

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Antelope Crossing Middle School	31-66803-6112072	May 21, 2026	June 11, 2026

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

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

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

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

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

Schoolwide Program

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Antelope Crossing Middle School.

As a school-wide Title 1 funded program, this plan will document our goals, needs, strategies, and actions to maximize the budgeted funds in support of underserved students.

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

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

Schoolwide Program

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Antelope Crossing Middle School.

As a school-wide Title 1 funded program, this plan will document our goals, needs, strategies, and actions to maximize the budgeted funds in support of underserved students.

School Vision and Mission

Antelope Crossing Mission Statement

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

Antelope Crossing Vision

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

School Profile

Antelope Crossing Middle School (ACMS), home of the Cougars, has been a cornerstone of the Antelope/Dry Creek community since 1994. This award-winning Title 1 school (CA Distinguished School, California Pivotal Practice School, PLTW Distinguished Program) boasts a rich history of academic excellence and a vibrant school culture. With over 1,040 students, ACMS is the largest of the district's nine schools, serving a diverse population of sixth, seventh, and eighth-graders.

At the heart of ACMS lies the "ACMS United" motto, representing the core values we identified as a staff: Support, Safety, Respect, and Fun. This unifying spirit fosters a positive and inclusive environment and signifies the strength of individuals joining forces for a common purpose. "ACMS United" is embedded in our school culture and programs, demonstrating a collective effort for student learning and a sense of belonging.

ACMS provides a rigorous and engaging curriculum aligned with Common Core standards. Students benefit from a robust exploratory program, including an award-winning band program, Project Lead the Way program, and Visual and Performing Arts program. Some course offerings include automation and robotics, medical detectives, film-making, graphic design, and performing arts. The school also offers a wide range of extracurricular activities, from nine athletic teams to various clubs, ensuring a well-rounded education.

ACMS is committed to ensuring every student succeeds. The school implements a Response to Intervention (RTI) program and Positive Behavior Interventions and Supports (PBIS) to address individual learning needs. Early release Monday allows for dedicated time for teacher collaboration and intervention planning, and the bell schedule enables every student to receive an intervention period (PAWS) during the school day.

Diversity is one of Antelope Crossing Middle School's greatest strengths. Twenty percent of our students are English Language Learners, and we have over 32 languages represented at our school. Title I funds are allocated to schools based on the percentage of students identified as socioeconomically disadvantaged (SED). Fifty-six percent of the school population is identified as socioeconomically disadvantaged. We have a full time English Learner and Title 1 teacher who are intervention specialists to provide direct support and resources to students to achieve their educational goals. We have a newcomer program for our students who have been in the United States for less than three years. All teachers at Antelope Crossing integrate Guided Language Acquisition and Design (GLAD) strategies cross-curricularly to give all students access to the core curriculum and concepts through multiple modalities and strategies. The World Culture Club and a focus on cultural awareness throughout the curriculum foster a welcoming and inclusive environment. Recognizing the importance of social-emotional well-being, ACMS integrates social-emotional learning into its curriculum through programs like Second Step and partnerships with organizations like Pro Youth. Students can access school counselors and calming spaces to support their mental and emotional health.

ACMS values parents' and families' active participation in their children's education. Opportunities for parent involvement include the School Site Council, Parent Teacher Club (PTC), English Language Advisory Committee, and our ACMS G.U.A.R.D.I.A.N.

ACMS continues to evolve, focusing on professional development for teachers in areas such as Universal Design for Learning, effective Tier 1 strategies, and social-emotional learning. By leveraging Title I funds and fostering strong community partnerships, ACMS strives to provide a high-quality education that empowers all students to reach their full potential.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

ELAC Committee Meetings: 9/18/25, 1/29/26, 4/30/26

School Site Council Meetings: 8/28/25, 9/18/25, 10/23/25, 11/20/25, 1/22/26, 2/26/26, 3/19/26, 4/23/26, 5/21/26

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

ELA: Students with Disabilities and African American

Math: Socioeconomically Disadvantaged, Students with Disabilities, African American, and Two or More Races

Science: None

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

Suspension: English Learner, Long Term English Learner, Homeless, African American, Two or More Races

Chronic Absenteeism: All student groups were in the orange or red performance category.

We will continue to meet with our PBIS Tier 2 Team, Social-Emotional Learning Team, and Trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

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

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

ELA: Students with Disabilities and African American

Math: Student with Disabilities

English Learner Progress: None. All Students' performance was Blue (very high) in English Learner Progress.

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

Suspension: English Learner, Long Term English Learner, Homeless, African American, Two or More Races

Chronic Absenteeism: None. All Students' performance was orange (high) or red (very high) in Chronic Absenteeism.

We will continue to meet with our PBIS Tier 2 Team, Social Emotional Learning Team and trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

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

Based on CA Dashboard and site-level data, the school has developed a strategic plan to improve outcomes for Long-Term English Language Learners (LTELs) and Students with Disabilities (SWD) in English Language Arts and Math.

LTEL Goal: Increase ELA and Math proficiency by +20 Dashboard points by 2026–2027.

Implement data-driven instructional groupings; provide professional development in Integrated and Designated ELD; ensure Designated ELD implementation in Social Studies; offer ELD Exploratory courses for LTELs; and strengthen student engagement and targeted supports to reduce suspension rates among English Learners.

SWD Goal: Decrease the achievement gap in ELA and Math.

Provide co-teaching training and structured collaboration; use universal screener data to identify targeted skill deficits; and deliver additional Specialized Academic Instruction (SAI) in identified Math or ELA goal areas beyond core co-teaching support.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.19%	0.19%	2	2	2
African American	7.18%	7.23%	6.45%	76	76	68
Asian	14.37%	13.70%	16.78%	152	144	177
Filipino	1.98%	1.33%	1.52%	21	14	16
Hispanic/Latino	23.53%	22.65%	20.38%	249	238	215
Pacific Islander	0.57%	0.95%	1.14%	6	10	12
White	41.49%	43.10%	41.90%	439	453	442
Multiple/No Response	10.68%	10.56%	11.37%	113	111	120
Total Enrollment				1058	1051	1055

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	331	326	389
Grade 7	375	339	333
Grade 8	352	386	333
Total Enrollment	1,058	1,051	1,055

Conclusions based on this data:

1. Census Day is important for schools because it helps determine the allocation of critical funding and resources for students and programs. According to the above Census Day Student Enrollment data, our school's student population increased from 968 in 2022-2023 to 1,058 in 2023-2024 and 1,051 in 2024-2025. Based on construction commitments with the community, the ACMS population will continue to grow over the next few years.
2. Sub groups remain consistent from 2022-2023 to 2024-2025 with small numbers of increase or decrease each year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	207	218	190	17.5%	19.6%	18.0%
Fluent English Proficient (FEP)	268	260	290	24.3%	25.3%	27.5%
Reclassified Fluent English Proficient (RFEP)	237	225		21.8%	22.4%	

Conclusions based on this data:

1. English Language Learners make up 20.7% of the ACMS student population in 24-25. This number has increased by 3.2% for over the course of three years from 22-23. The percentage of Fluent English Proficient students increased by 0.4% over the course of three years from 22-23.
2. Students are provided targeted instruction through both whole group and small group lessons in their classroom. EL Learners receive targeted small group learning opportunities, or 1:1 instruction, focused on developing their English languages. Integrated and Designated ELD instruction training will continue to be offered to staff.
3. The ACMS English Learner population will continue to drive our professional development for staff and significant budget allocations for curriculum and services will go to serving our second language learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	348	331	325	344	328	320	344	328	320	98.9	99.1	98.5
Grade 7	341	382	332	337	369	327	337	369	327	98.8	96.6	98.5
Grade 8	315	358	384	307	354	377	307	354	377	97.5	98.9	98.2
All Grades	1004	1071	1041	988	1051	1024	988	1051	1024	98.4	98.1	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2496.	2518.	2524.	12.79	16.46	17.19	25.58	30.18	31.56	27.62	28.05	27.50	34.01	25.30	23.75
Grade 7	2554.	2531.	2558.	15.73	13.82	20.18	39.76	33.33	35.17	24.04	21.14	25.08	20.47	31.71	19.57
Grade 8	2548.	2547.	2552.	13.36	14.12	15.12	31.92	33.33	32.10	27.36	22.32	25.99	27.36	30.23	26.79
All Grades	N/A	N/A	N/A	13.97	14.75	17.38	32.39	32.35	32.91	26.32	23.69	26.17	27.33	29.21	23.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.44	18.90	18.75	50.29	58.54	60.63	32.27	22.56	20.63
Grade 7	19.58	17.34	24.77	65.88	60.98	59.02	14.54	21.68	16.21
Grade 8	15.64	16.38	17.77	58.63	57.34	57.29	25.73	26.27	24.93
All Grades	17.61	17.51	20.31	58.20	58.99	58.89	24.19	23.50	20.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.45	10.98	11.29	51.31	53.05	58.93	40.23	35.98	29.78
Grade 7	20.77	16.03	20.49	51.93	45.65	55.35	27.30	38.32	24.16
Grade 8	12.75	16.71	11.14	52.94	52.12	56.76	34.31	31.16	32.10
All Grades	14.00	14.68	14.17	52.03	50.14	56.99	33.98	35.18	28.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.50	15.85	11.88	72.97	71.04	78.44	14.53	13.11	9.69
Grade 7	15.73	15.45	14.98	74.48	71.54	76.45	9.79	13.01	8.56
Grade 8	17.59	13.28	15.65	68.40	70.62	71.09	14.01	16.10	13.26
All Grades	15.18	14.84	14.26	72.06	71.08	75.10	12.75	14.08	10.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.08	19.21	18.44	66.86	64.33	68.44	20.06	16.46	13.13
Grade 7	18.99	17.34	21.71	64.39	64.50	66.06	16.62	18.16	12.23
Grade 8	19.22	22.60	22.28	67.10	60.45	62.86	13.68	16.95	14.85
All Grades	17.00	19.70	20.90	66.09	63.08	65.63	16.90	17.22	13.48

Conclusions based on this data:

1. The 2024-2025 CAASPP data shows 50.29% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" in English Language Arts. This is an overall increase of 3.93% from the 2022-2023 school year.

Further disaggregation of the data indicates ACMS had the highest percentage of students scoring "Above and At or Near Standards" in the claim of "Listening: Demonstrating effective communication skills" with 89.36% and the lowest percentage of students scoring "Above and At or Near Standards" in the claim of "Writing at 71.16%: Producing clear and purposeful writing." This information will guide a focus on writing across the disciplines.
2. Antelope Crossing Middle School has met the threshold requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	348	331	325	347	330	323	347	330	323	99.7	99.7	99.4
Grade 7	341	382	332	338	378	330	338	378	330	99.1	99	99.4
Grade 8	315	358	384	313	358	383	313	358	383	99.4	100	99.7
All Grades	1004	1071	1041	998	1066	1036	998	1066	1036	99.4	99.5	99.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2486.	2514.	2509.	13.26	20.00	16.10	15.27	17.88	18.89	27.95	28.79	30.65	43.52	33.33	34.37
Grade 7	2535.	2517.	2538.	17.75	15.08	21.52	21.89	18.78	21.82	30.18	26.19	27.27	30.18	39.95	29.39
Grade 8	2536.	2554.	2548.	18.53	21.51	19.84	18.21	17.88	18.54	25.56	25.98	25.33	37.70	34.64	36.29
Grade 11															
All Grades	N/A	N/A	N/A	16.43	18.76	19.21	18.44	18.20	19.69	27.96	26.92	27.61	37.17	36.12	33.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.24	17.27	16.10	43.23	46.67	46.44	45.53	36.06	37.46
Grade 7	17.46	17.72	17.58	51.18	43.39	48.48	31.36	38.89	33.94
Grade 8	19.17	20.95	19.90	48.88	49.16	50.79	31.95	29.89	29.32
Grade 11									
All Grades	15.83	18.67	17.97	47.70	46.34	48.70	36.47	34.99	33.33

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.95	14.85	11.15	46.97	55.76	56.04	42.07	29.39	32.82
Grade 7	16.86	12.43	20.00	55.92	54.23	56.36	27.22	33.33	23.64
Grade 8	14.06	17.88	14.62	50.80	52.23	56.66	35.14	29.89	28.72
All Grades	13.93	15.01	15.25	51.20	54.03	56.37	34.87	30.96	28.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.68	16.06	12.38	53.31	58.18	64.09	34.01	25.76	23.53
Grade 7	18.34	11.38	16.36	61.54	60.05	65.15	20.12	28.57	18.48
Grade 8	13.74	18.44	14.88	60.06	61.45	60.31	26.20	20.11	24.80
All Grades	14.93	15.20	14.58	58.22	59.94	63.03	26.85	24.86	22.39

Conclusions based on this data:

1. The 2024-2025 CAASPP data shows 38.9% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" in Mathematics. This is a 4.03% increase from 2022-2023 school year.

Further disaggregation of the data indicates ACMS had the highest percentage of students scoring "Above and At or Near Standards" in the claim of "Communicating Reasoning" with 77.61% and the lowest percentage of students scoring "Above and At or Near Standards" in the claim of "Concepts and Procedures" with 66.67%. We saw increased numbers of students scoring "Above and At or Near Standards" in all three math claims. We are hopeful that with the continued teacher training, implementation of Building Thinking Classrooms, and the adoption of the new math curriculum, we will continue to see an increase in math scores for the 2026-2027 year.
2. Antelope Crossing Middle School has met the threshold requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of Mathematics.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1527.1	1536.8	1534.6	1535.8	1546.9	1542.8	1517.9	1526.1	1525.9	78	60	62
7	1564.3	1542.0	1550.0	1581.6	1554.8	1559.7	1546.5	1528.5	1539.8	42	88	62
8	1548.0	1553.9	1557.0	1570.0	1574.4	1569.8	1525.6	1532.9	1543.8	41	45	76
All Grades										161	193	200

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	34.62	30.00	33.87	25.64	35.00	32.26	16.67	21.67	20.97	23.08	13.33	12.90	78	60	62
7	35.71	27.27	30.65	45.24	32.95	33.87	9.52	22.73	19.35	9.52	17.05	16.13	42	88	62
8	31.71	26.67	34.21	21.95	31.11	30.26	17.07	24.44	23.68	29.27	17.78	11.84	41	45	76
All Grades	34.16	27.98	33.00	29.81	33.16	32.00	14.91	22.80	21.50	21.12	16.06	13.50	161	193	200

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	55.13	50.00	53.23	17.95	28.33	24.19	7.69	10.00	11.29	19.23	11.67	11.29	78	60	62
7	61.90	53.41	51.61	26.19	21.59	25.81	4.76	14.77	11.29	7.14	10.23	11.29	42	88	62
8	51.22	40.00	52.63	12.20	35.56	23.68	14.63	11.11	13.16	21.95	13.33	10.53	41	45	76
All Grades	55.90	49.22	52.50	18.63	26.94	24.50	8.70	12.44	12.00	16.77	11.40	11.00	161	193	200

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.13	8.33	8.06	34.62	25.00	20.97	23.08	35.00	46.77	37.18	31.67	24.19	78	60	62
7	14.29	10.23	8.06	28.57	19.32	38.71	42.86	39.77	27.42	14.29	30.68	25.81	42	88	62
8	7.32	4.44	10.53	26.83	31.11	26.32	21.95	28.89	38.16	43.90	35.56	25.00	41	45	76
All Grades	8.07	8.29	9.00	31.06	23.83	28.50	27.95	35.75	37.50	32.92	32.12	25.00	161	193	200

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	19.23	28.33	24.19	55.13	50.00	54.84	25.64	21.67	20.97	78	60	62
7	21.43	12.50	20.97	71.43	63.64	53.23	7.14	23.86	25.81	42	88	62
8	17.07	24.44	23.68	46.34	57.78	57.89	36.59	17.78	18.42	41	45	76
All Grades	19.25	20.21	23.00	57.14	58.03	55.50	23.60	21.76	21.50	161	193	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	67.95	65.00	74.19	14.10	23.33	17.74	17.95	11.67	8.06	78	60	62
7	83.33	71.59	72.58	9.52	19.32	19.35	7.14	9.09	8.06	42	88	62
8	70.73	66.67	77.63	12.20	17.78	10.53	17.07	15.56	11.84	41	45	76
All Grades	72.67	68.39	75.00	12.42	20.21	15.50	14.91	11.40	9.50	161	193	200

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	7.69	10.00	12.90	43.59	38.33	37.10	48.72	51.67	50.00	78	60	62
7	11.90	15.91	16.13	54.76	35.23	41.94	33.33	48.86	41.94	42	88	62
8	19.51	15.56	23.68	24.39	31.11	25.00	56.10	53.33	51.32	41	45	76
All Grades	11.80	13.99	18.00	41.61	35.23	34.00	46.58	50.78	48.00	161	193	200

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.79	15.00	14.52	52.56	75.00	74.19	25.64	10.00	11.29	78	60	62
7	19.05	7.95	8.06	69.05	77.27	75.81	11.90	14.77	16.13	42	88	62
8	0.00	6.67	1.32	70.73	77.78	90.79	29.27	15.56	7.89	41	45	76
All Grades	15.53	9.84	7.50	61.49	76.68	81.00	22.98	13.47	11.50	161	193	200

Conclusions based on this data:

1. In 2024-2025, ACMS had 200 EL students take the ELPAC, and 65% of these students scored either a Level 3 or Level 4 overall on the assessment. Students not scoring at these levels are enrolled in our Newcomer Class, English Language Development courses and/or receiving integrated and designated English Language Development.
2. ACMS students scored the highest in the "Speaking Domain" with nearly 75% of all EL students scoring at "Well Developed." The domain ACMS students scored the lowest in is "Written Language," where only 9% of students scored at Level 4 in this area. Lexia EL and Read Naturally, along with text-to-speech, are being used to improve this area for our EL students. Student literacy is a priority for all students at ACMS, and intervention groups are working on this domain during our intervention, thirty-minute "PAWS" period four days each week, and EL tutoring groups.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1051	56.3%	20.7%	0.1%
Total Number of Students enrolled in Antelope Crossing Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	20.7%
Foster Youth	1	0.1%
Homeless	51	4.9%
Socioeconomically Disadvantaged	592	56.3%
Students with Disabilities	93	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	76	7.2%
American Indian	2	0.2%
Asian	144	13.7%
Filipino	14	1.3%
Hispanic	238	22.6%
Two or More Races	111	10.6%
Pacific Islander	10	1%
White	453	43.1%

Conclusions based on this data:

- Analyzing student population data is crucial when evaluating school and student performance data in the Single Plan for Student Achievement (SPSA) because it provides essential context for understanding trends, disparities,

and areas of need. At the time of this data collection in the 2024-2025 school year, the total enrollment was 1,051 students. When taking a closer look at specific student groups, fifty-six percent (56.3%) were from Socioeconomically Disadvantaged households, twenty percent (20.7%) were English Learners, and approximately nine percent (8.8%) were Students with Disabilities. Our homeless student group is 4.9%.

2. The 2024-2025 data shows that close to forty-three percent (43.1%) of our students are in the White "Race/Ethnicity" Group. The next largest group disaggregated by "Race/Ethnicity" is Hispanic students who are at twenty-two percent (22.6%) of the student population, followed by Asian at almost fourteen percent (13.7%) and then Two or More Races close to eleven percent (10.6%). These are the only four ethnicities that are higher than 10%, which was the same as the prior year.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, the English Language Arts increased and was at a performance level for all students in green.
Overall, the Mathematics increased and was at a performance level for all students in yellow.
English Learner Progress was a performance level measured in blue.

Chronic Absenteeism for all students declined and was at a performance level measured in orange.

Suspension Rate for all students declined and was at a performance level measured in green.

2. The Overall data, did not put Antelope Crossing Middle School in ATSI for the 2026-2027 school year.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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 number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 2.2 points below standard Increased 12.9 points 1001 Students	English Learners  Yellow 29.6 points below standard Increased 24.4 points 332 Students	Long-Term English Learners  Yellow 53.2 points below standard Increased 19.9 points 84 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 78.2 points below standard Increased 12 points 51 Students	Socioeconomically Disadvantaged  Yellow 24.4 points below standard Increased 11.5 points 595 Students

Students with Disabilities  Orange 106 points below standard Increased 10.9 points 101 Students	African American  Orange 34.8 points below standard Maintained -2.9 points 67 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 17.8 points above standard Maintained 1.7 points 141 Students	Filipino  No Performance Color 29.4 points above standard Declined 12.8 points 14 Students	Hispanic  Yellow 9.6 points below standard Increased 19.1 points 228 Students
Two or More Races  Green 4.1 points below standard Increased 17.7 points 107 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Green 0 points below standard Increased 15.5 points 432 Students

Conclusions based on this data:

1. The overall student performance level was green with a 12.9 point increase (2.2 points below standard). Of the nine student groups with a performance color, 7 increased, 2 maintained, and none declined. The performance levels for Students with Disabilities in English Language Arts increased by 10.9 points (106 points below standard) and was orange.
2. The 2025 Dashboard provides English Language Arts data for our English Learners and Long-Term English Learners. Current English Learners (332 students) scored 29.6 points below standard in the yellow Level, with a increase of 24.4 points. The Long-Term English Learners (84 students) scored 53.2 points below standard in the yellow Level with an increase of 19.9 points.
3. The African American student group declined by 2.9 points and is 34.8 points below the standard in the orange performance level.

School and Student Performance Data

Academic Performance Mathematics

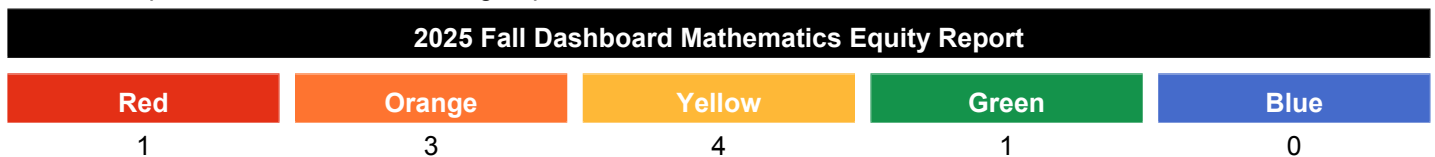
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 33.2 points below standard Increased 3 points 1007 Students	English Learners  Yellow 51.7 points below standard Increased 18.2 points 339 Students	Long-Term English Learners  Yellow 89.6 points below standard Increased 15.2 points 84 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 96.2 points below standard Declined 7.3 points 51 Students	Socioeconomically Disadvantaged  Orange 55.5 points below standard Maintained -0.6 points 600 Students

Students with Disabilities  Red 168.5 points below standard Declined 19.3 points 101 Students	African American  Orange 77.1 points below standard Declined 8.2 points 67 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 21.2 points below standard Declined 23.8 points 143 Students	Filipino  No Performance Color 19.4 points above standard Increased 18.4 points 14 Students	Hispanic  Yellow 56.5 points below standard Increased 5.5 points 227 Students
Two or More Races  Orange 49.8 points below standard Declined 4.1 points 108 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Green 15.1 points below standard Increased 13.3 points 436 Students

Conclusions based on this data:

1. The overall student performance level was yellow with a 3 point increase (33.2 points below standard). Of the nine student groups with a performance color, 4 increased, 1 maintained, and 4 declined. The performance levels for Students with Disabilities in Mathematics was red, declining 19.3 points (168.5 points below standard).
2. The 2025 Dashboard provides Mathematics data for our English Learners and Long-Term English Learners. Current English Learners (339 students) scored 51.7 points below standard in the yellow level, with an increase of 18.2 points. The Long-Term English Learners (84 students) scored 89.6 points below standard in the yellow level, with an increase of 15.2 points.
3. The African American student group declined by 8.2 points scoring 77.1 points below standard in the orange performance level.

School and Student Performance Data

Academic Performance Science

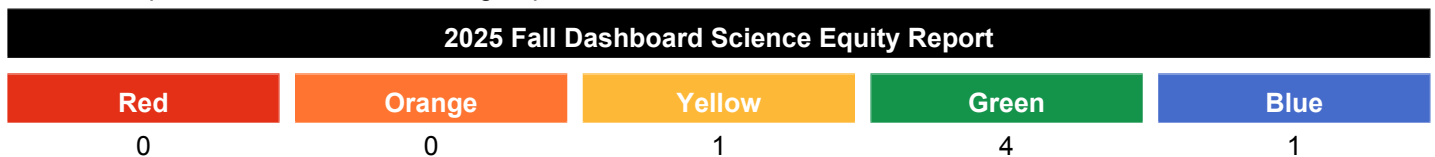
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 60.1 science points Increased 2.3 points 373 Students	English Learners Green 53.6 science points Increased 7.3 points 117 Students	Long-Term English Learners No Performance Color 49.8 science points Increased 10.4 points 46 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 50 science points 21 Students	Socioeconomically Disadvantaged Yellow 54.8 science points Maintained 1.1 points 205 Students

Students with Disabilities  No Performance Color 40.3 science points Maintained -0.6 points 42 Students	African American  No Performance Color 50.9 science points Declined 3.2 points 30 Students	American Indian  No Performance Color 0 Students
Asian  Green 64.6 science points Maintained 0.1 points 53 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Green 55.5 science points Maintained 1.4 points 84 Students
Two or More Races  Blue 60.7 science points Increased 8.1 points 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 62.5 science points Increased 4.1 points 160 Students

Conclusions based on this data:

1. The overall student performance level was green with a 2.3 point increase.
2. Of the six student groups with a performance color, 3 increased and 3 maintained. The lowest performance color was with socioeconomically disadvantaged students in yellow.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
65% making progress.	63.6% making progress.
Number Students: 180 Students	Number Students: 66 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.

2025 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
13.9%	21.1%	14.4%	50.6%

Conclusions based on this data:

- 86.1% of the current EL students maintained or progressed at least one ELPI level.
- ACMS has a specialized class for all new to the country English Language Learners. Long-Term English Learners received additional support in an ELD Exploratory class this year.
- Every year, English Learner (EL) students and their teachers collaborate to set reclassification goals. These goals are regularly shared with parents throughout the school year, empowering students to monitor their own progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 Orange
16.6% Chronically Absent	21.6% Chronically Absent	19.5% Chronically Absent
Increased 2.3	Increased 5.9	Increased 7.3
1080 Students	245 Students	87 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	35% Chronically Absent	22.3% Chronically Absent
1 Student	Increased 14.4	Increased 3.8
	60 Students	655 Students

Students with Disabilities  Red 21% Chronically Absent Increased 3.5 105 Students	African American  Red 24.4% Chronically Absent Increased 13.5 78 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 8.6% Chronically Absent Increased 3.1 152 Students	Filipino  No Performance Color 0% Chronically Absent Declined 9.5 16 Students	Hispanic  Red 21.1% Chronically Absent Increased 4 242 Students
Two or More Races  Orange 13.7% Chronically Absent Maintained -0.1 117 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Orange 16.8% Chronically Absent Maintained 0.1 463 Students

Conclusions based on this data:

1. Chronic Absenteeism for all students declined significantly from 23.2% chronically absent in 2022, to 19.7% in 2023, and to 14.3% in 2024 as reported on the CA Dashboard. In the 2024–2025 school year, chronic absenteeism increased slightly by 2.3%, indicating a need to continue focused attendance interventions and monitoring.
2. CA Dashboard data indicates that the following student groups have chronic absenteeism rates above 20%: Students with Disabilities, African American students, Hispanic students, English Learners, Long-Term English Learners, Homeless students, and Socioeconomically Disadvantaged students. These identified groups will remain a targeted focus for continued attendance monitoring, family outreach, and tiered intervention supports to improve overall attendance outcomes.

School and Student Performance Data

Conditions & Climate Suspension Rate

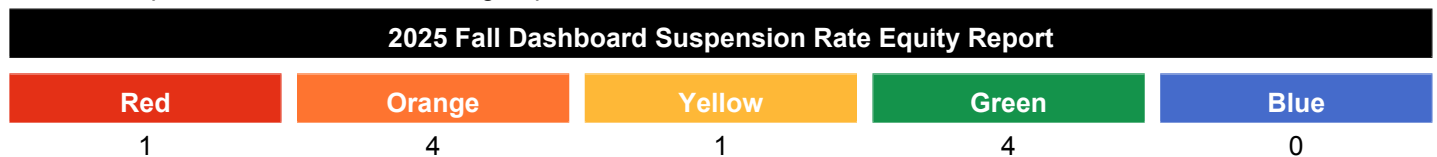
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.7% suspended at least one day Declined 0.5% 1095 Students	English Learners  Orange 8.2% suspended at least one day Increased 3% 245 Students	Long-Term English Learners  Orange 5.7% suspended at least one day Increased 3.5% 87 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Orange 10.8% suspended at least one day Increased 7.9% 65 Students	Socioeconomically Disadvantaged  Green 6.4% suspended at least one day Declined 0.9% 668 Students

Students with Disabilities  Yellow 8.5% suspended at least one day Declined 0.7% 106 Students	African American  Red 14.8% suspended at least one day Increased 4% 81 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 2.6% suspended at least one day Declined 0.4% 154 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Hispanic  Green 5.3% suspended at least one day Declined 2% 247 Students
Two or More Races  Orange 9.4% suspended at least one day Maintained 0% 117 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 4.7% suspended at least one day Declined 0.5% 468 Students

Conclusions based on this data:

- Overall, Suspension Rates for All Students were at a green performance level, with 5.7% being suspended at least one day.

The suspension rates for Students with Disabilities were at a performance level of yellow, with 8.5% of students with disabilities being suspended for at least one day. This was a decline of 0.7%.

The suspension rates for English learners were at a performance level of orange, with 8.2% being suspended for at least one day. This was an increase of 3%.

The suspension rates for Socioeconomically Disadvantaged were at a performance level of green, with 6.4% being suspended for at least one day. This was a decline of .9%.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.

African American students received a performance level of red, with 14.8% suspended for at least one day. This is a 4% increase from the 2024 Dashboard Report.

The Two or more Races student group was at an orange performance level, with 9.4% suspended at least one day. There was no change from the 2024 Dashboard Report.

White students were at a green performance level, with 4.7% suspended at least one day. This was a 0.5% decline from the 2024 Dashboard Report.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Board Goal #1: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

CA Dashboard data shows multiple student groups performing at the Orange or Red levels. In ELA, Students with Disabilities and African American students are at Orange/Red levels. In Math, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and students identified as Two or More Races are at Orange/Red levels. Performance gaps also persist for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, African American students, and Students with Disabilities.

These trends indicate a need for targeted academic intervention and consistent progress monitoring. The school will continue weekly PLC collaboration and trimester Collaborative Conferences to analyze assessment data and address identified needs through the MTSS framework to close achievement gaps and improve student achievement.

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

ENGLISH LANGUAGE ARTS: Grades 6th - 8th IXL Reading Diagnostic CAASPP ELA All Students CAASPP ELA for Students with Disabilities and English Language Learner Student Group MATHEMATICS: Grades 6th - 8th IXL Diagnostic CAASPP Math All Students CAASPP Math for Students with Disabilities and English Language Learner Student Group	ENGLISH LANGUAGE ARTS IXL Reading Diagnostic: 6th Grade 45% above grade level 8% on grade level 12% below grade level 30% far below grade level 5% did not complete 7th Grade 42% above grade level 6% on grade level 13% below grade level 31% far below grade level 8% did not complete 8th Grade 38% above grade level 7% on grade level 9% below grade level 37% far below grade level 10% did not complete CAASPP ELA 6th grade: 49% at/above grade level 7th grade: 55% at/above grade level 8th grade: 47% at/above grade level CAASPP ELA for students with disabilities 6th grade: 14% at/above grade level 7th grade: 21% at/above grade level 8th grade: 5% at/above grade level CAASPP ELA for English Language Learners 6th grade: 9% at/above grade level 7th grade: 13% at/above grade level 8th grade: 13% at/above grade level MATHEMATICS IXL Diagnostics 6th Grade 24% above grade level 7% on grade level 20% below grade level 46% far below grade level 3% did not complete 7th Grade 18% above grade level 6% on grade level 13% below grade level 58% far below grade level 5% did not complete 8th Grade 24% above grade level 9% on grade level 12% below grade level 54% far below grade level 1% did not complete	ENGLISH LANGUAGE ARTS By May 2027, all ACMS students will improve by demonstrating at least one year's growth on the IXL Reading assessment. By May 2027, all ACMS students will improve by demonstrating at least one year's growth in ELA as measured by the 26-27 CAASPP scores. By May 2027, all ACMS students with disabilities will improve by demonstrating at least one year's growth in ELA as measured by the 26-27 CAASPP scores. By May 2027, all ACMS English Learners will improve by demonstrating at least one year's growth in ELA as measured by the 26-27 CAASPP scores. MATHEMATICS By May 2027, all ACMS will demonstrate one year's growth in the IXL Math diagnostic assessment. By May 2027, all ACMS students will improve by demonstrating at least one year's growth in Math as measured by the 26-27 CAASPP scores. By May 2027, all ACMS students with disabilities will improve by demonstrating at least one year's growth in Math as measured by the 26-27 CAASPP scores. By May 2027, all ACMS English Learners will improve by demonstrating at least one year's growth in Math as measured by the 26-27 CAASPP scores.
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	CAASPP Math 6th grade: 35% at/above grade level 7th grade: 43% at/above grade level 8th grade: 38% at/above grade level CAASPP Math for students with disabilities 6th grade: 0% at/above grade level 7th grade: 4% at/above grade level 8th grade: 3% at/above grade level CAASPP Math for English Learners 6th grade: 13% at/above grade level 7th grade: 14% at/above grade level 8th grade: 13% at/above grade level	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Collaborative Professional Learning and Multi-Tiered Systems of Support (MTSS) Teachers will identify essential standards and develop aligned common assessments to monitor student mastery. Teachers will use modeling, peer feedback, and rubrics to support instruction and student achievement. PLC teams will analyze common assessment data to plan instruction using agreed-upon protocols and targeted strategies. Students will be grouped for Tier II support based on formative assessment data to receive additional time and targeted instruction. Two times per year, collaborative conferences will review student data to identify students needing Tier III interventions. Two times per year, there will be mini collaborative conferences to progress monitor to determine necessary changes to groups. Tier II intervention groups will meet regularly in flexible small groups to support academic growth. New specialized academic support class will be implemented in each grade level to help students make progress toward individual learning (IEP) goals, and to continue building the necessary skills to access grade level curriculum successfully.	SED/SWD/EL/All students	6,000 General Unrestricted 4000-4999: Books And Supplies Department funds for instructional materials and classroom supplies 6,000 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and classroom supplies 1,500. Title 1 1000-1999: Certificated Personnel Salaries Collaborative Conferences 1,000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Physical Education: Lap Tracker 15,000 Lottery: Inst. Materials 5800: Professional/Consulting Services And Operating Expenditures Site-wide license for student engagement and review lessons in several subject areas including math and ELA. Programs include, EdPuzzle, Gimkit, Blooket,

	Student academic growth will be recognized and celebrated to promote motivation and achievement.		Word Wall, and a Typing Program.
1.2	Professional Development Teachers will receive training and release time to observe, collaborate, and plan effective Tier 1, evidence-based instruction. Staff will participate in Integrated and Designated ELD training through professional learning sessions and instructional coaching. Co-teaching teams in Math and ELA will receive targeted training and release time for collaboration and instructional planning. Teachers will receive training and support to strengthen Tier III instructional strategies and interventions. Release time will be provided for vertical articulation with feeder elementary schools and the high school to align instruction and expectations. Members of the ELA department will attend CATE (California Association for Teachers of English) for professional development.	SED/SWD/EL/All students	2,000 Title 1 1000-1999: Certificated Personnel Salaries Subs for Conferences 5,500 Title 1 1000-1999: Certificated Personnel Salaries Teacher collaboration, assessment and release time 5,000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Conference Fees and Professional Development
1.3	Supports for English Learner Students Provide curriculum, strategies, and instructional materials to increase English proficiency for English Learners. Deliver ongoing designated and integrated ELD training and support through staff meetings, PLCs, professional development, and coaching. Implement an ELD/Exploratory course in grades 6–7 and co-teaching support for EL students in ELA. Provide release time for social studies teachers to collaborate on ELD strategies and align instructional practices. Conduct annual ELPAC assessments to monitor English proficiency and support reclassification. Celebrate student achievement through an annual EL reclassification ceremony. Provide classroom support through instructional aides and after-school interventions led by an EL teacher and aide. Host parent education nights to strengthen family engagement and support for English Learners.	English Learners	13,722.00 Supplemental Grant 2000-2999: Classified Personnel Salaries Supports in our EL classroom 4 hours a day, four days a week for 125 days. 1,000 Lottery: Inst. Materials 4000-4999: Books And Supplies Instructional materials and supplies for ELL strategies 1,000 Title 1 2000-2999: Classified Personnel Salaries IA extra support time to support students students 1,000 Supplemental Grant 1000-1999: Certificated Personnel Salaries Support for EL testing and reclassification 2,000 Title 1 1000-1999: Certificated Personnel Salaries Tutoring and after school support for EL students 3,000 Lottery

			1000-1999: Certificated Personnel Salaries Release time for teachers to collaborate on ELD
1.4	Staffing and Extended Learning Supports for At-Risk Students Provide salary and benefits to support the identified at-risk students and support programs. Provide extra time to support needs of at-risk students and support programs. Two instructional aides to support identified at-risk students and intervention support programs. Assessment, observation and collaboration release time for ed specialist and teachers (5 days and 4 teachers) After-school tutoring to provide additional Tier III support to students. After-school homework club to support underperforming students.	Underperforming students, EL students, SWD, SED	101,254 Title 1 1000-1999: Certificated Personnel Salaries Centralized service contribution 11,251. Title 1 2000-2999: Classified Personnel Salaries Instructional Aide to provide direct services for underperforming students. 180 days for 2.5 hours. 8,841. Title 1 2000-2999: Classified Personnel Salaries Instructional Aide to provide direct services for underperforming students. 125 days for 2.75 hours. 6,000 Lottery 1000-1999: Certificated Personnel Salaries Homework Club 2,500 Lottery 1000-1999: Certificated Personnel Salaries Assessment, observation and collaboration release time 6,000 Title 1 1000-1999: Certificated Personnel Salaries Assessment, observation and collaboration release time 3,537. Title 1 2000-2999: Classified Personnel Salaries Extra Time to support needs of at-risk students and support programs.

Annual Review

SPSA Year Reviewed: 2025-26

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.

In 2025–26, our school focused on strengthening Professional Learning Communities (PLCs), providing daily interventions, co-teaching training, site-funded English Language support, and Collaborative Conferences three times per year. Staff received training in integrated and designated ELD, with release time for social studies to collaborate on designated ELD. Weekly PLCs intentionally monitored English Learner progress and standards mastery across subjects, and Tier III interventions supported 196 students. These strategies contributed to improved academic outcomes, with CAASPP ELA performance increasing in 6th and 7th grades and maintaining in 8th grade.

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

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

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

Based on the comprehensive needs assessment, the 2026–27 School Plan includes minor adjustments to metrics, baselines, and expected outcomes for English Learners, Long-Term English Learners, and Students with Disabilities, along with strategies to provide additional support for these groups. Teachers will continue participating in district and site professional development focused on Tier 1 instructional strategies, including Integrated and Designated ELD and best practices for teaching and assessing essential standards. A new academic lab course will provide additional SAI instruction for students with disabilities, supported by a site-funded Instructional Assistant. These updates are detailed in Strategy/Activity 1.4, and expenditures reflect increases in employee salaries and benefits.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Safety and Positive Climate

Board Goal #2. Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

CA Dashboard data indicate multiple student groups are performing at Orange or Red levels:

Suspension: English Learners, Long-Term English Learners, Homeless, African American, and Two or More Races

Chronic Absenteeism: All students, including ten identified subgroups

PBIS Tiered Fidelity Inventory: Tier 3 supports

To address these needs, we will continue regular meetings with PBIS Tier 1, Tier 2 and Tier 3 Teams, Social-Emotional Learning Teams, and during trimester Collaborative Conferences to review state and district data. Areas of concern will be promptly identified and addressed with fidelity through our multi-tiered system of support (MTSS).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Student Survey	On the 25/26 student survey, 44% of students reported they have been verbally bullied at school. On the 25/26 student survey, 85% of students reported they have at least one adult at school that I trust. On the 25/26 student survey, 82% of students reported they feel comfortable working in a team with other students. On the 25/26 student survey, 77% of students reported my school is a safe place. On the 25/26 student survey, 73% of students reported school activities are fun. On the 25/26 student survey, 68% of students reported my school has a positive environment.	On the 26/27 student survey, the number of students reporting they have been verbally bullied at school will decrease by 5%. On the 26/27 student survey, the number of students reporting they have at least one adult at school that they trust will increase by 5%. On the 26/27 student survey, the number of students reporting that they feel comfortable working in a team with other students will increase by 5%. On the 26/27 student survey, the number of students reporting my school is a safe place will increase by 5%. On the 25/26 student survey, the number of students reporting school activities are fun will increase by 5%. On the 25/26 student survey, the number of students reporting school has a positive environment will increase by 5%.
Annual Parent Survey	On the 25/26 parent survey, 77% of parents reported their student feels safe at school. On the 25/26 parent survey, 80% of parents reported that teachers keep me well informed about my child's progress. On the 25/26 parent survey, 68% of parents reported that they understand what types of social-emotional supports are available to students.	On the 26/27 parent survey, 80% of parents report their student feels safe at school. On the 26/27 parent survey, 80% of parents report teachers keep me well informed about my child's progress. On the 26/27 parent survey, 80% of parents report that they understand what types of social-emotional supports are available to students.
Annual Attendance Reports	2025/2026 Average Daily Attendance by 5/12/26 Overall: 94.86% 6th grade: 95.55% 7th grade: 94.71% 8th grade: 94.85% 2025/2026 % Chronic Absenteeism (absent more than 10% - 18 days) by 5/12/26 Overall: 17% 6th grade: 16.39% 7th grade: 19.3% 8th grade: 15.8%	2026/2027 Overall Average Daily Attendance: 96% 2026-2027 Overall % Chronic Absenteeism: 15%
Discipline Data	2025-2026: Suspension Totals: Total Incidents: 24 incidents Number of students suspended: 21 2025-2026: Major referrals per SWIS Suite: Total 949 (as of 5/12/26) 6th grade: 214 7th grade: 212 8th grade: 523	2026-2027 Suspension Totals: Reduce by 10 incidents 2026-2027 Major referrals per SWIS Suite: Reduce by 3%

PBIS Tiered Fidelity Inventory	2025-2026 PBIS Tiered Fidelity Inventory Tier 1: 90% Tier 2: 92% Tier 3: 94%	2026-2027 PBIS Tiered Fidelity Inventory Score Tier 1: 90% Tier 2: 90% Tier 3: 90%
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Family Engagement, Student Enrichment, and Schoolwide Communication After-school and lunchtime clubs will be offered to increase student engagement and leadership opportunities. Student assemblies will provide academic information, enrichment, and schoolwide initiatives. Weekly communication will be shared with students and families through announcements and consistent communication platforms. High school collaboration with Antelope High School staff to support articulation, student mentorship, and connections to ASB, Band, PLTW, and academic programs. Mentorship support through partnerships with Antelope High School to provide tutoring and leadership development for students. Performing arts field trips and assemblies to expand enrichment opportunities for 6th–8th grade students. Consistent system for communicating classwork and homework to students and families. Implementation of the Watch D.O.G.S. program to increase family involvement and campus engagement. Weekly student-produced broadcast to promote student voice and school communication.	All Students	13,000 Lottery 1000-1999: Certificated Personnel Salaries Staff Stipends for Student Clubs 1,000 Lottery 5000-5999: Services And Other Operating Expenditures WEB Student Training 8,000 Lottery 4000-4999: Books And Supplies Materials and supplies for exploratory classes 1,000 Lottery 4000-4999: Books And Supplies WEB materials and supplies 1,000 Title 1 4000-4999: Books And Supplies Watch Dogs Materials and Supplies 1,000 General Unrestricted 5000-5999: Services And Other Operating Expenditures Transportation for Field Trips 4,000 Lottery 4000-4999: Books And Supplies PLTW course materials
2.2	Comprehensive Student Support: Social-Emotional Learning, PBIS, and Restorative Practices Digital Citizenship Instruction implemented schoolwide to increase student awareness of online safety, responsible technology use, and access to support resources. Counseling Services & Pro-Youth Program provide evidence-based academic, social-emotional, and	All Students	2,250 Lottery: Inst. Materials 5800: Professional/Consulting Services And Operating Expenditures 5 Star License and training for PBIS rewards 500 Lottery: Inst. Materials

	mentorship supports through small-group counseling and targeted interventions for at-risk students. Schoolwide SEL Implementation of required Tier 1 curriculum (Second Step) delivered through Advisory and classroom instruction to strengthen student social-emotional competencies. Restorative Practices Implementation including restorative circles, conferences, behavior support modules, and use of the Cougar Restorative Center to reduce discipline referrals and improve student relationships. PBIS Tier I–III Implementation through collaboration days, fidelity monitoring (TFI), discipline data review (SWIS), online CICO system, structured interventions, and referral tracking to support positive behavior and attendance. Positive Behavior Incentive Systems including Cougar Cash, Cougar Points, Cougar Cave incentives, CICO rewards, and 5-Star training to reinforce expected behaviors. Student Enrichment & Prevention Assemblies addressing bullying prevention, social media safety, leadership, and school engagement. Advisory Program Implementation to deliver SEL instruction, mentorship opportunities, and consistent relationship-building supports for all students. CADA Conference professional learning to support school climate.		5800: Professional/Consulting Services And Operating Expenditures PBIS online referrals and CICO 5,000 Title 1 4000-4999: Books And Supplies PBIS materials including signage, Cougar Cash tickets and incentives, check-in, check-out incentives to support positive behavior and school climate. 3,000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Second Step - Social emotional learning curriculum 5000 General Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Assemblies for students 2,000 Title 1 5000-5999: Services And Other Operating Expenditures PBIS Conference & Training 3,000 Title 1 1000-1999: Certificated Personnel Salaries Sub cost for PBIS Conference and Training 4,500 Title 1 5800: Professional/Consulting Services And Operating Expenditures CADA Conference
2.3	Antelope Crossing School Community Events: ACMS will host two family picnic lunches (Fall and Spring) Awards of Excellence Celebration Parent outreach and parent night.	All Students and Community	500 Title 1 2000-2999: Classified Personnel Salaries Extra hours for parent education and family nights 500 Title 1 1000-1999: Certificated Personnel Salaries Extra hours for parent education and family nights 1,118 Title 1 4000-4999: Books And Supplies

			Resources and Supplies for Parent Education and Family Nights
2.4	School Safety Safety Drills & Protocols: Staff will conduct regular lockdown and site-specific safety drills and maintain closed campus procedures. Safety Equipment & Supplies: Increase and maintain safety resources including two-way radios, whistles, blackout curtains, campus signage, and classroom safety supplies. Family Communication: Provide ongoing communication to families regarding campus safety procedures and expectations.	All Students	3,000 General Unrestricted 4000-4999: Books And Supplies Safety Materials and Supplies including Radios
2.6	Provide resources for students identified as foster/homeless and SED.	Foster/Homeless Students and SED students	1,000 Supplemental Grant 4000-4999: Books And Supplies Supplies, transportation, clothing, etc. 1,000 Title 1 5000-5999: Services And Other Operating Expenditures Field trip admission fees and district transportation
2.7	Student Attendance Improvement Staff will monitor attendance data through regular attendance team meetings to identify students needing targeted support. Advisory lessons will promote attendance awareness and reinforce the importance of daily participation. The school will provide targeted resources and interventions to address barriers impacting student attendance. Attendance incentives and recognition systems will be implemented to encourage consistent student attendance.	All students	3,000 Title 1 4000-4999: Books And Supplies Incentives for attendance rewards and celebrations 2,000 Title 1 4000-4999: Books And Supplies Supplies to reduce barriers for positive attendance (alarm clocks, bikes).

Annual Review

SPSA Year Reviewed: 2025-26

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.

Our focused implementation of PBIS, MTSS, the Advisory Program, and a SEL approach to behavior in 2025-26 has demonstrably improved school climate and student well-being. This is evidenced by:

Increased student trust and care: Student surveys showed a 15% increase (from 68% to 83%) in students reporting they have a trusted adult at school and a 28% increase (from 52% to 80%) in students reporting that adults at school care about them.

Improved attendance and decreased suspensions: We did not see an increase in average daily attendance however, did see a reduction in suspension numbers.

Enhanced reporting fidelity: The streamlined referral processes increased behavior referrals, which we attribute to more accurate reporting rather than an increase in behavioral issues. This is supported by the positive shift in school climate indicated in the student survey and the decreased number of suspensions.

In summary, the data strongly suggests that our targeted strategies are effectively fostering a more supportive and positive school environment, ultimately contributing to improved student outcomes.

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

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

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

The 2026-27 School Plan will include minor adjustments to goals, outcomes, metrics, and/or strategies. Specifically, Strategy/Activity 2.2 will be enhanced with additions to our PBIS program, based on the results of the Tiered Fidelity Inventory. These enhancements include improved materials, communication, attendance at PBIS conference, and continued implementation of Tier 3. We will continue to enhance our positive school culture with intentional focus on reducing chronic absenteeism with adjustments to Strategy/Activity 2.7.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$308,101.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$269,473.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$171,501.00

Subtotal of additional federal funds included for this school: \$171,501.00

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

State or Local Programs	Allocation (\$)
General Unrestricted	\$15,000.00
Lottery	\$44,500.00
Lottery: Inst. Materials	\$22,750.00
Supplemental Grant	\$15,722.00

Subtotal of state or local funds included for this school: \$97,972.00

Total of federal, state, and/or local funds for this school: \$269,473.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Unrestricted	15,000	0.00
Title 1	171,501.00	0.00
Lottery	44,500.00	0.00
Lottery: Inst. Materials	22,750.00	0.00
Supplemental Grant	15,722.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	15,000.00
Lottery	44,500.00
Lottery: Inst. Materials	22,750.00
Supplemental Grant	15,722.00
Title 1	171,501.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	147,254.00
2000-2999: Classified Personnel Salaries	38,851.00
4000-4999: Books And Supplies	42,118.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	32,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	General Unrestricted	9,000.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	Lottery	24,500.00
4000-4999: Books And Supplies	Lottery	19,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	1,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	1,000.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Inst. Materials	17,750.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	1,000.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	13,722.00
4000-4999: Books And Supplies	Supplemental Grant	1,000.00
1000-1999: Certificated Personnel Salaries	Title 1	121,754.00
2000-2999: Classified Personnel Salaries	Title 1	25,129.00
4000-4999: Books And Supplies	Title 1	12,118.00
5000-5999: Services And Other Operating Expenditures	Title 1	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	9,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,105.00
Goal 2	66,368.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Barbie Morrill 2025-2027	Classroom Teacher
Margot Elliott 2024-2026	Classroom Teacher
Kaley Gall 2025-2007	Classroom Teacher
Daniel Coulter 2025-2027	Classroom Teacher
Carmen Cataldo 2024-2026	Other School Staff
Sarah Short 2024-2026	Parent or Community Member
Josh Sroufe 2025-2027	Parent or Community Member
Vitalina Andreyev 2025-2027	Parent or Community Member
Yuliia Apykova 2025-2027	Parent or Community Member
Shareefa Najeeb	Secondary Student
Kaarajjot Sahota	Secondary Student
Jaime Hanan	Principal

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

Recommendations and Assurances

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

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

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

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

Signature
Carol Barria

Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:

Jaime Hanan
Sarah Short

Principal, Jaime Hanan on May 21, 2026

SSC Chairperson, Sarah Short on May 21, 2026

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

Updated by the California Department of Education, October 2023

Antelope Crossing School Site Council
2026-2027 Planning Calendar*

**Agenda items subject to change*

August 27, 2026

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy
Elections of SSC Officers

September 17, 2026

SSC Year in Review
Review School and District Goals for the Current Year
Title 1 Overview
Approve Parent Involvement Policy
School Compact Review

October 22, 2026

Intro School Safety Plan and Goals
ELL Update
Response to Intervention

November 19, 2026

Approve School Safety Plan and Goals
Review Preliminary CAASPP

January 21, 2027

SPSA Overview (2026-2027)
Review and Analyze Site/District Assessments
Dashboard Analysis

February 25, 2027

Dashboard Analysis
LCAP Review

March 18, 2027

LCAP Review
Local Indicator #3 Parent Rubric

April 22, 2027

SPSA Goals 2027-2028
Parent/Student Survey Results Review

May 20, 2027

Final SPSA Approval 2027-2028
Share SSC 2027-2028 Meetings
Review Site Council Balloting Process

Antelope Crossing Middle School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

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

ARTICLE II: Objectives

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

ARTICLE III: Membership

Section 1. School Site Council

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

Section 2. Responsibilities and Rights

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

Section 3. Termination of Membership

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

Section 4. Term of Office

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

Section 5. Resignation

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

Section 6. Vacancy

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

ARTICLE IV: Officers

Section 1.

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

Section 2. Election and Term of Office

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

Section 3. Chairperson

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

Section 4. Vice-Chairperson

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

Section 5. Recording Secretary

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

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

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

Section 2. Membership

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

Section 3. Term of Office

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

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

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

Section 5. Quorum

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

Section 6. Meetings Open to Interested Persons

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

Section 7. Parent Survey

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

Section 8. Teacher Feedback

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

ARTICLE VII: Election Procedures

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

Section 2.

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

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

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

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

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

ARTICLE VIII: Amendments

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

Amended: September 10, 2013

Antelope Crossing Middle School School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

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

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

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

2. **Antelope Crossing Middle School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - *The District Parental Involvement Policy is available annually to all parents during the open enrollment registration and returning student registration process.*
 - *The School Parental Involvement Policy is available on the school website and by hard copy in the school office.*
 - *Dates and times of SSC meetings and agendas will be posted.*
3. **Antelope Crossing Middle School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - *The SSC will annually review the School Parental Involvement Policy.*
4. **Antelope Crossing Middle School** will convene an annual meeting to inform parents of the following:
 - *A meeting notice will be sent home to parents announcing the annual Title I parent meeting. At the meeting, the following will be covered: curriculum, assessment tools, and ideas for parents to help their children at home.*
5. **Antelope Crossing Middle School** will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - *Meetings will be held in conjunction with other events at school.*
 - *Child care may be available at the meetings.*
6. **Antelope Crossing Middle School** will provide timely information about Title I programs to parents of participating children in a timely manner.
7. **Antelope Crossing Middle School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - *At the meeting the following will be covered: curriculum, assessment tools, and ideas to help their children at home.*
8. **Antelope Crossing Middle School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - *Besides a variety of meeting times including virtual, the parents are invited to their child's Parent Conferences held in the fall of each year. Students that are At Risk of Not Meeting Standards are asked to meet with the classroom teacher to develop an intervention plan for their child.*

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

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

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

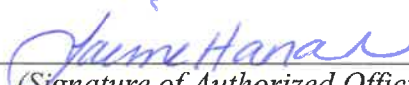
15. **Antelope Crossing Middle School** will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format,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

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

PART IV. ADOPTION

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

This policy was adopted by **Antelope Crossing Middle School on September 18, 2025** and will be in effect until Fall 2026. The school will make this policy available to all parents of participating Title I, Part A students yearly during the month of September. The Antelope Crossing Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.


(Signature of Authorized Official)


(Date)

**Antelope Crossing Middle School
School Compact
2026-2027**

Student Pledge

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

- Arrive at class and on time each period and prepared to work.
- Bring necessary books and materials everyday including the school issued Chromebook and charger.
- Support the School Wide Behavior Plan, PBIS Program, Positive Recognition Program and classroom rules.
- Ask for help when I need it.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect the authority of teachers, administrators and school staff members.
- Read the Antelope Crossing Handbook (available online), review it with my parents and agree to the conditions.
- Utilizing my cell phone aligned with school rules including turned off, in my backpack and not taking pictures or videos without the permission of staff and students.
- Have logged on to my Aeries account with my parent/guardian to review my information and keep track of my progress.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy. This includes student use of the district technology (Chromebooks and student accounts) for educational purposes only.**

Student Signature _____ Date _____

Parent/Guardian Pledge

I/we understand that my participation in my child's education will help his/her achievement and attitude.

As a parent/guardian I agree to:

- Make sure my child gets to school on time every day, is well rested, and prepared to learn.
- Check in with my child on a daily basis and make sure he/she completes all home and class assignments.
- Support the School Wide Behavior Plan, PBIS Program, Positive Recognition Program and classroom rules.
- Know how my child is progressing by attending conferences, accessing Aeries, reviewing school work, talking to the teachers, attending Back to School Night, Open House and being involved in the school.
- Read all communication provided by the school.
- Provide a quiet place and time for my child to do school work.
- Read the Antelope Crossing Handbook (available online), review it with my child and agree to the conditions.
- Log on weekly to Aeries and review with my child, class websites and class assignments to support and keep track of their progress.
- **Read, understand and agree to follow the conditions in the District Instructional Technology Use Policy. This includes student use of the district technology (Chromebooks and student accounts) for educational purposes only.**

Parent/Guardian Signature _____ Date _____

Staff Pledge

We understand the importance of a quality education for all students.

As a staff member I agree to:

- Provide high-quality curriculum and instruction by teaching the District Grade Level Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standards.
- Update grades within a "reasonable" amount of time from the assignment/assessment due date.
- Communicate with parents, including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Regular communication of classwork and homework expectations and timelines with students and parents.
- Maintain a weekly agenda for students and parents to access for weekly class information.

Advisory Teacher Signature _____ Date _____

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

District Grade Level Assessments

	2022-23		2023-24		2024-25	
Grade 6	Site	District	Site	District	Site	District
EOY Math Assessment	27%	43%	37%	46%	34%	43%
Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI 6.5, RL 6.5)	28%	33%	52%	55%	48%	49%
Grade 7	Site	District	Site	District	Site	District
EOY Math Assessment	24%	27%	36%	31%	45%	52%
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	8%	26%	18%	61%	20%	21%
Grade 8	Site	District	Site	District	Site	District
EOY Math Assessment	39%	42%	39%	31%	36%	43%
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	n/a	76%	89%	77%	91%	87%

Summary:

All students in grades 6-8 at Antelope Crossing Middle School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2024-2025 school year. This data provides information on Antelope Crossing's students' proficiency levels compared to those of their peers with DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three-year period.

Grade 6

- **Math:** Performance dipped from 37% in 2023-24 to 34% in 2024-25, trailing the district average of 43%.
- **ELA:** Demonstrated significant growth over three years, rising from 28% (2022-23) to 48% (2024-25), nearly reaching parity with the district (49%).

Grade 7

- **Math:** Showed a strong upward trend, increasing from 24% in 2022-23 to 45% in 2024-25.
- **ELA:** While site scores improved from a low of 8% to 20% over three years, ACMS remains slightly below the district average of 21%.

Grade 8

Antelope Crossing Middle School District and State Assessments

- **Math:** Site performance has remained relatively stable but slightly decreased from 39% to 36% in the most recent year, below the district's 43%.
- **ELA:** Scores are exceptionally high and consistently above district averages, peaking at 91% in 2024-25 compared to the district's 87%.

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 6	Site	District	Site	District	Site	District
Math % Met Achievement Standard	28%	41%	37%	41%	35%	41%
ELA % Met Achievement Standard	38%	56%	46%	51%	49%	53%
Grade 7	Site	District	Site	District	Site	District
Math % Met Achievement Standard	40%	42%	33%	42%	43%	41%
ELA % Met Achievement Standard	56%	61%	47%	57%	55%	59%
Grade 8	Site	District	Site	District	Site	District
Math % Met Achievement Standard	36%	38%	39%	42%	38%	44%
ELA % Met Achievement Standard	46%	52%	47%	51%	47%	54%

Summary:

All students in grades 6-8 at Antelope Crossing Middle School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district level over a three-year period.

Grade 6

- **Math:** Experienced a decline from 37% (2023-2024) to 35% (2024-2025).
- **ELA:** Consistent growth from 38% to 49% over the three-year period.

Grade 7

- **Math:** Demonstrated growth from 33% (2023-2024) to 43% (2024-2025), bringing the site above the district 41%.
- **ELA:** Demonstrated growth from 47% (2023-2024) to 55% (2024-2025).

Grade 8

Antelope Crossing Middle School District and State Assessments

- **Math:** Experienced a small decline from 39% (2023-2024) to 38% (2024-2025).
- **ELA:** Remained stable at 47% for the last two years, while the district average rose to 54%.

- **Parent Survey:** A total of 113 parents from Antelope Crossing completed the survey during the 2025-2026 school year. In the 2024-2025 school year, 244 parents completed the survey.
- **Staff Survey:** 32 staff members participated in the survey. This is an increase of 7 staff members from the 2024-2025 school year.
- **Student Survey:** 777 students in grades 6-8 participated in the school survey. This is 75% of our students.

Student Engagement

	2023-2024		2024-2025		2025-2026	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	86%	41%	83%	56%	88%	75%
wants to do well in school.	94%	59%	93%	80%	90%	88%
comes to class prepared.	96%	22%	90%	32%	94%	53%
likes going to school.	79%	53%	74%	72%	83%	75%

Summary:

Research indicates that student engagement plays a crucial role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. We see a positive trend with both parents (88%) and staff (75%) report an increase in the belief that students care about their school compared to the prior year. In the area of student engagement, the most significant discrepancy between parent and staff perception is students coming to class prepared. Parents have a forty-one percent (41%) higher belief that students are prepared for class each day than teachers report. Antelope Crossing Middle School (ACMS) will strive to enhance communication in this area to ensure parents are aware of the specific actions they can take at home to ensure their children are well-prepared for class. Students have a greater chance at success when school and home communicate and work together. Knowing this, Antelope Crossing is working to create a school climate of unity, connection, and belonging with positive reinforcement of PBIS and the theme of ACMS United.

Learning Environment

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	92%	83%	87%	85%	92%	91%
maintains its resources well.	86%	68%	85%	84%	87%	82%
has facilities with up-to-date technology.	88%	71%	84%	74%	88%	68%
want(s) students to succeed.	89%	100%	87%	96%	88%	100%
provide(s) a well-rounded curriculum.	86%	78%	82%	92%	88%	94%
offer(s) challenging classes.	79%	52%	77%	64%	72%	84%
focus(es) on students' character.	72%	66%	64%	84%	76%	94%

Summary:

A school's learning environment must be safe, positive, and have a warm climate and an inclusive culture. It is also essential to educate the "whole child" and provide learning opportunities that support and challenge them. A safe, clean, and challenging learning environment fosters higher levels of academic and behavioral success. In the area of student learning environment, one hundred percent (100%) of Antelope Crossing Middle School (ACMS) staff indicated that all teachers want all students to succeed, with eighty-eight percent (88%) of parents sharing this sentiment. With our focus on the 30-minute PAW period built into the master schedule for intervention, we hope that parents will see our increased efforts to support all students in their success. We will also communicate with our parents so they understand essential standards, Tier III interventions, and know exactly what is being taught during the PAW intervention block.

We see a positive trend with an increase of 10% or more with both parents (76%) and staff (94%) report an increase in the belief that the school focus(es) on students' character. We will continue to address students' character through PBIS and our Advisory Program.

Expectations

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams)	78%	84%	75%	96%	79%	91%
set(s) high expectations for student achievement.	81%	56%	78%	84%	75%	78%
prepare students for success in college or a career.	75%	47%	69%	64%	55%	69%
encourage(s) a healthy lifestyle.	79%	55%	74%	60%	65%	69%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities that develop high expectations, both in and out of school. Having high expectations for all students at Antelope Crossing Middle School is crucial because research indicates that students perform at higher levels when they are held to high standards. Parents have indicated a decline in the three of the four areas of expectations and staff have indicated a decline in two of the four areas. ACMS staff will work in grade-level PLC teams to discuss the Tier 1 instruction, meeting students where they are at, and setting high standards for all students.

Student Support

	2023-2024		2024-2025		2025-2026	
<i>My [child's] schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	80%	94%	80%	88%	73%	97%
Students receive the resources and support they need.	78%	48%	75%	72%	80%	61%
I understand what types of social-emotional support are available to students.	72%	84%	73%	80%	68%	87%

Summary:

Supporting all students, both academically and socially and emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). Antelope Crossing has made a significant effort to implement various academic and social-emotional supports and strategies to help students navigate the pressures and demands of middle school.

We have seen a decrease with only 68% of parents understand the types of social-emotional learning (SEL) supports available as staff reported an increase at 87%. We will communicate our efforts and support more effectively. We want all parents to be aware of and understand the various supports available to our students, as well as the procedures we use to identify their needs.

Student Support

	2023-2024		2024-2025		2025-2026	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	94%	91%	92%	100%	92%	97%
try to make class interesting.	79%	97%	83%	96%	80%	97%
encourage collaboration among students.	88%	91%	86%	92%	81%	94%
encourage critical thinking.	83%	78%	82%	79%	78%	87%
listen to students.	72%	88%	70%	92%	78%	97%
encourage students on a regular basis.	82%	94%	77%	96%	87%	90%
help my child when he/she doesn't understand something.	79%		77%		72%	
nurture creativity.	79%	77%	78%	76%	81%	81%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem-solving skills in order to thrive in today's world. These are known as the "21st-century skills." Students work harder and achieve more when they feel encouraged and receive positive reinforcement. In the area of student support, eighty-seven percent (87%) of our parents feel teachers and staff at district schools encourage students regularly. We are going to try to increase student encouragement by recognizing more students throughout the year for academic achievement, hard work, and good behavior. We are going to not only recognize students who reach an academic or behavioral standard, but we are also looking for ways to recognize and reward students for growth and effort.

Social Climate

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	83%	76%	76%	85%	80%	91%
students from different cultural backgrounds become friends.	92%	95%	87%	97%	87%	97%
students have friends at school.	92%	95%	90%	94%	96%	100%
students respect the teachers and staff.	74%	29%	72%	42%	78%	57%
all staff are treated fairly.	77%	75%	68%	81%	74%	86%
all students are treated fairly.	72%	51%	65%	66%	65%	86%
students get along with each other and respect their differences.	71%	49%	60%	64%	67%	74%
students feel safe at school.	71%	63%	66%	66%	77%	76%
students are comfortable talking to school staff.	77%	61%	61%	78%	66%	82%
staff feel safe at school.	71%	63%	61%	70%	77%	76%
bullying is not a problem. *bullying is a problem (20/21)	46%	51%	48%	52%	62%	42%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. A positive school climate where students feel valued, connected, and appreciated fosters higher levels of achievement. In the area of school climate, only sixty-six percent (66%) of Antelope Crossing parents reported that students are comfortable talking to school staff, and seventy-seven percent (77%) reported that students feel safe at school. Although we saw a positive trend in both areas, we are making a conscious effort to connect with all students, give support to all students who need it, and be consistent with discipline and consequences. We will continue the work in our grade-level teams to share ideas and best practices on how to connect with students in a meaningful way.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	92%		84%		88%	
Teachers keep me well informed about my child's progress.	73%		72%		80%	

Summary:

Clear communication between the school and families is key to student success. In the area of stakeholder engagement, specifically communication with Parents, eighty percent (80%) of our parents feel that teachers keep them well-informed about their child's progress. Antelope Crossing will continue to communicate with parents on how to use Aeries, remind them of progress reports, and implement a school-wide process for communicating class assignments and homework to help support parents and students. Eighty-eight percent (88%) of parents feel that the school keeps them well-informed about events and activities. To continue communicating events and activities, the Principal will send home a Friday Cougar News, a monthly newsletter, and update the school's Instagram account with upcoming events and PTC communications.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	92%		86%		87%	
No	3%		6%		5%	
N/A/ I have not needed to communicate with teachers or staff	5%		7%		8%	

Summary:

In the area of Stakeholder Engagement - Communication with Parents, five percent (5%) of our parents feel they are not able to communicate with teachers and staff when needed. At ACMS, we will send out information multiple times per year, reminding parents where to find phone numbers, email addresses and basic school information to ensure one hundred percent (100%) of our parents can communicate with our teachers and staff.

With our families that may find communication difficult due to a language barrier, we have access to an iPad with Google Translate and access to the Language Line, which allows us to use professional translators for approximately 240 different languages and translators who are available for parent-teacher conferences. Additionally, the Aeries parent communication system includes an easy-to-use tool for translation by parents. We will continue to provide additional opportunities for communication to be translated into different languages.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	89%		80%		86%	
School and/or District Newsletters	59%		43%		57%	
School and/or District website	23%		33%		30%	
Communications from my child's teacher	47%		36%		39%	
Social Media	16%		10%		16%	
Employees of the district	4%		2%		8%	
Other	5%		6%		1%	
None of the above	0%		<1%		0%	

Summary:

Recognizing the methods parents prefer for communication will help us reach more families with relevant information, ultimately increasing student achievement. In the area of Stakeholder Engagement - Parent Communication, fifty seven percent (57%) of parents report receiving it through our newsletter. We saw a six percent (6%) increase in parents reporting they received communication through social media. Knowing this, ACMS will ensure that we continue to send out information in a variety of ways.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	86%		88%		86%	
Text messages	47%		56%		46%	
School and/or District Newsletters	34%		27%		36%	
School and/or District website	16%		20%		19%	
Social media	15%		6%		11%	
Mail/letters	14%		10%		11%	
Phone calls	21%		15%		15%	
School or district meetings	5%		4%		1%	
Other	3%		3%		1%	

Summary:

The survey results align with the previous category, indicating that parents prefer to receive information electronically. Eighty-six percent (86%) of our parents prefer to receive most school information via email. Knowing this, Antelope Crossing will continue weekly Friday emails in addition to the monthly newsletters to share important information and keep families informed of events and activities. Through Parent Square, parents also have the option to receive their information via text.

Parent Involvement

	2023-2024		2024-2025		2025-2026	
<i>My [child's] schools...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	81%	84%	75%	96%	76%	97%
encourage(s) parental involvement.	75%	78%	72%	84%	74%	80%
encourage(s) involvement from community members and organizations.		71%		71%		79%
has/have parents who are highly involved.	59%	26%	66%	28%	64%	35%

Summary:

In the area of Parent Involvement, seventy-four percent (74%) of parents feel district schools encourage(s) parental involvement. Parents reported that sixty-four percent (64%) are highly involved in the school, but teachers indicated that this number is much lower, at thirty-five percent (35%). Traditionally, parent involvement is lower in middle school when compared to elementary school. We will continue to work on providing parents more opportunities to be involved, as their participation and relationship with the school are vital.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	66%		63%		71%	
School or class event, such as a play, sports event, or award assemblies	52%		40%		52%	
Parent-teacher conference with child's teacher	42%		47%		60%	
Volunteering at my child's school	10%		12%		15%	
Family/Parent Events	21%		16%		15%	
Parent Teacher Association	12%		11%		13%	
School committee or council such as Site Council or ELAC	5%		3%		4%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	3%		2%		7%	
Other	4%		4%		4%	
None of the above	12%		17%		9%	

Summary:

Back-to-School Night is the largest parent night at ACMS, with 71% of parents reporting attendance. Parent conference attendance has increased, with sixty percent (60%) of parents reporting that they have attended a conference for their child, compared to forty-seven percent (47%) in the previous year. Our Parent-Teacher Club (PTC) involves approximately thirteen percent (13%) of our parents, but the actual committee is smaller than that. The administration will focus on building connections with parents and the community to increase membership and parent participation in this committee.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>Why didn't you participate in parent activities last year? Select all.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Scheduling conflicts.	67%		60%		71%	
Language barrier.	11%		26%		14%	
Not interested.	0%		11%		29%	
Not sure how I can participate.	11%		11%		14%	
Need to arrange child care.	11%		6%		0%	
I didn't feel welcome.	11%		0%		14%	
Transportation	0%		0%		0%	
Other	22%		17%		0%	

Summary:

Seventy-one percent (71%) of parents responded with scheduling conflicts, and fourteen (14%) cited language barriers as the reason they didn't participate in activities this year. The administrative team will continue to offer a variety of times, translation services and communication of parent opportunities for the 2026-2027 school year.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	44%		36%		28%	
More information on involvement opportunities	26%		29%		35%	
More communication between school and parents	32%		30%		32%	
More participation opportunities at the school level	23%		19%		17%	
More events offered in the evening	47%		30%		33%	
More participation opportunities at the district level	8%		5%		7%	
More convenient locations for participation	6%		5%		11%	
More communication in our family's primary language	8%		10%		7%	
More events offered in the morning	5%		5%		5%	
Other	5%		6%		0%	
None of the above	10%		17%		21%	
Virtual Event (Ex. Zoom)	17%		14%		7%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, thirty-five percent (35%) of parents indicated more information on involvement opportunities. Twenty-eight percent (28%) of parents responded that it would be helpful to receive more information on how to support students at home, and thirty-three percent (33%) of parents would like to have more evening events offered. As a school, we will increase communication with parents regarding the various ways to get involved, how to support students at home, and offer two parent education nights during the upcoming 2026-2027 school year.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	72%		70%		75%	

Summary:

Parental involvement and support are crucial to achieving higher levels of student achievement. In the area of Parental Involvement, seventy-five percent (75%) of parents agree that the school and/or district value their participation or input in engagement opportunities.

Self-Awareness

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I feel positive about my future.	80%	93%	94%
I know my strengths.	73%	92%	93%
I can do most things if I try.	87%	92%	94%
I am happy with who I am.	72%	87%	88%
I can explain my feelings to others.	39%	53%	60%
I know when I am feeling overwhelmed.	76%	92%	93%

Summary:

Self-Awareness is imperative to a child's academic success and social and emotional growth. This vital thinking skill enables a child to assess their own behavior and performance, as well as respond appropriately to diverse social situations. Ninety-four percent (94%) of Antelope Crossing students feel they can do most things if they try. We will build on that positive mindset by continuing to encourage effort and persistence. Sixty percent (60%) of students indicated that they “can explain my feelings to others,” which has increased by seven percent (7%) than last year. The data indicate that a continued focus on learning opportunities, which cultivate self-awareness, such as Restorative Circles and Tier I instruction on social-emotional learning, has been successful and will continue next year.

Growth Mindset

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I can usually solve my problems.	77%	89%	91%
I keep trying, even when things are hard.	67%	84%	85%
I can make the best out of a bad situation.	50%	72%	74%
I am a hard worker.	75%	91%	90%
I can learn from my mistakes.	82%	94%	94%
I feel confident in my ability to learn new things.	76%	89%	90%

Summary:

With a growth mindset, students can take on various challenges and, more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they can get smarter, they apply an increasing amount of effort. As a school, we emphasize the importance of cultivating a Growth Mindset and strive to teach our students the skills necessary to develop this mindset. Ninety-four percent (94%) of students believe they can learn from their mistakes. Ninety (90%) feel confident in their ability to learn new things. The scores above indicate that our efforts to foster a Growth Mindset in our students are having a positive impact and should continue to be a focus.

Self- Management

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I keep my promises.	86%	96%	96%
I know right from wrong.	87%	98%	97%
I follow the rules.	75%	95%	96%
I finish whatever I begin.	54%	78%	78%
I know how to identify my feelings.		81%	86%

Summary:

Self-management plans are utilized to prepare students to complete tasks independently. These plans also teach them to take an active role in both monitoring and strengthening their behavior. The area in which students reported the greatest awareness of self-management skills is knowing right from wrong, with 97% awareness. We will continue to support Social-Emotional Learning skills through the Tier I SEL Curriculum, Second Step, and during the PAW intervention period.

Responsible Decision-Making

	2023-2024	2024-2025	2025-2026
<i>Within the past two weeks, how often have you...</i>	Student	Student *(%Agree)	Student *(%Agree)
I wait patiently in line.	73%	86%	89%
I wait for my turn to talk in class.	74%	90%	93%
I think about what will happen before making a decision.	60%	75%	78%
I pay attention in class.	79%	91%	92%
I tell the truth even when it is hard.	66%	78%	80%
I can calm myself down when upset.	57%	75%	82%

Summary:

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

Social Awareness

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I accept others for who they are, even if they are different than me.	86%	97%	96%
I treat people with respect.	91%	98%	98%
If someone is sad, I try to help them.	73%	90%	91%
I can tell when someone is upset.	79%	91%	93%
I am happy for my friends when they do well in school.	92%	98%	97%

Summary:

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, understand the social and ethical norms governing behavior, and recognize the family, school, and community resources that are available. Ninety-eight percent (98%) of Antelope Crossing students feel it is important to treat people with respect. In all five areas of social awareness, students reported 90% or above. Our school will continue to support all students to treat others with respect by using The Cougar Code (Be Safe, Be Responsible, Be Respectful and Be Kind), publicly recognizing students who are following those rules and establishing the purpose of our ACMS United Theme.

Relationship Skills

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I can talk easily with other kids in my grade.	66%	77%	83%
I feel comfortable working in a team with other students.	63%	76%	82%
I have friends at school.	95%	98%	99%
I feel like my classmates include me.		86%	84%
I feel like my peers leave me out of things.	22%		

Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that actual instructional time increases as time spent repeating directions again decreases. Ninety-nine percent (99%) of students report having friends at school. Eighty-two percent (82%) of students feel comfortable working in a team with others. Our staff will continue giving students opportunities to work with teams, with the hope that more students will begin to feel comfortable. As we continue to focus on Restorative Practices, connections, and communication, we expect to see improvements in the relationship skills survey.

Civic Mindset

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I am knowledgeable about what is happening in the world.	70%	94%	94%
I care about my community.	73%	95%	94%
I believe that I can make a difference in my community.	42%	66%	75%

Summary:

With a civic mindset, a person is interested in and cares about what is happening in their community. One example of this would be a person who runs for a position on their local school board. Ninety-four percent (94%) of students indicated caring about their community; however, it declined to seventy-five (75%) when noted if they could make a difference in the community. This disconnect may be a result of their age and believing that they are too young to make a difference on such a large scale. Both in and out of the classroom, we will continue to provide opportunities that will foster community connection.

Social Support

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
Adults at school listen when I have something to say.	52%	74%	75%
Adults at school care about me.	52%	80%	83%
I feel like I belong at school.	50%	75%	80%
I have at least one adult at school that I trust.	68%	83%	85%
My teachers believe that I will be successful.	68%	90%	90%
Adults in school support me when I need help	64%	85%	88%

Summary:

Social support is described as having a network of friends and family whom a person can turn to in times of need. Social support enhances quality of life and provides a more positive self-image. Ninety percent (90%) of students indicated, "My teachers believe that I will be successful." When a child has a trusted adult who believes in them, it can be a tremendous source of support and have a profoundly positive effect. On the flip side, only eighty percent (80%) of students "feel like I belong at school." Although this percentage has increased by thirty percent (30%) in two years, we still have twenty percent (20%) of students who indicated they do not feel a sense of belonging to our school community. Building inclusivity and connections with our students is a top priority. Along with building connections and focusing on social support in the advisory period, our theme of ACMS United will continue to be interwoven in all that we do to foster community, strengthen relationships, and build unity and belonging.

Emotional Well-being

	2023-2024	2024-2025	2025-2026
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student ***Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	23%	84%	86%
I feel lonely.	44%	83%	86%
I feel like not talking to anyone.	34%	77%	80%
I have trouble falling asleep.	32%	70%	73%
I worry about school work.	21%	58%	59%
I feel worried	36%	76%	80%
I could not focus in school.	29%	81%	83%

Summary:

Emotional health and well-being are an important part of overall health. Emotionally healthy individuals are found to have better control over their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Eighty-three percent (83%) of students reported never to how many times they could not focus in school within the past two weeks, while eighty percent (80%) of students reported never having many times they have felt worried in the past two weeks. To continue to address the areas above, we will continue to support our students' emotional health and well-being through Cougar Restorative Center, counseling, Wellness Together, Check-in/Check-outs, Tier I SEL instruction in advisory, and other SEL resources available on campus.

Frequency of Bullying

	2023-2024	2024-2025	2025-2026
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	83%	82%	78%
I have been verbally bullied by students at school.	61%	56%	56%
I have been electronically bullied by students (e.g., text messages, email, social media).	84%	83%	82%

Summary:

Bullying is an unacceptable behavior. Schools must have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must collaborate to ensure that students feel safe both at school and on the way to and from school. Fifty-six percent (56%) of students report never being verbally bullied at school. Eighty-two percent (82%) of students report never being electronically bullied, and seventy-eight percent (78%) of students reported never having been physically bullied by students at school. Antelope Crossing staff will continue to closely monitor all bullying incidents with our continued analysis using the PBIS/SWIS data and investigating reports from “STOPit” our anonymous incident reporting site. We will also work with all students involved in bullying and will seek to repair damaged relationships.

Location of Bullying

	2023-2024	2024-2025	2025-2026
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	40%	45%	46%
In a classroom.	47%	49%	44%
At the cafeteria.	28%	35%	28%
In hallways.	24%	28%	24%
In the locker room.	17%	17%	16%
In the bathroom.	8%	9%	6%
Online	27%	23%	24%
Other	17%	14%	20%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, blacktop area, and restrooms. The data above shows locations where potential bullying may have occurred. Antelope Crossing students report that forty-six percent (46%) of bullying happens during outside time. The administration will continue to promote the WATCH D.O.G.S program to have more adults on campus during student outside time. We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident. Our school-wide behavior expectations, The Cougar Code, emphasize showing respect to others and avoiding behaviors that demonstrate bullying characteristics. In addition, we have added additional signs in each classroom to promote "STOPit" an anonymous online/App to report bullying. Students, parents, or staff can report incidents involving bullying, which the administration will then follow up on.

School Environment

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(%Agree)	Student *(%Agree)
I am proud to be part of my school.	49%	79%	82%
School activities are fun.	43%	72%	73%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	36%	69%	69%
My school is a safe place.	47%	72%	77%
My school has a positive environment.		60%	68%

Summary:

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

Within the school environment, the classroom setting also significantly impacts student learning. This specific environment offers students opportunities to develop social skills, along with clear learning goals, constructive feedback, and various strategies for success. Four categories have increased significantly over the past two years, and the fifth category that was added last year has increased by 8%. We will continue to focus on our advisory program, emphasizing connection, communication, and climate. The action plan will aim to create a more positive school environment, which will be reflected in the survey results next year.