School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Antelope High School	31 66928 0116459	9/17/2024	pending

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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
>
> The purpose of the Comprehensive Single School Plan For Student Achievement is to strategically plan, with all stakeholders, how best to serve the needs of the students at Antelope High School (AnHS). In addition to supporting the academic and social/emotional needs of the AnHS student body, we have analyzed data to develop specific supports for groups of students performing below standard. The primary purposes of the School Site Council are: to meet to review school data, give feedback about supports already in place and supports still needed, and provide input for developing a budget that will be used to implement and support the action items described in the Single School Plan. As a Schoolwide Program, Title 1 funds are available to support all students in their academic achievement.

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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

The purpose of the Comprehensive Single School Plan For Student Achievement is to strategically plan, with all stakeholders, how best to serve the needs of the students at Antelope High School (AnHS). In addition to supporting the academic and social/emotional needs of the AnHS student body, we have analyzed data to develop specific supports for groups of students performing below standard. The primary purposes of the School Site Council are: to meet to review school data, give feedback about supports already in place and supports still needed, and provide input for developing a budget that will be used to implement and support the action items described in the Single School Plan. As a Schoolwide Program, Title 1 funds are available to support all students in their academic achievement.

In the 2024-25 Single School Plan for Student Achievement, we have implemented goals and action items that specifically address college, career, and life readiness for all students and continued implementation of a comprehensive instructional program for all students. AnHS also has goals focusing on a positive school culture and parent engagement and involvement. Antelope High School's three goals align with the RJUHSD LCAP goals and with AnHS's WASC goals from our Self-Study in 2023-2024. As a schoolwide Title 1 program, these goals support the achievement of all students at Antelope High School, with an emphasis on targeted support for students who are not meeting standards according to the California School Dashboard and local data.

Educational Partner Involvement

How, when, and with whom did Antelope High 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

The process for reviewing and updating the SPSA involved the following stakeholders: parents, students, certificated and administrative staff. Stakeholders met once a month in order to review student achievement data and revise and plan new goals to help close the opportunity gaps and meet the three goals established in alignment with our WASC and district LCAP goals. In partnership with RJUHSD LCAP goals and our most recent WASC goals, Antelope High School Site Council established three goals with specific success criteria based on student achievement data.

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.

NA

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.

Graduation Rate: Students With Disabilities. Continued implementation of inclusion models, including co-teaching in five core areas (English 9, English 10, CCIM1, CCIM2, Biology). Additional pathways to graduation (diploma) for students in moderate/severe classes through implementation of modified curriculum in graduation requirements.

CAASPP ELA: African American students, ELD students. Adoption of new curriculum that is aligned to the Common Core State Standards, staff attending California Assessment Conference to better understand the structure of the CAASPP. Tutoring available for students after school, and mentoring support for all 9th grade students. Release days for English teachers to develop lessons using research based instructional strategies and curriculum design. ELD support strategies shared at staff meetings and ELD coordinator support push in to PLT time. District instructional coach support for coaching cycles and lesson design.

CAASPP Math: African American students. Staff attending California Assessment Conference to better understand the structure of the CAASPP. Tutoring available for students after school, and mentoring support for all 9th grade students. Release days for Math teachers to develop lessons using research based instructional strategies and curriculum design. District instructional coach support for coaching cycles and lesson design. Targeted professional development for math teachers using Building Thinking Classrooms strategies to engage student learning and thinking in class.

Suspension: Students With Disabilities. More specific training for staff regarding students with Behavior Intervention Plans. Using a team approach (school psychologist, behaviorist, case manager, counselor, administrator, parent) to determine appropriate intervention strategies for students to correct behavior.

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: Asian. Use schoolwide PBIS strategies to more fully engage students in positive school culture and positive decision making.

Other Needs

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

Locally collected data indicates that our subgroups, particularly African American students and Students With Disabilities, are not accessing math beyond CCIM2 or AP/DE classes at the same rates as other 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 High 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	0.51%	0.57%	0.72%	9	10	13
African American	7.51%	7.93%	7.35%	132	138	132
Asian	11.95%	11.72%	13.03%	210	204	234
Filipino	2.33%	2.18%	2.12%	41	38	38
Hispanic/Latino	25.03%	25.62%	25.11%	440	446	451
Pacific Islander	1.14%	1.67%	1.50%	20	29	27
White	39.93%	38.25%	37.42%	702	666	672
Two or More Races	9.67%	9.88%	10.52%	170	172	189
Not Reported	1.93%	2.18%	2.23%	34	38	
			Total Enrollment	1758	1741	1796

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	384	462	449
Grade 10	495	390	475
Grade 11	455	466	399
Grade 12	424	423	473
Total Enrollment	1,758	1,741	1,796

Conclusions based on this data:

1. This three year trend shows an increase in enrollment. The freshmen class in 21-22 was smaller than typical, which is still impacting overall enrollment.

2. Our subgroups have stayed relatively consistent over the last three years, with no major changes.

3. Students identifying as multiple races is almost 10% of our student population.

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	105	131	170	4.60%	6.0%	9.5%
Fluent English Proficient (FEP)	631	614	639	37.60%	35.9%	35.6%
Reclassified Fluent English Proficient (RFEP)				18.8%		

Conclusions based on this data:

1. The number of English learners has increased significantly in the past three years.

2. While our overall student population has stayed fairly consistent, the number of English learners is increasing rapidly.

3. Over one third of our school enrollment was an English learner at some point in their education.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	419	459	389	386	441	378	386	441	378	92.1	96.1	97.2
All Grades	419	459	389	386	441	378	386	441	378	92.1	96.1	97.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2626.	2597.	2582.	33.16	26.08	22.75	35.49	33.56	30.69	18.91	21.54	21.69	12.44	18.82	24.87
All Grades	N/A	N/A	N/A	33.16	26.08	22.75	35.49	33.56	30.69	18.91	21.54	21.69	12.44	18.82	24.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.99	24.94	24.93	54.81	60.77	53.32	12.21	14.29	21.75
All Grades	32.99	24.94	24.93	54.81	60.77	53.32	12.21	14.29	21.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.62	29.25	23.54	50.39	47.62	48.68	12.99	23.13	27.78
All Grades	36.62	29.25	23.54	50.39	47.62	48.68	12.99	23.13	27.78

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	21.82	14.74	15.34	70.39	76.42	72.22	7.79	8.84	12.43
All Grades	21.82	14.74	15.34	70.39	76.42	72.22	7.79	8.84	12.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	28.57	22.90	18.52	62.08	64.85	67.20	9.35	12.24	14.29
All Grades	28.57	22.90	18.52	62.08	64.85	67.20	9.35	12.24	14.29

Conclusions based on this data:

1. There was a decline in overall achievement from 35.49% to 33.56%.

2. Participation rates (96.1%) have increased over the last three years.

3. There was an overall increase in students meeting the standards in Reading with a decline in Writing, Listening, and Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	419	458	389	376	447	380	376	447	380	89.7	97.6	97.7
All Grades	419	458	389	376	447	380	376	447	380	89.7	97.6	97.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2571.	2576.	2559.	10.90	11.19	10.00	22.34	21.48	18.68	27.13	31.54	27.37	39.63	35.79	43.95
All Grades	N/A	N/A	N/A	10.90	11.19	10.00	22.34	21.48	18.68	27.13	31.54	27.37	39.63	35.79	43.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.10	12.75	13.95	47.34	50.56	45.53	38.56	36.69	40.53
All Grades	14.10	12.75	13.95	47.34	50.56	45.53	38.56	36.69	40.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.77	14.09	12.11	64.63	61.52	63.42	22.61	24.38	24.47
All Grades	12.77	14.09	12.11	64.63	61.52	63.42	22.61	24.38	24.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	13.56	12.98	8.68	64.63	69.13	66.32	21.81	17.90	25.00
All Grades	13.56	12.98	8.68	64.63	69.13	66.32	21.81	17.90	25.00

Conclusions based on this data:

1. There was an overall increase in the percentage (8%) in the number of students tested over the last three years.

2. The mean scale score has increased each year over this three year trend.

3. The percentage not met overall has decreased almost 12% over this three year trend.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1580.1	1545.3	1507.5	1574.8	1529.2	1497.5	1584.9	1560.8	1517.0	36	32	62
10	1584.3	1555.4	1509.8	1566.7	1548.2	1491.3	1601.3	1562.1	1527.9	23	29	37
11	1564.6	1575.6	1538.4	1556.8	1575.0	1527.8	1571.7	1575.5	1548.5	16	24	40
12	*	1540.0	1557.3	*	1536.9	1558.3	*	1542.6	1555.7	10	25	25
All Grades										85	110	164

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	27.78	31.25	8.06	47.22	18.75	25.81	16.67	21.88	29.03	8.33	28.13	37.10	36	32	62
10	43.48	27.59	8.11	39.13	41.38	24.32	8.70	10.34	32.43	8.70	20.69	35.14	23	29	37
11	12.50	20.83	15.00	62.50	37.50	27.50	6.25	25.00	22.50	18.75	16.67	35.00	16	24	40
12	*	24.00	16.00	*	12.00	32.00	*	32.00	24.00	*	32.00	28.00	*	25	25
All Grades	25.88	26.36	10.98	47.06	27.27	26.83	15.29	21.82	27.44	11.76	24.55	34.76	85	110	164

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	36.11	31.25	16.13	41.67	25.00	27.42	13.89	15.63	22.58	8.33	28.13	33.87	36	32	62
10	60.87	34.48	16.22	13.04	34.48	27.03	17.39	10.34	27.03	8.70	20.69	29.73	23	29	37
11	43.75	37.50	32.50	37.50	33.33	30.00	0.00	16.67	5.00	18.75	12.50	32.50	16	24	40
12	*	32.00	36.00	*	16.00	24.00	*	24.00	16.00	*	28.00	24.00	*	25	25
All Grades	42.35	33.64	23.17	31.76	27.27	27.44	14.12	16.36	18.29	11.76	22.73	31.10	85	110	164

Oral Language — Percentage of Students at Each Performance Level for All Students

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	11.11	15.63	0.00	47.22	28.13	17.74	30.56	34.38	33.87	11.11	21.88	48.39	36	32	62
10	30.43	10.34	2.70	43.48	37.93	24.32	21.74	31.03	32.43	4.35	20.69	40.54	23	29	37
11	6.25	4.17	0.00	37.50	37.50	27.50	37.50	41.67	35.00	18.75	16.67	37.50	16	24	40
12	*	4.00	8.00	*	20.00	20.00	*	36.00	24.00	*	40.00	48.00	*	25	25
All Grades	14.12	9.09	1.83	41.18	30.91	21.95	32.94	35.45	32.32	11.76	24.55	43.90	85	110	164

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	19.44	12.50	1.64	72.22	56.25	67.21	8.33	31.25	31.15	36	32	61
10	21.74	13.79	5.41	65.22	65.52	59.46	13.04	20.69	35.14	23	29	37
11	12.50	8.33	10.00	68.75	70.83	55.00	18.75	20.83	35.00	16	24	40
12	*	16.00	8.00	*	44.00	60.00	*	40.00	32.00	*	25	25
All Grades	16.47	12.73	5.52	70.59	59.09	61.35	12.94	28.18	33.13	85	110	163

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	69.44	56.25	35.00	22.22	15.63	33.33	8.33	28.13	31.67	36	32	60
10	73.91	65.52	37.84	13.04	17.24	29.73	13.04	17.24	32.43	23	29	37
11	56.25	62.50	58.97	25.00	25.00	20.51	18.75	12.50	20.51	16	24	39
12	*	48.00	60.00	*	28.00	20.00	*	24.00	20.00	*	25	25
All Grades	63.53	58.18	45.34	24.71	20.91	27.33	11.76	20.91	27.33	85	110	161

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.22	25.00	6.67	61.11	43.75	40.00	16.67	31.25	53.33	36	32	60
10	39.13	31.03	5.41	47.83	48.28	40.54	13.04	20.69	54.05	23	29	37
11	18.75	8.33	7.50	50.00	62.50	47.50	31.25	29.17	45.00	16	24	40
12	*	8.00	12.00	*	36.00	36.00	*	56.00	52.00	*	25	25
All Grades	23.53	19.09	7.41	57.65	47.27	41.36	18.82	33.64	51.23	85	110	162

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.33	0.00	0.00	77.78	81.25	60.00	13.89	18.75	40.00	36	32	60
10	0.00	0.00	0.00	95.65	75.86	67.57	4.35	24.14	32.43	23	29	37
11	18.75	20.83	5.13	68.75	70.83	71.79	12.50	8.33	23.08	16	24	39
12	*	16.00	12.00	*	48.00	64.00	*	36.00	24.00	*	25	25
All Grades	7.06	8.18	3.11	82.35	70.00	65.22	10.59	21.82	31.68	85	110	161

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

Conclusions based on this data:

1. There has been a 33% increase in the total number of students tested each year in this three year trend.

2. There was a decline in students testing at level 3 and 4 in 22-23 from 70% to 53%.

3. There has been an increase in the total number of students at the beginning level in each of the domains.

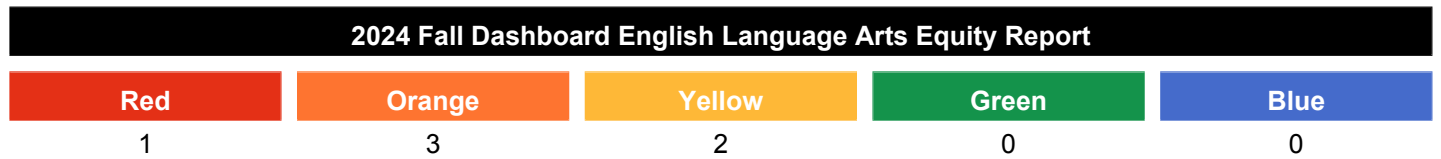# School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,796	**65.4%**	**9.5%**	**0.2%**
Total Number of Students enrolled in Antelope High 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	170	9.5%
Foster Youth	4	0.2%
Homeless	84	4.7%
Socioeconomically Disadvantaged	1,175	65.4%
Students with Disabilities	124	6.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	132	7.3%
American Indian	13	0.7%
Asian	234	13%
Filipino	38	2.1%
Hispanic	451	25.1%
Two or More Races	189	10.5%
Pacific Islander	27	1.5%
White	672	37.4%

Conclusions based on this data:

1. We have a low percentage of students with disabilities (under 10%).

2. There are no race/ethnicity groups over 50% of our campus.

3. Our socioeconomically disadvantaged percentage continues to climb, now over 40%.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		
College/Career Green		

Conclusions based on this data:

1. Antelope High School has a consistently high graduation rate.

2. English Learner Progress improved significantly in the last two years, now at the "Blue" bar.

3. The only area not in "green" or "blue" is English/Language Arts CAASPP scores.

School and Student Performance Data

Academic Performance
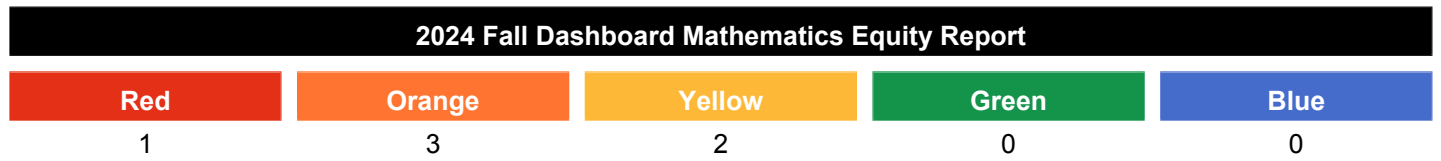## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
3.5 points above standard	70.9 points below standard	113.2 points below standard
Declined 13 points	Declined 20.8 points	Declined 50.3 points
364 Students	63 Students	13 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	42.5 points below standard	11.2 points below standard
	13 Students	Declined 24.2 points
		231 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
105.2 points below standard	75.3 points below standard	Fewer than 11 students - data not displayed for privacy
Increased 36.6 points	Declined 4.9 points	4 Students
23 Students	19 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
9.7 points below standard	Fewer than 11 students - data not displayed for privacy	0.2 points above standard
Declined 52.7 points	10 Students	Declined 9.7 points
41 Students		95 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
26.8 points below standard	Fewer than 11 students - data not displayed for privacy	20.7 points above standard
Declined 48.4 points	9 Students	Maintained -2.9 points
34 Students		144 Students

Conclusions based on this data:

1. Overall we decreased significantly by 21.1 points. Additionally, every subgroup except "two or more races" decreased in ELA.

2. African American (54.2 points) students and English Learners (8.6 points) are both "Red" after decreasing significantly.

3. While SED students are only 3 points below the overall scores, they decreased by 5.3 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
66.7 points below standard	120.6 points below standard	173.9 points below standard
Declined 18.6 points	Declined 26.3 points	Declined 47.2 points
369 Students	68 Students	13 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	126.8 points below standard	84.3 points below standard
	15 Students	Declined 21.4 points
		237 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
175.3 points below standard	133.7 points below standard	Fewer than 11 students - data not displayed for privacy
Declined 9.2 points	Increased 16.3 points	
23 Students	19 Students	4 Students

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
57.4 points below standard	Fewer than 11 students - data not displayed for privacy	72.9 points below standard
Declined 47.8 points		Maintained 2.1 points
43 Students	10 Students	95 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
107.7 points below standard	Fewer than 11 students - data not displayed for privacy	49.5 points below standard
Declined 83.2 points		Declined 15.7 points
34 Students	9 Students	147 Students

Conclusions based on this data:

1. Overall we increased significantly by 20.2 points in Math compared to last year.

2. African American students maintained at 0.9 points and are still in "Red."

3. Every group increased their scores this year, with the exception of African American students (this group maintained their scores).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Red
46.3% making progress.	44.7% making progress.
Number Students: 136 Students	Number Students: 47 Students

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.

2024 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**
14.7%	38.2%	1.5%	44.9%

Conclusions based on this data:

1. 43 students progressed at least ELPI level.

2. 62.9% of our students made progress towards English Language proficiency which means we are in the highest indicator (blue).

3. Majority of the students either increased or maintained their level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
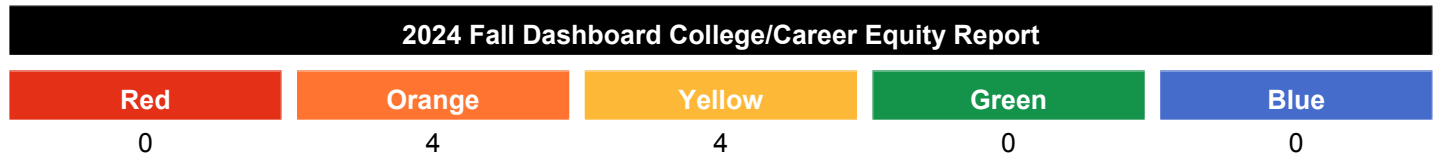
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	4	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	No Performance Color
Prepared 56.1%	Prepared 22%	Prepared 31.8%
Increased 2%	Increased 2.5%	Increased 4.9%
472 Students	59 Students	22 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Prepared 22.2%	Prepared 50.9%
2 Students	18 Students	Increased 3.1%
		330 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
Prepared 18.2%	Prepared 37.8%	Fewer than 11 students - data not displayed for privacy
Increased 15.2%	Maintained	
33 Students	37 Students	4 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Green
Prepared 60.8%	Fewer than 11 students - data not displayed for privacy	Prepared 61.1%
Declined 13%		Increased 11.6%
74 Students	10 Students	108 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
Prepared 60%	Fewer than 11 students - data not displayed for privacy	Prepared 57.1%
Increased 6.7%		Increased 2.7%
50 Students	6 Students	168 Students

Conclusions based on this data:

1. Almost all of our subgroups are in the "medium" or "very high" range.

2. SWD are in the Very Low range, with 2.9% of students considered "prepared" in this category.

3. Our Asian students are the only group in the "Very High" range.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. High school data unavailable on dashboard.

School and Student Performance Data

Academic Engagement
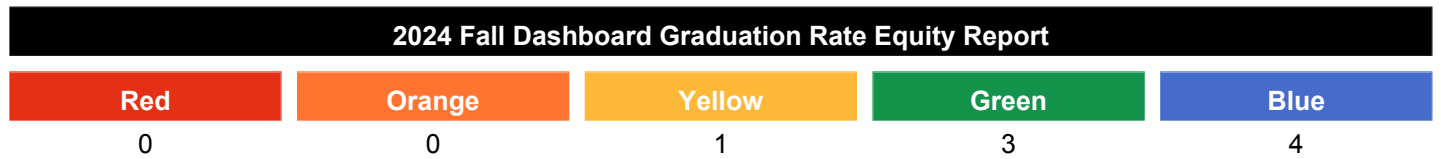## Graduation Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	4

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
95.6% graduated	91.8% graduated	91.3% graduated
Increased 1.9%	Increased 4.6%	Declined 1%
475 Students	61 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	88.9% graduated	94.9% graduated
2 Students	18 Students	Increased 2.6%
		333 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	Green	No Performance Color
79.4% graduated	91.9% graduated	Fewer than 11 students - data not displayed for privacy
Increased 12.7%	Maintained 0%	
34 Students	37 Students	4 Students

Asian	**Filipino**	**Hispanic**
Blue	No Performance Color	Blue
96.1% graduated	Fewer than 11 students - data not displayed for privacy	97.2% graduated
Maintained -0.7%		Increased 5.2%
76 Students	10 Students	109 Students

Two or More Races	**Pacific Islander**	**White**
Blue	No Performance Color	Blue
96% graduated	Fewer than 11 students - data not displayed for privacy	96.4% graduated
Maintained -0.7%		Increased 3.4%
50 Students	6 Students	168 Students

Conclusions based on this data:

1. Overall, we have a consistently high graduation rate (93.7%) for all students.

2. SED students maintained graduation rates by 0.8 points.

3. SWD decreased by 4.4 points in graduation rates and are in the "red" range.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	0	2	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Orange
5.1% suspended at least one day	5.9% suspended at least one day	10% suspended at least one day
Increased 1.4%	Increased 2.9%	Increased 6%
1871 Students	204 Students	70 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	15.3% suspended at least one day	6.2% suspended at least one day
	Increased 1%	Increased 1%
4 Students	98 Students	1249 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
13.6% suspended at least one day	13.6% suspended at least one day	7.7% suspended at least one day
Increased 3.3%	Increased 5.4%	Declined 1.4%
132 Students	140 Students	13 Students

Asian	Filipino	Hispanic
Green	Blue	Green
2% suspended at least one day	0% suspended at least one day	3.9% suspended at least one day
Declined 1.2%	Declined 2.5%	Declined 0.3%
246 Students	38 Students	465 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
8.9% suspended at least one day	7.1% suspended at least one day	4.3% suspended at least one day
Increased 1.9%	Increased 7.1%	Increased 2.4%
237 Students	28 Students	704 Students

Conclusions based on this data:

1. Overall, our suspension rates are in the "green" range, with only 3.7% of the school population suspended at least one day.

2. Our African American students, Homeless students, and SWD are suspended at higher rates than other groups.

3. Asian students increased in the number of suspensions by 1.4% while Filipino, Hispanic, two or more races, and white students have declined.

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.

College, Career, and Life Ready
Ensure all students graduate from high school ready for college, career and life, prepared to pursue the future of their choosing.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

RJUHSD students will be college, career, and life ready.

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.

Graduation rates: Overall, Antelope High School has a consistently high graduation rate. African American, Hispanic, Socioeconomically Disadvantaged, and White students were all in the "green" range on the 2023 California School Dashboard. Asian and Two or More Races students were in the "blue" range. Students With Disabilities was the only group below green, and they were in the "red" range, with a graduation rate of 67% in 2023. Increasing the graduation rate for our SWD is a priority at Antelope High School and can be seen in our emphasis on inclusion, including coteaching, Unified Sports, and modified diploma options.

The College/Career Indicator (CCI) shows that over half of Antelope High School's students were considered prepared by this standard in 2023. This is an area of growth overall for the school. By increasing Dual Enrollment opportunities and increasing the pathways for our multilingual students to earn the Seal of Biliteracy we aim to see more of our students prepared on the CCI. There is one group in the "low" category for CCI (English Learners) and one group in the "very low" category (SWD). The actions mentioned before (Seal of Biliteracy and Dual Enrollment opportunities) are targeted to increase the number of students in these groups meeting this standard.

Antelope High School's A-G rate was 62% in 2023. This is also an area of growth schoolwide, paired with increasing our math achievement (most students do not meet this qualification due to Common Core Integrated Math 3).

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
Graduation Rate	94% overall SWD: 66.7%	95% overall SWD: 72% overall
CCI Indicator	54.1% overall SWD: 2.9% EL: 19.6%	59% overall SWD: 9% EL: 25%
A-G Rate	62% overall EL: 29.8%	65% overall EL: 33%
CTE Completion Rate	27.2% overall EL: 10.6% African American: 10.8%	30% overall EL: 12% African American: 12%

AP/DE Enrollment	37% overall	41% overall
LTEL Percentage	8.6%	8.0%

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	College Field trips for students, including first generation graduates and low income students.	All Students, African American Students, ELD Students, Students With Disabilities	10000.00 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures
1.2	AP support for students (test scholarships, practice tests, etc).	All Students, African American Students, ELD Students, Students With Disabilities	10000.00 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies
1.3	Two release periods for EL coordinator to support EL students in ELD classes and to support EL students in general education classes.	ELD students	41,500.00 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries
1.4	ELD support (professional development, field trips, supplemental instructional supplies).	ELD students	17,496.00 LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies
1.5	Support for VAPA programs (hiring a band director to continue existing programs, additional co-taught sections for VAPA courses, and additional support and resources for VAPA coaches).	All Students, African American Students, ELD Students, Students With Disabilities	108,000.00 Prop 28 - VAPA 1000-1999: Certificated Personnel Salaries Hire Band Director to continue existing program 20000.00 Prop 28 - VAPA 1000-1999: Certificated Personnel Salaries Fund co-taught section of Musical Theater 50000.00 Prop 28 - VAPA 2000-2999: Classified Personnel Salaries Fund additional hours for VAPA coaches and theater tech needs (classified and certificated extra hours) 69241.00 Prop 28 - VAPA

			4000-4999: Books And Supplies Purchase supplies for VAPA programs above and beyond current allotment
1.6	Two release periods for Freshmen Transition/Academic Culture Coordinator to provide academic support and skills to 9th grade students.	9th Grade Students	41,500.00 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries
1.7	9th grade transition support (including daily planners).	9th Grade Students	3000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies
1.8	Supplemental Instructional materials and supplies (above and beyond base budget, campus wide).	All Students, African American Students, ELD Students, Students With Disabilities	55,203.00 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies
1.9	Provide support, supplies, professional development, and necessary equipment for our CTE programs of study.	Students Enrolled in CTE Programs	194,338.00 Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies
1.10	Continue increasing the number of co-taught classes on campus.	Students With Disabilities	0 Not Specified None Specified

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.

NA

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

NA

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.

NA

School Plan for Student Achievement (SPSA)   Page 35 of 61   Antelope High School

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.

> **High Quality Instruction**
> Implement a comprehensive instructional program with specific interventions and high academic expectations, focusing on reducing the achievement gap among specific student groups.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Significantly reduce and ultimately eliminate the achievement gap among specific students groups, promoting educational opportunities for all students.

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.

> Math CAASPP: A main reason for this goal is our commitment to raise math achievement scores on the CAASPP test. Overall, 36.7% of our students met standard on the math CAASPP. However, one of our student groups is in the "red" range (African American students). The focus on research based instructional strategies and professional development is targeted to improve scores for all students, and specifically our African American students.
>
> ELA CAASPP: Our ELA CAASPP scores overall show 59.6% meeting standard. Two student groups are currently in the "red" range (African American and English Learners). The focus on research based instructional strategies and professional development is targeted to improve scores for all students, and specifically our African American students and EL students.
>
> Suspension rates: Students must be in school to access this high quality instruction, and our SWD were in the "red" range for suspensions. By focusing on inclusion classes (ex. cotaught) and more engaging, research based strategies our goal is to decrease the number of days our SWD are out of school due to suspension.

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
Math CAASPP	36% met/exceeded overall African American: 15.15% EL: 10% SWD: 0%	39% met/exceeded overall African American: 18% EL: 13% SWD: 5%
English CAASPP	59.6% met/exceeded overall African American: 39.4% EL: 5.9% SWD: 12.5%	65% met/exceeded overall African American: 43% EL: 8% SWD: 15%
English Learner Progress	62.9% making progress	65% making progress
Science CAST	30.18% met/exceeded overall African American: 14.16% EL: 2% SWD 8.7%	33% met/exceeded overall African American: 17% EL: 5% SWD 11%

EL Reclassification Rate	83.2%	Maintain
Graduation Rate	94% overall SWD: 66.7%	95% overall SWD: 72%
Percentage of Students taking Advanced Math Pathway	89.1% overall African American: 70.5% EL: 67.5% SWD: 26.7%	91% overall African American: 73% EL: 69% SWD: 29%

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	Academic learning lab after school, tutoring (paying for tutors/LSS extra hours).	All Students, African American Students, ELD Students, Students With Disabilities	1000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 2000-2999: Classified Personnel Salaries support at events
2.2	Support for targeted math tutoring after school (student tutors).	All Students, African American Students, ELD Students, Students With Disabilities	12000 LCFF Supplemental: ($2.7 mil LCAP only) 2000-2999: Classified Personnel Salaries motivational speakers
2.3	Support for target math tutoring after school (teacher tutors).	All Students, African American Students, ELD Students, Students With Disabilities	5000 LCFF Supplemental: ($2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries
2.4	Administrative Budgets.	All Students, African American Students, ELD Students, Students With Disabilities	111582.28 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget None Specified
2.5	Department budgets.	All Students, African American Students, ELD Students, Students With Disabilities	108,827.72 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget None Specified
2.6	Teacher extra assignments (curriculum planning and research based instructional strategies PD) (8k plus benefits/STRS).	All Students, African American Students, ELD Students, Students With Disabilities	10000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries 10000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget

			1000-1999: Certificated Personnel Salaries
2.7	Release time/substitute teachers for curriculum planning and research based instructional strategies PD. (20k plus benefits/STRS).	All Students, African American Students, ELD Students, Students With Disabilities	25000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries 6000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries
2.8	CAASPP incentives (Chick-Fil-A, classroom snacks).	Students who score proficient or above on CAASPP	4000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies
2.9	Hire college tutors to push into ELD classes for additional student support (20k plus benefits/PRS).	ELD Students	28000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 2000-2999: Classified Personnel Salaries
2.10	Supplemental Instructional technology (software) to support teaching and learning (ex Delta Math, Gimkit Pro).	All Students, African American Students, ELD Students, Students With Disabilities	13000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies
2.11	Professional Development for teachers (conferences).	All Students, African American Students, ELD Students, Students With Disabilities	20000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures 10000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures
2.12	Curriculum Camp Summer 2024: Teacher PD for research based curriculum development and instructional strategies (3k plus benefits/STRS).	All Students, African American Students, ELD Students, Students With Disabilities	4000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries

2.13	Stipends: Guiding Coalition members (instructional leadership team).	All Students, African American Students, ELD Students, Students With Disabilities	7500 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries
2.14	ELD Department Coordinator Stipend.	ELD Students	1500 LCFF Supplemental: ($2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries

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.

NA

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Engage in partnership with families and the community.
Improve parent and student engagement in our Titan culture.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Expand support for students and increase parent involvement.

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 rates: Our SWD were in the "red" range for suspensions. Focusing on building positive relationships and partnerships with our students and families will result in students feeling more included on campus and fewer discipline incidents.

Perception Data: Antelope High School administers a "perception survey" to parents, students, and staff each year. There are six data points we use to evaluate how students and parents are feeling about their connection to campus:
Parents:
Perception Data: "I feel welcome at my child's school"
Perception Data: "I am informed about my child's progress at school"
Perception Data: "The school clearly communicates how parent volunteers can help"
Students:
Perception Data: "I feel like I belong at this school"
Perception Data: "My teachers care about me"
Perception Data: "I feel successful at school"

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
Suspension data	3.7% suspended at least one day overall SWD: 10.3%	3.5% suspended at least one day overall SWD: 8%
Perception Data (parents)	"I feel welcome at my child's school" 4.1/5 "I am informed about my child's progress at school" 4.1/5 "The school clearly communicates how parent volunteers can help" 3.5/5	"I feel welcome at my child's school" 4.2/5 "I am informed about my child's progress at school" 4.2/5 "The school clearly communicates how parent volunteers can help" 3.6/5
Perception Data (students)	"I feel like I belong at this school" 3.6/5 "My teachers care about me" 3.7/5 "I feel successful at school" 3.5/5	"I feel like I belong at this school" 3.7/5 "My teachers care about me" 3.8/5 "I feel successful at school" 3.6/5

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
3.1	Fund Parent Ambassadors to support ELD families with connection to school, specifically newcomer ELD families. (15k plus benefits/PERS).	ELD Students, particularly newcomers	20000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 2000-2999: Classified Personnel Salaries
3.2	Create consistent safety team focusing on both physical safety and the social/emotional safety of our students.	All Students, African American Students, ELD Students, Students With Disabilities	2000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries
3.3	Hire ENVOLVE for building student leaders.	All Students, African American Students, ELD Students, Students With Disabilities	0 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures STOP grant funded
3.4	Continue to send teachers to Boomerang/Link Crew professional development.	All Students, African American Students, ELD Students, Students With Disabilities	8000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures
3.5	Support for our PBIS presence on campus.	All Students, African American Students, ELD Students, Students With Disabilities	8763 LCFF Supplemental: ($2.7 mil LCAP only) None Specified
3.6	Extra assignment and overtime, Clerical support at campus events (8000 plus benefits/PERS).	All Students, African American Students, ELD Students, Students With Disabilities	11000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 2000-2999: Classified Personnel Salaries
3.7	"Titan Family Night" events with informational topics and food, including counselor nights.	All Students, African American Students, ELD Students, Students With Disabilities	3000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies
3.8	Mailings (Honor Roll, A-G "on track").	All Students, African American Students, ELD Students, Students With Disabilities	5000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

3.9	Informational Material (printed) for parents in multiple languages (printed calendars, newsletters, etc).	All Students, African American Students, ELD Students, Students With Disabilities	5000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures
3.10	Funding for wellness center to provide support services for students.	All Students, African American Students, ELD Students, Students With Disabilities	2000 LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies
3.12	Livescan services for parent volunteers.	All Students, African American Students, ELD Students, Students With Disabilities	1000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures

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.

NA

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

NA

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.

NA

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	$1,066,951.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,063,451.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	$286,910.00
LCFF Supplemental: ($2.7 mil LCAP only)	$46,759.00
Not Specified	$0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	$194,338.00
Prop 28 - VAPA	$247,241.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	$288,203.00

Subtotal of state or local funds included for this school: $1,063,451.00

Total of federal, state, and/or local funds for this school: $1,063,451.00

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
LCFF Supplemental: ($2.7 mil LCAP only)	46759	0.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	288203	0.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	290410	3,500.00
Other: Includes CRANE, Perkins, anything else that does not fit above	194338	0.00
Prop 28 - VAPA	247241	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	286,910.00
LCFF Supplemental: ($2.7 mil LCAP only)	46,759.00
Not Specified	0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	194,338.00
Prop 28 - VAPA	247,241.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	288,203.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	282,000.00
2000-2999: Classified Personnel Salaries	122,000.00
4000-4999: Books And Supplies	376,278.00
5000-5999: Services And Other Operating Expenditures	54,000.00
None Specified	229,173.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	25,500.00
2000-2999: Classified Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	11,000.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	18,000.00
None Specified	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	220,410.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	6,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	12,000.00
4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	19,496.00
None Specified	LCFF Supplemental: ($2.7 mil LCAP only)	8,763.00
None Specified	Not Specified	0.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	194,338.00
1000-1999: Certificated Personnel Salaries	Prop 28 - VAPA	128,000.00
2000-2999: Classified Personnel Salaries	Prop 28 - VAPA	50,000.00
4000-4999: Books And Supplies	Prop 28 - VAPA	69,241.00
1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	122,000.00
2000-2999: Classified Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	49,000.00
4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	81,203.00
5000-5999: Services And Other Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	36,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	620,278.00
Goal 2	377,410.00
Goal 3	65,763.00

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

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Lindsey Cutts	Principal
Dana Duncan	Classroom Teacher
Sandeep Pannu	Other School Staff
Marc Martin	Classroom Teacher
Dustin Thompson	Classroom Teacher
Val DeLorge	Secondary Student
Gwenavyre Trushkov	Secondary Student
Brit Pearson	Parent or Community Member
Robb Robertson	Parent or Community Member
Megan Buckley	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 2/26/24.

Attested:

	Principal, Lindsey Cutts on 2/26/24
	SSC Chairperson, Sandeep Pannu on 2/26/24

Instructions

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) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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