress," which is a three percent (3%) increase from the 2022-2023 school year. A weekly email is emailed to families and posted on our school website. Special reminder emails are also sent to parents via Aeries/Parent Square. Teachers email parents weekly with curriculum highlights, assignments, and due dates, and they inform parents of student progress through progress reports, report cards, weekly folders, and communicate home for behavior concerns.

**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	93%		98%		98%	
No	7%		1%		1%	
N/A/ I have not needed to communicate with teachers or staff	0%		1%		2%	

**Summary:**

This category indicates that most parents feel they can communicate with teachers and staff when needed, ninety-eight percent (98%), which has stayed the same from previous year. The one percent (1%) of parents who indicated they cannot communicate may not have access to email or phone, or it may be due to a language barrier. As a District, we have access to the Language Line, which allows us access to professional translators for approximately 240 different languages. Using this service, we are able to communicate with our English Learner parents/guardians, which helps close the communication gap. This includes translators who are available for parent-teacher conferences.

**Stakeholder Engagement - Communication with Parents**

	2021-2022		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	75%		78%		81%	
School and/or District Newsletters	54%		41%		45%	
School and/or District website	7%		26%		34%	
Communications from my child's teacher	79%		78%		79%	
Social Media	7%		14%		23%	
Employees of the district	4%		3%		8%	
Other	4%		4%		5%	
None of the above	0%		1%		0%	

**Summary:**

This category continues to confirm that the majority of parents (81%) receive most of their school information from electronic communications sent from the school. 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	86%		90%		90%	
Text messages	64%		64%		64%	
School and/or District Newsletters	32%		19%		23%	
School and/or District website	11%		17%		17%	
Social media	18%		11%		16%	
Mail/letters	11%		14%		12%	
Phone calls	11%		15%		16%	
School or district meetings	7%		3%		4%	
Other	4%		2%		3%	

**Summary:**

The survey results align with the previous category, indicating that parents prefer to receive information electronically. Recent data shows that providing information via a phone call (16%) is a much less desired way to communicate than through email (90%). Text message preferences have remained steady at sixty-four percent (64%).

**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.	87%	100%	88%	79%	90%	95%
encourage(s) parental involvement.	77%	94%	88%	97%	94%	90%
encourage(s) involvement from community members and organizations.		69%		72%		60%
has/have parents who are highly involved.	86%	47%	88%	40%	90%	45%

**Summary:**

The most significant discrepancy between the parent and staff survey feedback (45%) was: "My child's school has/have parents who are highly involved." Ninety percent of parents (90%) feel they are highly involved, while only forty-five percent (45%) of teachers think that the parents are highly involved. This discrepancy could be a difference in perspective with parents being involved at home, while teachers don't see parental involvement as much on campus. However, staff and parents were closely aligned in their perceptions of how well district schools encourage parental involvement. Both parents and staff had over 90% respectively agree. Working with community members and organizations continues to be an area where we strive to make connections. We work closely with our Parent Teacher Association (PTA) to foster community relationships.

**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	70%		77%		71%	
School or class event, such as a play, sports event, or award assemblies	33%		61%		68%	
Parent-teacher conference with child's teacher	73%		81%		71%	
Volunteering at my child's school	37%		30%		35%	
Family/Parent Events	10%		39%		30%	
Parent-Teacher Assoc.	27%		18%		19%	
School committee or council such as Site Council or ELAC	3%		2%		3%	
District committee or council such as DELAC, GATE or Health	3%		3%		1%	
Other	3%		2%		3%	
None of the above	13%		9%		8%	

**Summary:**

Most parents responded that they have participated in parent-teacher conferences with their child's teacher, seventy-one (71%). In addition, seventy-one percent (71%) participated in Back to School or Open House. The most popular form of parent participation continues to be attending a school or class event, such as a play, sports event, or award assembly, sixty-eight percent (68%). Thirty-five percent (35%) of parents indicate they volunteer at school, which is a five percent (5%) increase from the previous year. Efforts will be made to identify and overcome barriers that prevent parents from volunteering.

**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	86%		95%		90%	
School or class event, such as a play, sports event, or awards assemblies	70%		81%		85%	
Back to school night or open house	86%		90%		89%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, Sami's Circuit, etc.)	100%		90%		89%	
Parent-Teacher Association (PTA)	100%		86%		91%	
Volunteering at my child's school	100%		94%		96%	
School committee or council such as ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE, Health	100%		80%		100%	
Other	100%		75%			

**Summary:**

This category of valuing parental involvement continues to have significant approval ratings, with most questions showing high percentages over the past two years. Regarding school committees, the parents who participate on this level indicated they felt one hundred percent (100%) valued school and district committees.

**Parental Involvement**

	2021-22		2022-2023		2023-2024	
<i><b>What would help parents become more involved in Dry Creek?</b></i>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
More information on how to support students at home	37%		37%		27%	
More information on involvement opportunities	43%		33%		27%	
More communication between school and parents	20%		24%		23%	
More participation opportunities at the school level	30%		20%		22%	
More events offered in the evening	43%		43%		35%	
More participation opportunities at the district level	0%		6%		7%	
More convenient locations for participation	7%		5%		7%	
More communication in our family's primary language	7%		8%		10%	
More events offered in the morning	10%		6%		6%	
Other	7%		7%		5%	
None of the above	23%		17%		25%	
Virtual Event (Ex. Zoom)	20%		19%		19%	

**Summary:**

When asked what could be done to encourage more involvement in Dry Creek, thirty-five percent (35%) of parents indicated that more events offered in the evening would be beneficial. Twenty-seven percent (27%) of parents responded that it would be helpful to receive more information on how to support students at home, and twenty-seven percent (27%) of parents would like more information on involvement opportunities. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and district level.

**Parental Involvement**

	2021-22		2022-23		2023-24	
<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.	93%		94%		96%	
School or class events, such as play, sports events, or award assembly.	96%		91%		95%	
Parent-teacher conferences with my child's teacher.	93%		98%		96%	
School committees or councils such as Site Council or ELAC.	82%		82%		80%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	92%		91%		89%	
District committees or councils such as DELAC, GATE or Health.	85%		83%		83%	
Volunteering at my child's school.	92%		90%		90%	
The Parent Teacher Association (PTA)	81%		83%		87%	
Virtual events.	73%		76%		77%	

**Summary:**

Most parents, ninety-six percent (96%), feel it is important to offer parents a chance to participate in parent-teacher conferences. Another high percentage is in the area of Back to School and Open House Night, where ninety-six percent (96%) of parents feel it is essential to be offered the chance to be involved. All of the percentages are above seventy-seven percent (77%), which shows that parents want the opportunity to be involved in their child's education.

### Parental Involvement

	2021-22		2022-23		2023-24	
<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	70%		78%		83%	

#### Summary:

Most parents, eighty-three percent (83%), strongly agree that the school values their participation and input in engagement opportunities; this is a slight increase of five percent (5%) from the previous year.

### Self-Awareness

	2021-22	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	84%	84%	77%
I know when I am feeling overwhelmed.	80%	79%	76%
I feel positive about my future.	76%	74%	76%
I have a lot of strengths.	71%	72%	72%
I am happy with who I am.	81%	77%	76%
I can explain my feelings to others.	38%	36%	42%

#### 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 behavior and performance, as well as their ability to respond to diverse social situations appropriately. From the six (6) areas above, five (5) had an overall positive rating of seventy-two percent (72%) or higher. Thirty-six percent (42%) of students indicated that they "can explain my feelings to others," which was a six percent (6%) increase from the previous year. This lower percentage indicates that continued learning opportunities that cultivate self-awareness, Restorative Circles, counseling groups, and ToolBox will continue to be used and must be consistent in our school routines.

**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.	86%	85%	86%
I feel confident in my ability to learn new things.	81%	75%	79%
I can usually solve my problems.	75%	67%	70%
I keep trying, even when things are hard.	75%	78%	76%
I am a hard worker.	80%	79%	84%
Challenging myself makes me smarter.	73%	71%	72%
I can make the best out of a bad situation.	51%	47%	54%
If I'm not good at something, I'd rather quit.	12%	15%	21%

**Summary:**

With a growth mindset, students can take on various challenges and, more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they can grow academically, 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-six percent (86%) of students feel that they can learn from mistakes (a 1% increase from the previous year), which is a skill that does not always come naturally to children. In addition, seventy-six percent (76%) of students indicated that they “keep trying, even when things are hard” rather than give up. One of the more significant results was that only twenty-one percent (21%) said they would rather quit if they weren’t good at something, which is a six percent (6%) increase from the 2022-2023 school year. The scores above reflect that our efforts to foster a Growth Mindset in our students are making a positive impact.

**Self- Management**

	<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 know right from wrong.	81%	80%	84%
I have goals and plans for my future.	78%	86%	82%
I keep my promises.	78%	80%	80%
I follow the rules.	82%	84%	77%
I finish whatever I begin.	59%	63%	62%
I know how to handle stress.	46%	45%	45%

**Summary:**

Self-management plans are utilized to prepare students to complete tasks independently. These plans also teach them to take an active role in both monitoring and strengthening their behavior. Self-management is a skill that plays a vital role as children become adults. At Antelope Meadows, one program we are using to explicitly teach our students how to understand and manage their own social, emotional, and academic success is "The ToolBox." Through twelve (12) "tools," students learn different approaches to tap into their inner resilience when needed. Overall, the data above shows that students know how to self-manage in a positive way. "I finish whatever I begin" and "I know how to handle stress" remain two areas that reflect lower ratings and areas to target.

**Responsible Decision-Making**

	2021-22	2022-2023	2023-2024
<b><i>Within the past two weeks, how often have you...</i></b>	<b>Student</b>	<b>Student</b>	<b>Student</b>
waited patiently in line?	73%	70%	80%
paid attention in class?	79%	82%	80%
waited for your turn to talk in class?	78%	73%	75%
told the truth even though it is hard?	64%	61%	66%
thought about what may happen before making a decision?	60%	54%	57%
calmed yourself down when upset?	52%	49%	56%

**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 schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships. “Waiting patiently in line”, “paid attention in class”, and “told the truth even though it is hard” have shown moderate gains over the last three years. Students reporting being able to calm themselves down when they are upset has been decreasing over the past three years, and direct instruction in this area would benefit all students.

**Social Awareness**

	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>
It is important to treat people with respect.	96%	95%	94%
I am happy for my friends when they do well in school.	94%	92%	96%
I accept others for who they are, even if they are different than me.	94%	95%	94%
I can tell when someone is upset.	82%	78%	78%
If someone is sad, I try to help him or her.	87%	82%	84%

**Summary:**

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources that are available. The data indicates that social awareness is a vital attribute of our students. As a school, we will continue to model and teach our students how to build positive relationships with others of all backgrounds.

**Relationship Skills**

	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 have friends at school.	89%	95%	93%
I feel comfortable working in a team with other students.	75%	76%	65%
I can talk easily with other kids in my grade.	68%	72%	71%
I feel like my peers leave me out of things.	28%	23%	33%

**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 instructional time increases as time spent repeating directions decreases. The data above reflects favorable marks in this category, except for "I feel like my peers leave me out of things" at thirty-three percent (33%). Continued efforts to build relationships will continue to be a focus to lower the percentage of students who feel left out. Strategies will be explicitly taught in various ways, including restorative circles.

**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.	90%	92%	88%
I am knowledgeable about what is happening in the world.	73%	75%	73%
I read or talk about current events.	59%	57%	65%
I believe that I can make a difference in my community.	60%	52%	64%

**Summary:**

With a civic mindset, a person is interested in and cares about what is going on in their community. One example would be someone who runs for a position on their local school board. Eighty-eight percent (88%) of students indicated caring about their community. However, it declined to sixty-four percent (64%) 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 to foster community connection.

**Social Support**

	2021-22	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	89%	84%	83%
I have at least one adult at school that I trust.	77%	83%	83%
I feel like I belong at school.	67%	66%	60%
Adults at school care about me.	80%	80%	73%
Adults at school listen when I have something to say.	77%	73%	67%
Adults at school support me when I need help		81%	74%

**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. Eighty-three percent (83%) of students indicated, "My teachers believe that I will be successful," which is a decline of only one percent (1%) from the 2022-2023 school 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 child. However, sixty percent (60%) of students "feel like I belong at school," which is a six percent (6%) decrease. This percentage is concerning, as it indicates that over a quarter of the students do not feel like they belong to our school community. Building inclusivity and connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students so that all students have a sense of 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?	23%	21%	27%
had trouble falling asleep?	31%	29%	24%
felt like not talking to anyone?	15%	27%	29%
felt sad?	21%	22%	20%
felt anxious?	16%	33%	28%
felt like you could not focus in school?	14%	31%	32%
felt lonely?	15%	39%	36%

**Summary:**

Emotional health and well-being are an integral part of overall health. Emotionally healthy people are shown to have better control of their thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Three (3) of the seven (7) areas above showed a higher rate of students reporting zero (0) from the previous year. While schoolwork is an essential piece of guided practice and learning, it should not cause worry. In addition, thirty-six percent (36%) of students felt lonely zero times in the two weeks of this survey, which was a three percent (3%) decrease. This is positive as we want a low percentage of students to report feeling lonely. To address the areas above, we will continue to support our student's emotional health and well-being through Restorative Circles, The ToolBox, Wellness Together, Check-in/Check-outs, and counseling support.

### 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.	11%	65%	57%
I have been electronically bullied by students (e.g., text messages, email, social media).	6%	77%	81%
I have been physically bullied by students at school.	7%	77%	70%

#### Summary:

Bullying is an unacceptable behavior. Schools must 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 precise, 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. 2023-2024 data reports the number of students who have never been bullied at 57%. This is a decrease of 7% of students reporting being bullied. Of note, more students report never being electronically or physically bullied than verbally. We will closely monitor all bullying incidents with consistent analysis using the PBIS/SWIS data and teacher referrals.

### 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.	75%	62%	62%
In a classroom.	16%	22%	34%
At the cafeteria.	16%	15%	23%
In hallways.	8%	4%	8%
In the bathroom.	7%	7%	5%
Online	17%	23%	25%
Other	25%	22%	26%

#### Summary:

Research shows that the highest incidents of bullying appear to be in places where there is a combination of an increased number of students and a lower rate of adult supervision. These locations also often have less structure. Examples include the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. Sixty-two percent (62%) of bullying is reported “during recess or outside time.” We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident online or in person. Our school-wide behavior expectations, The Wildcat Way, addresses respecting others, making wise choices, and being kind. These behavioral expectations are explicitly taught during the school year. In addition, we have implemented “STOPit,” an anonymous online app to report bullying. Students, parents, or staff can anonymously make a report involving bullying, which is then followed up by the administration.

**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.	76%	71%	71%
My school is a safe place.	73%	73%	70%
School activities are interesting.	72%	70%	73%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	46%	53%	53%
Students at my school are motivated to learn.	60%	47%	49%

**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. Within the school environment, the classroom environment also dramatically affects student learning. This specific environment provides opportunities for students to build social skills, clear learning goals, feedback, and many strategies for success. The staff is committed to creating an encouraging and stimulating learning environment for all students.

Interestingly, the results were very similar over the three-year analysis. The most considerable positive change was the two percent increase (2%) in "Students at my school are motivated to learn." The most significant decline of three percent (3%) was that "My school is a safe place." We continue to implement safety protocols and training to teachers, and drills school-wide to ensure students feel safe at school.

# ***AM School Site Council - Planning Calendar 2024-2025***

**3:00-4:00PM**

**Library**

## **September 12, 2024**

Year at a Glance for Current School Year  
Review Role of SSC Members  
School Parental Involvement Policy & Bylaws-Approve  
Uniform Complaint Procedure  
Survey Analysis

## **October 3, 2024**

District Goals – Site Goals – Grade Level – Department Goals  
Review and Analyze District and Site Assessment Results  
SPSA-School Plan for 2024-2025  
Questions/Comments/Suggestions

## **November 7, 2024**

SPSA-School Plan Final Reading  
Questions/Comments/Suggestions

## **December 12, 2024**

IF NEEDED

## **January 23, 2025**

Dashboard Review

## **February 13, 2025**

Dashboard Review  
LCAP Review  
Questions/Comments/Suggestions

## **March 6, 2025**

LCAP - Local Indicator 3 Parent Rubric  
Questions/Comments/Suggestions

**April 3, 2025**

IF NEEDED

**May 15, 2025**

Budget for 2025-2026 Updates

Review Survey Results

Questions/Comments/Suggestions

**Antelope Meadows Elementary**  
Partners in Learning  
School Pledge/Compact  
2024-2025

We know that children learn from adults and love, encouragement, positive support and a nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

**As a student I pledge to:**

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Limit my TV/Computer use and read every day.
- Read and agree to follow the conditions in the [District Instructional Technology Use Policy](#).

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As a parent/guardian I pledge to:**

- Make sure that my child gets to school every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back to School Night, Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- Read and agree to follow the conditions in the [District Instructional Technology Use Policy](#).

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As staff, we pledge to:**

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe, and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents including at parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe, and orderly learning environment in my class and in the school.

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Antelope Meadows Elementary School**  
**SCHOOL SITE COUNCIL BY-LAWS**

**ARTICLE I: Name of Committee**

The name of this committee will be the Antelope Meadows Elementary 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 principal 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, and parents of pupils attending the school elected by such parents. 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 (3), and other school personnel (classified) and parents (5) or other community members selected by parents. 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 ceases 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 an 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 by the appointment of the chairperson.

### **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, copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be the 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 incident to the office of 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 the approval of the 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 a 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 the 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. The election for community members shall take place in the spring or fall of the current school year.

#### **Section 2.**

- A. The principal of the school is automatically a member of the School Site Council.
- B. The three 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 or designee at the beginning of the school year.
- D. The five 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 of the members present. 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: October, 2020

# Antelope Meadows Elementary School School Parental Involvement Policy

## **PART I. GENERAL EXPECTATIONS**

**Antelope Meadows Elementary 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 will adopt 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 Meadows Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

*Review School compact on the school website under Parent Resources. Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House and Family nights.*

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

*Put the School Parental Involvement Policy on the school website.  
Put in School newsletters dates and time of SSC meetings, post agendas in the school office.*

3. The **Antelope Meadows Elementary 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.  
Please see the district's current guidelines for visitors/volunteers on school campuses.*

4. The **Antelope Meadows Elementary School** will convene an annual meeting to inform parents of the following:

*A meeting notice will be sent home to parents and notice will be placed in the school newsletter announcing the Title I/DELAC parent meetings. At the meeting the following will be covered: curriculum, assessment tools, and ideas to help their children at home.*

5. The **Antelope Meadows Elementary School** will hold a flexible number of meetings at varying times, and 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 will be available at the meetings.*

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

*School Site Council meetings  
English Learner Advisory Committee (ELAC)*

7. The **Antelope Meadows Elementary 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:

*Standards will be posted on the district website and hard copies will be available in the school office.  
Parent Education Night will address curriculum, assessment tools, and ideas to help their children at home.*

8. **Antelope Meadows Elementary 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:

*In addition to the Title One Meetings, the parents are invited to their child's Parent Conferences held in the fall of each year. Students that are below standard are asked to meet with the classroom teacher to develop a Response to Intervention Student Plan for their child.*

9. The Antelope Meadows Elementary 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 school-wide plan for Student Achievement. Parents can provide input at meetings in writing or in person. Parents will be directed to write a letter to the Superintendent with their concerns.*

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

11. The Antelope Meadows School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

*School Site Council, ELAC meetings, parent info meetings with school counselor, Antelope World Fair, Art Docent, Music Docent, Watch D.O.G.S (Dads of Great Students) program*

12. The 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. The 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.

*Parent training and workshops will be provided throughout the year.*

14. The 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:

*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. The 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.*

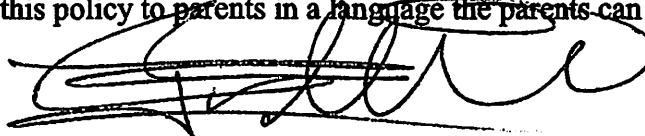
*Interpreters will be available for parent conferences, SST's, IEP's and other meetings as needed.*

*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, as evidenced by School Site Council.

This policy was adopted by the Antelope Meadows Elementary School on May 16, 2024 and is updated on an annual basis. The school will distribute policy to all parents of participating Title I, Part A during the month of September each school year. It will be made available to the local community during the month of September each school year. The Antelope Meadows Elementary 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)

6-3-24

(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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