



School Plan for Student Achievement (SPSA)

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

Schoolwide Program

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

Schoolwide Program

Antelope Meadows Elementary School has been identified as a schoolwide program based on the percentage of our families who qualify for the Annual Household Eligibility Form/Free and Reduced Lunch. We are using our Title 1 funds to support our students' academic learning in both language arts and math, our English learners, as well as behavior, social- emotional learning, and attendance supports.

At Antelope Meadows Elementary School, we collectively (all engagement partners) analyzed the CA State Dashboard, explicitly looking at our benchmark academic performance, attendance reports, and survey results. We determined our strengths and areas for improvement. We used data analysis, stakeholder input, and goals to create an improvement plan. We then created a strategic plan in the area of improving our English Language Arts CAASPP scores for our students with disabilities, our socioeconomically disadvantaged students, and our English learner students. "By June 2027, Antelope Meadows will increase ELA CAASPP scores for students with disabilities, our socioeconomically disadvantaged students, and our English learner students by 3% as measured by the California Dashboard data." The change practices will include targeted efforts to ensure at-risk students are placed in appropriate small groups for IEP minutes, Tier 3, and Tier 2 interventions, as well as receiving strong Tier 1 instruction. Measurable outcomes will be pre- and post-assessments for small groups, collaborative conference data, and district assessment data. We identified primary and secondary drivers and created changes of practice tied to measurable outcomes

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

This 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.

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

School Vision and Mission

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

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

School Profile

Antelope Meadows is one of seven elementary schools in the Dry Creek Joint Elementary School District. Curriculum is rigorous, engaging, and standards-based. The school supports cultural awareness on a daily basis through its diverse literature selections and enrichment activities. We currently have 679 TK-5th grade students enrolled at Antelope Meadows, following a traditional calendar. Antelope Meadows offers an excellent academic program based on serving the needs of each student. Through the implementation of Multi-Tiered Systems of Support (MTSS), Antelope Meadows is committed to meeting the academic and social/emotional needs of all students.

Antelope Meadows has been identified as a Title I school. Title I funds are intended to assist students who are at-risk of not meeting Common Core State Standards. Title I funds are allocated to schools based upon the unduplicated student count in the categories identified by the Local Control Funding Formula (LCFF), including EL students, socioeconomically disadvantaged, and foster/homeless youth. Currently, 59.2% of the school population is identified as socioeconomically disadvantaged. School staff and administration meet regularly to analyze data and monitor students

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

Title I and other school funds are used at Antelope Meadows to continue staff development. During the 2026-2027 school year, teachers will receive professional development in the area of Positive Behavior Interventions and Supports (PBIS) to continue to develop and refine our systems and strategies for creating a positive and effective learning environment. In addition, teaching staff will participate in professional development to enhance writing instruction. Title I funds are used to purchase materials for English Language Development (ELD), Guided Language Acquisition Design (GLAD), intervention, and Common Core instruction. After-school interventions, grade level planning days, student assemblies, student incentives, and student club/enrichment programs will be implemented for the purpose of increasing teacher effectiveness, improve student engagement, and ultimately resulting in improved outcomes for students.

Antelope Meadows serves a diverse population of 679 students in Transitional Kindergarten through 5th grade.

Below is a snapshot of the Antelope Meadows student population demographics.

Ethnicity: 40.5% White, 28.2% Hispanic/Latino, 4.5% Black, 9.2% Asian, 0.3% Other Pacific Islander, and 15.5% Multi-Ethnic (two or more)

English Language Learners: 19.2% of student population

Socioeconomically Disadvantaged: 59.2% of student population

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

As a Title I school, Antelope Meadows Elementary's needs assessment process identified several resource inequities affecting student outcomes. Analysis of CAASPP data, classroom assessments, and English Learner progress indicates achievement gaps for economically disadvantaged students, students with disabilities, English Learners, and students requiring additional academic and behavioral support.

These inequities highlight the need for continued allocation of resources toward targeted academic interventions, English Learner supports, expanded access to instructional materials, and increased opportunities for meaningful family engagement. Ongoing monitoring of these areas will ensure that resources are equitably distributed to meet the diverse needs of all students.

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.

All indicators of the 2025 California Dashboard for Antelope Meadows were "Orange or Red" or better overall performance levels.

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

ELA: English Learner, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White Students, all Students

Math: English Learners, Socioeconomically Disadvantaged, Students with Disabilities

English Learner Progress: None

We will continue to meet in weekly PLCs and in semester 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: Asian, English Learners, Two or More Races, White

We will continue to monitor our suspensions and continue to use Other Means of Correction and restorative practices whenever possible to teach our students correct school behavior.

Chronic Absenteeism: African American, Hispanic, Students with Disabilities, English Learners, Socioeconomically Disadvantaged, White, All students

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

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

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

ELA: None

Math: None

Suspension: None

Chronic Absenteeism: None

English Learners: None

We will continue to meet with our Social Emotional Learning Teams and during the semester 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.

District Assessments

1st Grade:

Comprehension Fiction: 77%

Comprehension non-Fiction: 76%

2nd Grade:

Language Arts EOY: 79%

3rd Grade:

Language Arts EOY: 59%

4th Grade:

Language Arts EOY:

61%

5th Grade:

Language Arts EOY: 57%

These results show that we need additional support in English Language Arts across all grade levels for both CAASPP testing and district assessments. Our students are not comprehending at grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Antelope Meadows. 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	0.14%	%	%	1		
African American	3.59%	4.51%	3.25%	26	33	22
Asian	9.10%	9.17%	11.54%	66	67	78
Filipino	1.93%	1.37%	1.63%	14	10	11
Hispanic/Latino	28.00%	28.18%	28.40%	203	206	192
Pacific Islander	0.69%	0.27%	0.59%	5	2	4
White	40.00%	40.49%	38.17%	290	296	258
Multiple/No Response	16.00%	15.46%	15.83%	116	113	107
Total Enrollment				725	731	676

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		48	59
Kindergarten	93	75	75
Grade 1	99	95	94
Grade 2	121	115	93
Grade3	121	123	112
Grade 4	145	119	122
Grade 5	122	156	121
Total Enrollment	725	731	676

Conclusions based on this data:

1. The Antelope Meadows student population has remained relatively steady over the past several years, with an average of 724 students yearly.
2. Our demographics show that our school is very diverse. We have students who represent every reportable subgroup. The "white" subgroup can be misleading as we have a large population of Eastern European students. Hispanic/Latino is our second largest subgroup.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	130	140	124	16.9%	17.9%	18.3%
Fluent English Proficient (FEP)	63	58	52	8.2%	8.7%	7.7%
Reclassified Fluent English Proficient (RFEP)	28	25		3.6%	3.8%	

Conclusions based on this data:

1. The number of English Learners has increased over the three-year analysis. The total number of English Learners has increased by 2.3 percentage points over the three year analysis.
2. RFEP percentage is calculated by site number of English Learners that were Reclassified (RFEP), divided by site cumulative enrollment of English Learners on Census Day. Our students who were considered as RFEP increased by 8 students from the previous year, with 3.8% of our total student population being reclassified.
3. 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 language.

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 3	139	127	121	134	122	119	134	122	119	96.4	96.1	98.3
Grade 4	117	150	120	110	146	118	110	146	118	94.0	97.3	98.3
Grade 5	138	127	151	138	124	147	138	124	147	100.0	97.6	97.4
All Grades	394	404	392	382	392	384	382	392	384	97.0	97	98

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 3	2410.	2407.	2408.	25.37	18.03	16.81	14.18	21.31	21.85	27.61	23.77	31.93	32.84	36.89	29.41
Grade 4	2444.	2467.	2466.	14.55	23.97	21.19	24.55	20.55	25.42	23.64	28.77	22.88	37.27	26.71	30.51
Grade 5	2492.	2496.	2495.	14.49	16.94	20.41	31.88	30.65	25.85	24.64	25.81	22.45	28.99	26.61	31.29
All Grades	N/A	N/A	N/A	18.32	19.90	19.53	23.56	23.98	24.48	25.39	26.28	25.52	32.72	29.85	30.47

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 3	17.91	12.30	13.45	64.93	68.85	68.91	17.16	18.85	17.65
Grade 4	19.09	20.55	22.88	65.45	67.81	64.41	15.45	11.64	12.71
Grade 5	16.67	20.97	16.33	63.77	64.52	63.27	19.57	14.52	20.41
All Grades	17.80	18.11	17.45	64.66	67.09	65.36	17.54	14.80	17.19

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 3	14.93	13.93	15.13	47.01	42.62	58.82	38.06	43.44	26.05
Grade 4	7.27	8.90	9.32	53.64	57.53	62.71	39.09	33.56	27.97
Grade 5	6.52	11.29	13.61	69.57	60.48	61.90	23.91	28.23	24.49
All Grades	9.69	11.22	12.76	57.07	53.83	61.20	33.25	34.95	26.04

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 3	15.67	13.11	10.08	67.16	75.41	69.75	17.16	11.48	20.17
Grade 4	11.82	16.44	11.02	75.45	71.23	77.97	12.73	12.33	11.02
Grade 5	12.32	10.48	10.88	74.64	76.61	77.55	13.04	12.90	11.56
All Grades	13.35	13.52	10.68	72.25	74.23	75.26	14.40	12.24	14.06

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 3	15.67	13.93	8.40	65.67	63.93	70.59	18.66	22.13	21.01
Grade 4	9.09	13.01	15.25	64.55	76.71	72.88	26.36	10.27	11.86
Grade 5	13.77	16.13	16.33	73.19	69.35	68.03	13.04	14.52	15.65
All Grades	13.09	14.29	13.54	68.06	70.41	70.31	18.85	15.31	16.15

Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. 2024-2025 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in English Language Arts to be 44.01%. This data reflects a .13% increase in the percentage of students meeting or exceeding standard compared to the previous year (43.88%). Three-year longitudinal data in this area (ELA Proficiency) reflect a 2.13% increase since 2022-2023.
2. Analysis of claims contributes to developing school/grade-level SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing more significant success. 2024-2025 data analysis in the claim area of Reading reflects a 2.39% decrease of students At/Near/Above standard. Analysis in the area of Writing reflects a 8.91% increase from the previous year (2023-2024) in the number of students At/Near/Above standard. Analysis in the area of Listening reflects a 1.81% decrease from the previous year (2023-2024). Data analysis in the area of Research/Inquiry demonstrates a decrease of 0.85%. The specific claim data is used to drive instruction to improve student achievement.
3. Antelope Meadows Elementary has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in English Language Arts and Literacy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 3	139	127	121	138	126	120	138	126	120	99.3	99.2	99.2
Grade 4	117	150	120	117	149	120	117	149	120	100.0	99.3	100
Grade 5	138	127	151	138	127	151	138	127	151	100.0	100	100
All Grades	394	404	392	393	402	391	393	402	391	99.7	99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2434.	2424.	2428.	19.57	13.49	15.00	26.81	31.75	33.33	27.54	26.19	27.50	26.09	28.57	24.17
Grade 4	2453.	2470.	2486.	10.26	15.44	20.00	32.48	25.50	30.00	23.93	38.26	35.83	33.33	20.81	14.17
Grade 5	2516.	2498.	2497.	27.54	16.54	19.87	20.29	21.26	17.22	26.81	26.77	27.15	25.36	35.43	35.76
Grade 11															
All Grades	N/A	N/A	N/A	19.59	15.17	18.41	26.21	26.12	26.09	26.21	30.85	29.92	27.99	27.86	25.58

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 3	26.81	19.84	20.00	52.90	54.76	60.83	20.29	25.40	19.17
Grade 4	15.38	20.13	25.83	47.86	52.35	54.17	36.75	27.52	20.00
Grade 5	31.16	17.32	17.22	44.93	51.18	52.98	23.91	31.50	29.80
Grade 11									
All Grades	24.94	19.15	20.72	48.60	52.74	55.75	26.46	28.11	23.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.74	15.87	15.00	52.17	58.73	62.50	26.09	25.40	22.50
Grade 4	14.53	13.42	24.17	46.15	63.09	55.00	39.32	23.49	20.83
Grade 5	18.84	16.54	17.88	53.62	58.27	55.63	27.54	25.20	26.49
All Grades	18.58	15.17	18.93	50.89	60.20	57.54	30.53	24.63	23.53

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 3	19.57	15.87	14.17	62.32	63.49	65.83	18.12	20.63	20.00
Grade 4	14.53	19.46	19.17	59.83	60.40	64.17	25.64	20.13	16.67
Grade 5	15.94	13.39	13.25	61.59	59.84	54.30	22.46	26.77	32.45
All Grades	16.79	16.42	15.35	61.32	61.19	60.87	21.88	22.39	23.79

Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. 2023-2024 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in Mathematics to be 41.29%. The 2024-2025 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in Mathematics to be 44.5%. This data reflects an increase (3.21%) in the percentage of students meeting or exceeding the standard compared to the previous year.
2. Analysis of claims contributes to developing school/grade-level SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing more significant success. 2024-2025 data analysis in the area of Problem Solving reflects a 1.1% increase from the previous year (2023-2024) in the number of students At/Near/Above standard. Analysis in "Communicating/Reasoning" reflects a 1.39% decrease from the previous year (2023-2024). The specific claim data will be used to drive instruction to improve student achievement.
3. Antelope Meadows Elementary has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1398.5	1427.5	1456.4	1379.3	1433.5	1465.0	1443.0	1413.0	1435.9	19	25	16
1	1434.2	1412.9	1462.5	1441.7	1419.1	1463.1	1426.1	1406.2	1461.4	21	15	24
2	1467.3	1461.8	1478.4	1481.2	1463.7	1486.5	1452.8	1459.4	1469.5	18	25	17
3	1489.1	1485.8	1474.4	1497.5	1498.2	1475.0	1480.1	1472.7	1473.5	23	21	31
4	1489.0	1509.9	1513.7	1482.5	1519.7	1526.5	1495.1	1499.5	1500.7	20	30	19
5	1547.4	1523.4	1500.3	1566.4	1539.3	1493.8	1527.9	1507.0	1506.5	14	22	27
All Grades										115	138	134

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
K	26.32	8.00	37.50	21.05	44.00	25.00	26.32	44.00	31.25	26.32	4.00	6.25	19	25	16
1	9.52	6.67	25.00	23.81	20.00	41.67	28.57	33.33	20.83	38.10	40.00	12.50	21	15	24
2	11.11	4.00	17.65	38.89	52.00	47.06	33.33	32.00	23.53	16.67	12.00	11.76	18	25	17
3	17.39	14.29	6.67	34.78	33.33	33.33	21.74	28.57	30.00	26.09	23.81	30.00	23	21	30
4	20.00	23.33	21.05	35.00	46.67	42.11	10.00	13.33	21.05	35.00	16.67	15.79	20	30	19
5	21.43	40.91	22.22	42.86	18.18	37.04	35.71	18.18	7.41	0.00	22.73	33.33	14	22	27
All Grades	17.39	16.67	20.30	32.17	37.68	37.59	25.22	27.54	21.80	25.22	18.12	20.30	115	138	133

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
K	10.53	12.00	37.50	36.84	36.00	31.25	15.79	44.00	18.75	36.84	8.00	12.50	19	25	16
1	14.29	6.67	45.83	28.57	26.67	29.17	33.33	40.00	8.33	23.81	26.67	16.67	21	15	24
2	27.78	28.00	47.06	22.22	40.00	29.41	44.44	20.00	11.76	5.56	12.00	11.76	18	25	17
3	39.13	42.86	33.33	34.78	23.81	30.00	4.35	4.76	13.33	21.74	28.57	23.33	23	21	30
4	50.00	60.00	47.37	15.00	20.00	36.84	0.00	6.67	0.00	35.00	13.33	15.79	20	30	19
5	42.86	50.00	44.44	50.00	27.27	18.52	7.14	4.55	7.41	0.00	18.18	29.63	14	22	27
All Grades	30.43	35.51	42.11	30.43	28.99	28.57	17.39	18.84	9.77	21.74	16.67	19.55	115	138	133

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
K		12.00	25.00		32.00	18.75		48.00	50.00		8.00	6.25		25	16
1		0.00	16.67		26.67	50.00		46.67	20.83		26.67	12.50		15	24
2		0.00	5.88		36.00	47.06		40.00	35.29		24.00	11.76		25	17
3		4.76	3.33		14.29	10.00		33.33	50.00		47.62	36.67		21	30
4		0.00	10.53		36.67	15.79		30.00	36.84		33.33	36.84		30	19
5		0.00	3.70		31.82	22.22		31.82	37.04		36.36	37.04		22	27
All Grades	5.22	2.90	9.77	22.61	30.43	26.32	40.87	37.68	38.35	31.30	28.99	25.56	115	138	133

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
K	10.53	8.00	37.50	52.63	76.00	50.00	36.84	16.00	12.50	19	25	16
1	28.57	20.00	37.50	52.38	46.67	41.67	19.05	33.33	20.83	21	15	24
2	22.22	20.00	23.53	61.11	64.00	70.59	16.67	16.00	5.88	18	25	17
3	17.39	23.81	20.00	60.87	42.86	46.67	21.74	33.33	33.33	23	21	30
4	35.00	33.33	26.32	35.00	43.33	57.89	30.00	23.33	15.79	20	30	19
5	28.57	40.91	11.11	71.43	40.91	51.85	0.00	18.18	37.04	14	22	27
All Grades	23.48	24.64	24.81	54.78	52.90	51.88	21.74	22.46	23.31	115	138	133

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
K	31.58	44.00	43.75	36.84	48.00	37.50	31.58	8.00	18.75	19	25	16
1	14.29	13.33	33.33	47.62	46.67	50.00	38.10	40.00	16.67	21	15	24
2	50.00	40.00	52.94	38.89	52.00	35.29	11.11	8.00	11.76	18	25	17
3	60.87	57.14	56.67	17.39	19.05	16.67	21.74	23.81	26.67	23	21	30
4	50.00	80.00	68.42	20.00	6.67	15.79	30.00	13.33	15.79	20	30	19
5	85.71	68.18	55.56	14.29	13.64	14.81	0.00	18.18	29.63	14	22	27
All Grades	46.96	53.62	51.88	29.57	29.71	27.07	23.48	16.67	21.05	115	138	133

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
K	31.58	8.00	31.25	42.11	84.00	62.50	26.32	8.00	6.25	19	25	16
1	14.29	20.00	41.67	47.62	60.00	45.83	38.10	20.00	12.50	21	15	24
2	0.00	0.00	11.76	72.22	68.00	76.47	27.78	32.00	11.76	18	25	17
3	4.35	4.76	3.33	56.52	28.57	33.33	39.13	66.67	63.33	23	21	30
4	10.00	3.33	10.53	45.00	50.00	47.37	45.00	46.67	42.11	20	30	19
5	21.43	9.09	7.41	57.14	50.00	44.44	21.43	40.91	48.15	14	22	27
All Grades	13.04	6.52	16.54	53.04	57.25	48.87	33.91	36.23	34.59	115	138	133

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
K	47.37	36.00	50.00	42.11	56.00	43.75	10.53	8.00	6.25	19	25	16
1	9.52	0.00	16.67	52.38	73.33	66.67	38.10	26.67	16.67	21	15	24
2	0.00	16.00	17.65	88.89	72.00	70.59	11.11	12.00	11.76	18	25	17
3	13.04	4.76	3.33	56.52	76.19	76.67	30.43	19.05	20.00	23	21	30
4	5.00	10.00	5.26	55.00	73.33	84.21	40.00	16.67	10.53	20	30	19
5	7.14	4.55	3.70	78.57	63.64	74.07	14.29	31.82	22.22	14	22	27
All Grades	13.91	13.04	13.53	60.87	68.84	70.68	25.22	18.12	15.79	115	138	133

Conclusions based on this data:

1. This data provides information on Antelope Meadows' English Language Learner (EL) students' English Proficiency Levels and serves as an indicator to determine the focus for growth in subsequent years. The ELPAC explicitly measures students' English proficiency skills in written and oral language across four domains, including Speaking, Listening, Reading, and Writing. In analyzing the data on Oral and Written language skills, Antelope Meadows students were more successful in Oral Language skills, with 42.11% of EL students scoring in Level 4 (the highest achievable level).

2. Within each of the four domains, students can achieve on a continuum from Beginning to Somewhat/Moderately Developed to Well Developed. Our students were most successful in the Speaking Domain, with 51.88% scoring at the Well Developed level. The Writing Domain contained the lowest percentage of students in the Well Developed level (13.53%) and served as the area for the most significant opportunity for growth. We will continue to meet the needs of our English Language Learner (EL) students in reading through Tier 2 and 3 academic intervention, support from full-time EL specialists, and after-school tutoring opportunities.
3. Antelope Meadows has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language proficiency of our EL students.

School and Student Performance Data

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
731	59.2%	19.2%	0.1%
Total Number of Students enrolled in Antelope Meadows.	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	140	19.2%
Foster Youth	1	0.1%
Homeless	19	2.6%
Socioeconomically Disadvantaged	433	59.2%
Students with Disabilities	66	9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.5%
American Indian	0	0.0%
Asian	67	9.2%
Filipino	10	1.4%
Hispanic	206	28.2%
Two or More Races	113	15.5%
Pacific Islander	2	0.3%
White	296	40.5%

Conclusions based on this data:

1. Antelope Meadows has 731 students with a variety of unique subgroups and needs represented. More than half of our students are socioeconomically disadvantaged. Our largest sub-group is Hispanic, with 28.2% of our students falling in that category.

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 overall Academic Performance indicator in the area of English Language Arts was in the Orange performance level. In the area of Mathematics, we were in the Yellow performance level. The Academic Performance progress for our English Learners was in the Yellow performance level. As a staff, we will continue to address academic instruction through quality core classroom instruction (Tier I), consistent Tier II instruction aimed at closing essential standards gaps, and Tier III targeted instruction, for students with significant gaps.

2. The Academic Engagement indicator for Chronic Absenteeism was in the Orange performance level. District-wide and school-wide programs to encourage attendance and support chronically absent students include attendance tracking and notification to families, positive incentives for consistent attendance, Attendance Success Plans, and referrals to the County School Attendance Review Board (SARB).
3. The Conditions and Climate indicator for the suspension rate was in the Yellow performance level. As a school, we have a number of strategies and programs in place to create a positive school climate, including Positive Behavior Interventions and Supports (PBIS), social-emotional learning curriculum, and Restorative Practices staff training and classroom implementation.

School and Student Performance Data

Academic Performance English Language Arts

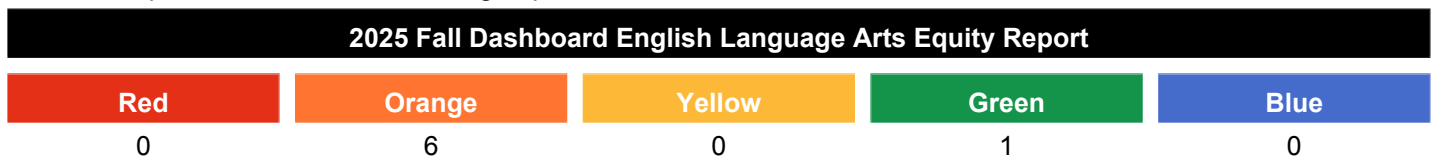
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 9.3 points below standard Maintained -0.9 points 365 Students	English Learners Orange 34.4 points below standard Maintained -1.6 points 85 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Orange 24.1 points below standard Maintained -0.5 points 214 Students

Students with Disabilities  Orange 41.2 points below standard Declined 15.3 points 49 Students	African American  No Performance Color 14.9 points below standard 14 Students	American Indian  No Performance Color 0 Students
Asian  Green 24.7 points above standard Increased 7.8 points 30 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 20.8 points below standard Declined 3.2 points 102 Students
Two or More Races  Orange 16.6 points below standard Declined 4.5 points 57 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 6.2 points below standard Maintained -0.5 points 155 Students

Conclusions based on this data:

1. The data reveals significant achievement disparities among our diverse student body, particularly highlighting the differences in performance among Hispanic, Asian, and White students. Additionally, socioeconomic factors and support needs for English Language Learners and Special Education students play a crucial role in shaping academic outcomes. We must prioritize targeted interventions, enhance support systems, and engage effectively with families to address these disparities for all students. Our commitment is to use these insights strategically to foster growth and ensure that every student has the opportunity to thrive academically.
2. One student subgroup demonstrated score improvements compared to prior years. Notably, the Asian student subgroup exhibited a 7.8-point increase, placing them within the Green category.
3. Three student subgroups demonstrated a decrease in performance. The Two or More Races subgroup experienced a 4.5% decline, resulting in a 16.6- point deficit below established standards. The Hispanic subgroup declined by 3.2 points, resulting in a 20.8-point deficit below standard. The Students with Disabilities subgroup declined 15.3 points, resulting in a 41.2 point deficit below established standards.

Our site employs a robust, multi-tiered data analysis process to ensure ongoing student progress. Academic data is reviewed weekly during Professional Learning Community meetings, monthly at Lead Team meetings, and four times a year at Collaborative Conferences. This systematic approach facilitates the timely identification of students requiring targeted interventions and support, enabling us to address individual needs and promote achievement across all student subgroups.

School and Student Performance Data

Academic Performance Mathematics

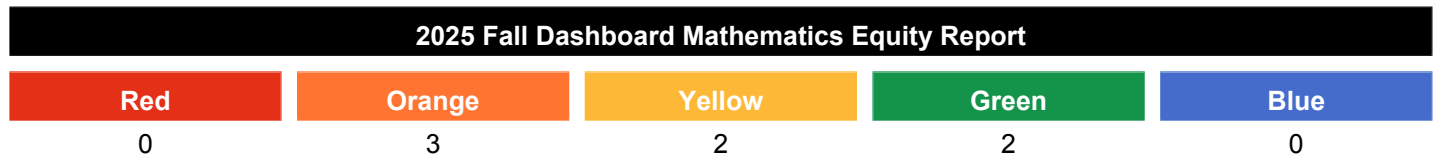
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 12.4 points below standard Maintained 1.2 points 370 Students	English Learners  Orange 33.2 points below standard Maintained -0.5 points 90 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 27 points below standard Maintained 1 points 219 Students

Students with Disabilities  Orange 41.3 points below standard Declined 14 points 49 Students	African American  No Performance Color 59.4 points below standard 14 Students	American Indian  No Performance Color 0 Students
Asian  Green 2.5 points above standard Increased 9 points 31 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 22.2 points below standard Maintained -0.8 points 102 Students
Two or More Races  Green 13.4 points below standard Increased 6.7 points 58 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 5.6 points below standard Maintained -1.7 points 158 Students

Conclusions based on this data:

1. Analysis of the 2025 mathematics assessment data indicates a need for strategic adjustments. Overall, our math performance is 12.4 points below standard. One student subgroup experienced a decrease in scores, while two showed gains. In response, we will prioritize the implementation of targeted mathematics interventions, enhance Tier 1 instructional practices through professional development, and refine our data analysis protocols to ensure all students receive the support necessary to achieve proficiency
2. The student subgroup experiencing declines in mathematics performance, the Students with Disabilities subgroup, demonstrated a 14-point decline. We are committed to a data-driven approach, prioritizing targeted interventions and instructional adjustments to address the specific needs of these subgroups and improve overall mathematics achievement.
3. Seven student subgroups demonstrated either maintained or improved performance. The English Learner subgroup maintained its current score, remaining 33.2 points below standard with no change. Notably, the Two or More Races subgroup exhibited a significant 6.7-point increase. While this subgroup remains 13.4 points below standard, this upward trend is promising, and we are committed to providing the necessary support and resources to sustain this progress.

School and Student Performance Data

Academic Performance Science

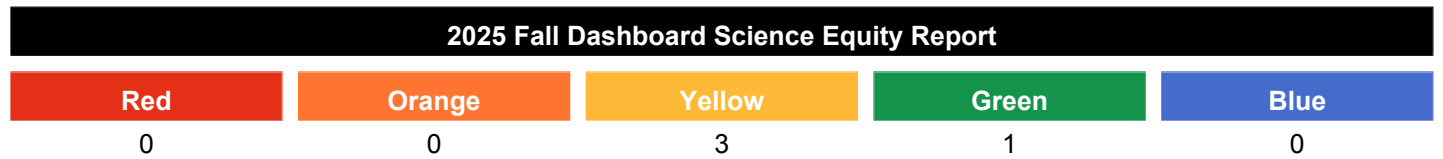
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 56 science points Maintained 0.8 points 143 Students	English Learners  Yellow 48.9 science points Declined 5.6 points 38 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 52 science points Maintained 1 points 81 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 61.2 science points Increased 10.1 points 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 51.2 science points Declined 4.6 points 35 Students
Two or More Races  No Performance Color 58.8 science points Increased 9.4 points 23 Students	Pacific Islander  No Performance Color 0 Students	White  Green 55.8 science points Declined 3.5 points 58 Students

Conclusions based on this data:

1. Analysis of the 2025 science assessment data indicates our science performance remained the same from 2024. Three student subgroups experienced a decrease in scores, while two showed gains. In response, we will prioritize the implementation of targeted science interventions, enhance Tier 1 instructional practices through professional development, and refine our data analysis protocols to ensure all students receive the support necessary to achieve proficiency
2. The English Learners subgroup experienced a decline in science performance, demonstrated a 5.6-point decline. The Hispanic subgroup experienced a decline in science performance, demonstrated a 4.6-point decline. The White subgroup experienced a decline in science performance, demonstrated a 3.5-point decline. We are committed to a data-driven approach, prioritizing targeted interventions and instructional adjustments to address the specific needs of these subgroups and improve overall mathematics achievement.
3. Three student subgroups demonstrated either maintained or improved performance. The Two or More Races subgroup increased its score by 9.4 points. The Asian subgroup increased its current score by 10.1 points. The Socioeconomically Disadvantaged subgroup maintained its score of 52 science points.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
57.3 making progress.	making progress.
Number Students: 103 Students	Number Students: 0 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
13.6%	29.1%	4.9%	52.4%

Conclusions based on this data:

1. The 2025 English Language Proficiency Assessments for California (ELPAC) utilized a four-point scale, ranging from Beginning Stage to Well Developed. Of the 103 students assessed, 57.3% demonstrated progress towards English language proficiency. These students are demonstrating continued growth in their comprehension and application of English language skills.
2. The 2025 English Language Proficiency Assessments for California (ELPAC) indicate that 13.6% of our English Learner students demonstrated a one-level decrease in proficiency. To mitigate this, we will provide students with robust Tier 1 instruction incorporating Guided Language Acquisition Design (GLAD) strategies. Furthermore, targeted small-group interventions will be employed to address identified reading and language skill gaps, and continuous intervention support will be available throughout the year

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.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

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



Orange

15.4% Chronically Absent

Increased 0.8

747 Students

English Learners



Orange

11.5% Chronically Absent

Increased 1

148 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

40.9% Chronically Absent

Increased 30.9

22 Students

Socioeconomically Disadvantaged



Orange

18.9% Chronically Absent

Increased 1.2

481 Students

Students with Disabilities  Red 23.7% Chronically Absent Increased 12.5 93 Students	African American  Red 25.7% Chronically Absent Increased 3.8 35 Students	American Indian  No Performance Color 0 Students
Asian  Green 7.1% Chronically Absent Declined 3.2 70 Students	Filipino  No Performance Color 9.1% Chronically Absent Increased 1.9 11 Students	Hispanic  Red 20.4% Chronically Absent Increased 3.2 211 Students
Two or More Races  Yellow 12.5% Chronically Absent Declined 3.6 112 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 14.1% Chronically Absent Increased 1.6 306 Students

Conclusions based on this data:

- Antelope Meadows has observed a school-wide increase in chronic absenteeism across seven student subgroups.
This achievement is the result of focused attendance support initiatives, individualized attendance plans, and proactive family engagement. We prioritize building strong connections with families to address barriers to attendance and ensure consistent student presence.
- Overall, the school observed an increase in chronic absenteeism, with 15.4% of all 747 students considered chronically absent, placing the school in the Yellow status category. Specific student subgroups also demonstrated increases: English Learners (148 students) exhibited a 11.5% chronic absenteeism rate; Socioeconomically Disadvantaged students (481 students) experienced a 18.9% absenteeism rate. Students with Disabilities (93 students) showed an 23.7% chronic absenteeism rate.
- The Dashboard provides chronic absenteeism rates disaggregated by race/ethnicity. Data reflects the following: Hispanic students (211 students) showed Red status, with a 20.4% chronic absenteeism rate, indicating an increase from the previous year; students identifying as Two or More Races (112 students) received a Yellow status, with a 12.5% chronic absenteeism rate; and White students (306 students) had a 14.1% chronic absenteeism rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

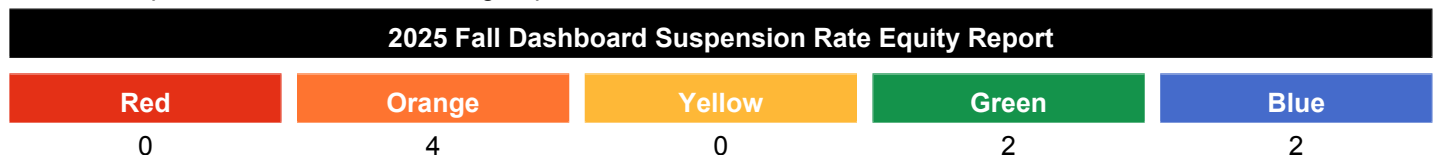
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1% suspended at least one day Increased 0.3% 780 Students	English Learners  Orange 1.3% suspended at least one day Increased 0.6% 157 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	Socioeconomically Disadvantaged  Green 0.8% suspended at least one day Maintained 0% 504 Students

Students with Disabilities  Green 2.1% suspended at least one day Declined 1.2% 97 Students	African American  Blue 0% suspended at least one day Maintained 0% 36 Students	American Indian  No Performance Color 0 Students
Asian  Orange 1.3% suspended at least one day Increased 1.3% 80 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Blue 0.5% suspended at least one day Declined 1% 220 Students
Two or More Races  Orange 1.7% suspended at least one day Increased 0.9% 118 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 1.3% suspended at least one day Increased 0.6% 312 Students

Conclusions based on this data:

1. The school achieved a Yellow status for overall suspension rates, with 1% of the 780 students suspended at least once. While this overall rate remains low, four student subgroups experienced increases. The English Learner subgroup (157 students) exhibited a slight increase, with 1.3% of students suspended at least once, which is an increase of .6% from the previous year, placing them in the Orange status category. Similarly, the White student subgroup also demonstrated a slight increase, with 1.3% of students suspended at least once, up .6% from the previous year. The Two or More races subgroup increased, with 1.7% of students being suspended at least once. The Asian subgroup increased with 1.3% being suspended at least once, up 1.3% from the previous year. The school remains committed to maintaining low suspension rates and will address the factors contributing to these subgroup increases.
2. Three subgroups, either maintained or decreased their suspension rates. Notably, the African American student subgroup maintained a 0% suspension rate. The Hispanic subgroup decline 1% with only 0.5% of students being suspended for one day. Furthermore, the Students with Disabilities student subgroup experienced a 1.2% decrease.
3. Restorative practices, Positive Behavior Interventions and Support (PBIS), tiered interventions for behavior, and progressive discipline all work together to keep suspension rates low.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

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

Site Goals:

ELA: By June 2027, student achievement in ELA will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

MATH: By June 2027, student achievement in Math will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

District Assessments

1st Grade: Comprehension Fiction: 77%, Comprehension Non-Fiction: 76%

2nd Grade: Language Arts EOY: 79%

3rd Grade: Language Arts EOY: 59%

4th Grade: Language Arts EOY: 61%

5th Grade: Language Arts EOY: 57%

These results show that we need additional support in English Language Arts across all grade levels for both CAASPP testing and district assessments. Most of our students are not comprehending at grade level, especially our students with disabilities, socioeconomically disadvantaged students, English learners, white, Hispanic, and students of two or more races. We will monitor these student groups carefully during our PLC student data meetings, staff meetings, and Collaborative conferences. We will promote the use of GLAD strategies for English Learners (and all students) to boost comprehension scores by paying for substitutes so teachers can have grade-level GLAD unit planning time. We will provide small group instruction in Reading Comprehension tier 2 and tier 3 reteaching groups. We will also provide before-school and after-school reading tutoring groups.

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

Math: English Learners, Students with Disabilities, Socioeconomically Disadvantaged

District Assessments

1st Grade: Math EOY 78%

2nd Grade: Math EOY 77%

3rd Grade: Math EOY 75%

4th Grade: Math EOY 59%

5th Grade: Math EOY 50%

These results show that we need additional support in Mathematics across all grade levels for both CAASPP testing and district assessments. Most of our students are not able to complete math at grade level, especially our students with disabilities, socioeconomically disadvantaged students, and English learner students. We will monitor these student groups carefully during our PLC student data meetings, staff meetings, and Collaborative conferences. We will promote the use of GLAD strategies for English Learners (and all students) to boost comprehension of math skills by paying for substitutes so teachers can have grade-level GLAD unit planning time. We will provide small group instruction in Math in tier 2 and tier 3 reteaching groups. We will also provide before-school and after-school math tutoring groups.

EL Progress: None

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten (TK) ELA and Math Assessments	ELA 2026 End-of-Year Assessments: Upper Case ID: 78% proficient (20/26 letters) Lower Case ID: 75% proficient (20/26 letters) Letter Sounds: 65% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 88% proficient Counting to 30: 82% proficient Number ID: 75% proficient	ELA: By June 2027, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Letter Sounds MATH: By June 2027, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	ELA 2026 End-of-Year Assessments: Upper Case ID: 99% proficient (24/26 letters) Lower Case ID: 99% proficient (24/26 letters) Sounds: 96% proficient (>28 sounds) Comprehension/Benchmark #2: 91% proficient (4/ 5) Math 2026 End of Year Assessments: Number ID: 99% proficient (20/21) Counting to 100: 93% proficient (100/100) Performance Task: 96% proficient (2/3)	ELA: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments:
1st Grade ELA and Math Assessments	ELA 2026 End-of-Year Assessments: SIPPS Placement Test: 84% proficient (B41+) IXL: 39% proficient (180+) Comprehension/Benchmark #2: 72% proficient (9/11) MCLASS Composite: 61% proficient Math 2026 End of Year Assessments: IXL: 62% proficient (180+) Performance task: 94% proficient (3/4)	ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the

		following common district summative assessments: • IXL • Performance task
2nd Grade ELA and Math Assessments	ELA 2026 End-of-Year Assessments: IXL: 59% proficient (280+) Comprehension/Benchmark #2: 17% proficient (12/16) MCLASS Composite: 63% proficient Math 2026 End of Year Assessments: IXL: 61% proficient (280+) DCJESD Gr2 Math EOY Summative: 76% proficient (11/14)	ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
3rd Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 72% proficient (380+) Comprehension/Benchmark #2: 18.3% proficient (5+) MCLASS Composite: 62% proficient Math 2026 End of Year Assessments: IXL: 61% proficient (380+) DCJESD Gr3 Math EOY Summative: 71.2% proficient (12/16)	ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
4th Grade ELA and Math Assessments	ELA 2026 End-of-Year Assessments: IXL: 59% proficient (480+) Comprehension/Benchmark #2: 15% proficient (5+) MCLASS Composite: 49% proficient Math 2026 End of Year Assessments: IXL: 58% proficient (480+) DCJESD Gr4 Math EOY Summative: 58% proficient 18/25)	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 4th grade students

		will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
5th Grade ELA and Math Assessments	ELA 2026 End-of-Year Assessments: IXL: 42% proficient (580+) Comprehension/Benchmark #2: 23% proficient (5+) MCLASS Composite: 67% proficient Math 2026 End of Year Assessments: IXL: 23% proficient (580+) DCJESD Gr5 Math EOY Summative: 40% proficient (12/17)	ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 5th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative

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	TK/ Kindergarten Goal: By June 2027, all Tk & Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills and the Essential Standard areas, or recalling key details of a story(predict, characters, setting, beginning, middle, end). Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3	All TK & Kindergarten Students	1000 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies.

	interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.		
1.2	First Grade Goal: By June 2027, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills, decoding, reading comprehension, and the Essential Standard areas. Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3 interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.	All First Grade Students	800 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies.
1.3	Second Grade Goal: By June 2027, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills, decoding, reading comprehension, and the Essential Standard areas. Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3 interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.	All Second Grade Students	800 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies.
1.4	Third Grade Goal: By June 2027, all third-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.	All Third Grade Students	800 Lottery: Inst. Materials 4000-4999: Books And Supplies

	Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills, decoding, reading comprehension, and the Essential Standard areas. Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3 interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.		Grade level funds for instructional materials and supplies.
1.5	Fourth Grade Goal: By June 2027, all third-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills, decoding, reading comprehension, and the Essential Standard areas. Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3 interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.	All Fourth Grade Students	800 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies.
1.6	Fifth Grade Goal: By June 2027, all third-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writing. The teacher will use PLC time to analyze common formative assessment data to track students' level of proficiency in both foundational skills, decoding,	All Fifth Grade Students	800 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies.

	reading comprehension, and the Essential Standard areas. Teachers will use formative assessments to create appropriate groupings for Tier 2 and Tier 3 interventions. Intensive, small-group instruction will be given to those students in need of additional reteaching. Teachers will implement the math curriculum with fidelity, as well as model multiple math strategies.		
1.7	Teachers and staff will have access to learning materials to enhance the curriculum, provide Tier 2 or 3, and support all students to achieve academically.	All Students	1,500 Lottery: Inst. Materials 4000-4999: Books And Supplies Student intervention materials for tiered intervention or classroom instruction, including SIPPS, small group books, and other intervention materials. 3,500 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Software licenses to support and enhance curriculum and tiered interventions. Including Heggerty, Scholastic, Mystery Science. 2,500 Lottery: Inst. Materials 4000-4999: Books And Supplies Research books for students.
1.8	District will employ a Title 1 teacher for the purpose of assisting with the implementation of academic interventions (RTI process) and providing small group, targeted instruction for various student groups.	All Students	64,302 Title 1 5000-5999: Services And Other Operating Expenditures Title I Teacher Centralized Service Contribution.
1.9	Staff will tutor students that are underperforming.	All Students	6000 Title 1 1000-1999: Certificated Personnel Salaries Tutoring for students identified as having learning gaps by certificated personnel.
1.10	Two Instructional Assistants will provide support during Tier II and III interventions for low performing students who are below grade level.	All Students	41,969 Title 1 2000-2999: Classified Personnel Salaries Instructional assistants (2) will be funded to provide support during Tier II and III interventions for low performing students.
1.11	Teachers will use baseline data on assessments to guide instruction and intervention. Our intervention team, including our Title I and EL teacher, will provide our Tier II and Tier III interventions. They	All Students	9,000 Title 1 5000-5999: Services And Other Operating Expenditures

	will also collaborate with each grade level at weekly PLC meetings to provide strategies and feedback for Tiered intervention times.		Technology materials to support instruction, including, BreakoutEDU, Generation Genius, RazKids, Scholastic 701 Supplemental Grant 4000-4999: Books And Supplies Technology supplies to support academic intervention programs. 3500 Lottery: Inst. Materials 4000-4999: Books And Supplies Technology materials to support instruction, including, Mystery Science, Heggerty, and Heidi Songs 1441 Supplemental Grant 4000-4999: Books And Supplies Materials for EL students and newcomer students to supplement their English language development.
1.12	Staff will work with community and families to increase community partnership.	All Students	4,000 Title 1 1000-1999: Certificated Personnel Salaries Extra Hours for family nights. 3,000 Title 1 4000-4999: Books And Supplies Materials and Supplies for family nights. 2,000 Title 1 4000-4999: Books And Supplies Materials and supplies for teacher/parent communication.
1.13	Grade level teams will be provided with two full planning days to work on GLAD, Critical Thinking, Engagement strategies, common formative assessments, etc.	All Students	2000 Supplemental Grant 1000-1999: Certificated Personnel Salaries Subs for planning day. 11,000 Title 1 1000-1999: Certificated Personnel Salaries subs for planning day
1.14	Core Tier 1 Instruction Use research based programs to support the acquisition of grade-level, foundational skills standards in both ELA and Math (IXL).	All 2nd-5th Grade Students	10,000 Title 1 5000-5999: Services And Other Operating Expenditures

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.

During the 2025-26 school year, strategies and activities included district-wide implementation of PLC time, two site-funded intervention instructional assistants, and substitute coverage for teacher teams to collaborate and plan two GLAD units to teach in their classrooms. Each one of these strategies contributed to 81% of students in Tier 3 interventions making academic growth. Weekly Monday PLC meetings were dedicated to monitoring student growth toward mastery of standards in all subject areas.

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

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

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

There were no major differences between intended implementation actual implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate and Engagement

Board Goal #2: 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 Meadows Elementary School, we will maintain a positive school climate, as measured by the end of the year parent/student/staff survey data and student referral data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

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

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

Chronic Absenteeism: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged, White, and Hispanic

Overall, our suspension rate remains low. The Dashboard increased due to one more student being suspended in 24-25 than in the previous year. We will continue to use PBIS, Restorative Practices, and Other Means of Correction whenever possible with our students to ensure that our suspension rate remains low. We will continue to meet with our PBIS Tier 1, Tier 2, Tier 3, Social Emotional Learning Teams, and Collaborative Conferences teams to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing SWIS data.

Chronic Absenteeism continues to remain an issue since the covid pandemic. We will continue to send attendance letters with fidelity, to call families, to meet with students and parents, to identify barriers and offer supports, to implement attendance rewards and incentives, and to create attendance information for our newsletters.

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
Spring 2025 Annual Parent Survey	School Climate Students are treated fairly at school. - 80% Students feel safe at school. - 88% Student Engagement Students care about their school. - 94% Students like going to school. - 88%	School Climate Students are treated fairly at school. - 85% Students feel safe at school. - 93% Student Engagement Students care about their school. - 99% Students like going to school. - 93%
Spring 2025 Annual Student Survey (4th & 5th graders)	School Climate I feel like I belong at school. - 84%	School Climate I feel like I belong at school. - 89%

	Adults at school support me when I need help. - 92% Student Engagement I have been physically bullied by students at school - 64% (never experienced bullying) I feel confident in my ability to learn new things. - 91%	Adults at school support me when I need help -97% Student Engagement I have been physically bullied by students at school - 69% (never experienced bullying) I feel confident in my ability to learn new things. - 96%
Student Discipline Referral Data	In the 2025-2026 school year, Antelope Meadows had 927 total student referrals (average of 4.41 referrals per day), as measured by the school-wide referral data collection system.	Antelope Meadows will have 900 or less student referrals in the 2026-2027 school year, as measured by the school-wide referral data collection system.
Suspensions Suspension Data is calculated by site number of students that committed an offense, divided by site cumulative enrollment.	1.0% suspension rate	Antelope Meadows will maintain or decrease 1.0% suspension rate.
Attendance	TK 92.49% annual daily attendance K 93.78% annual daily attendance 1 94.51 % annual daily attendance 2 95.19 % annual daily attendance 3 94.96% annual daily attendance 4 94.58 % annual daily attendance 5 95.16% annual daily attendance	Antelope Meadows will meet or exceed 97% annual daily attendance.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support and maintenance of comprehensive school counseling program. Our school counselor will be available to support students with their social emotional development. Whole class lessons will be conducted to teach general social emotional topics. Smaller, targeted groups will be facilitated on a weekly basis, which may focus on: friendship, managing feelings, anxiety, conflict resolution, grief/loss, changing families, or self empowerment. Individual counseling will also be offered to students who are in need. Provide resources and training for parents to support their child(ren) and community.	All Students	1000 Supplemental Grant 4000-4999: Books And Supplies Materials and supplies to support school counseling program.
2.2	All teachers and staff will participate in the PBIS program and additional training. The PBIS team leaders will participate in professional development to build capacity for improving PBIS implementation and fidelity.	All Students	2000 Title 1 5000-5999: Services And Other Operating Expenditures Staff Training
2.3	English Language learners being reclassified as English Proficient will be honored at a special recognition ceremony. Reclassification is the process whereby a student is reclassified from	English Language Learners	300 Title 1 4000-4999: Books And Supplies

	English Learner(EL) status to Fluent English Proficient (RFEP) status, upon the student meeting the criteria.		
2.4	Teachers will receive training and ongoing coaching on Restorative Practices implementation in the classroom.	All Students	1000 Title 1 4000-4999: Books And Supplies Additional materials/supplies to support the implementation of Restorative Practices.
2.5	Student incentives to support positive reinforcement portion of the PBIS program.	All Students, SED students, EL students, Foster/Homeless students	5000 Supplemental Grant 4000-4999: Books And Supplies PBIS materials including PAWS tickets, check-in, check-out incentives; will support positive behavior and school climate.. 6,000 Title 1 4000-4999: Books And Supplies Incentives for weekly PBIS winners, Student of the Month winners; will support positive behavior and school climate.
2.6	Staff will work towards increasing family and community engagement. Family nights will be held to cultivate togetherness with our school community and build strong family-school partnerships. Such events will include: Family Reading Night, Family Math Night, and Cultural Night.	All Students	4,000 Title 1 1000-1999: Certificated Personnel Salaries Teacher extra duty for after/evening school events. 4,174 Title 1 4000-4999: Books And Supplies Materials for family engagement events.
2.7	To address Chronic Absenteeism, our staff will continue to send newsletter information about absenteeism, will reach out to families who are struggling with attendance to discuss barriers to attendance and ways to support them, and will offer attendance incentives to classes and students who have good or improved attendance.	All Students	4200 Title 1 4000-4999: Books And Supplies Materials for school wide attendance rewards, class attendance rewards, Tier 2 attendance students, including alarm clocks, bike helmets, incentives, etc.

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.

During the 2025-26 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals, but we have also seen an increase in positive school climate improvement as represented in our parent survey.

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

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

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

No changes will be made to the goals, outcomes, metrics or strategies in 2026-27 School Plan.

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	\$143,046.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$199,087.00
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	\$172,945.00

Subtotal of additional federal funds included for this school: \$172,945.00

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

State or Local Programs	Allocation (\$)
Lottery: Inst. Materials	\$16,000.00
Supplemental Grant	\$10,142.00

Subtotal of state or local funds included for this school: \$26,142.00

Total of federal, state, and/or local funds for this school: \$199,087.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title 1	172,945	0.00
Supplemental Grant	10,142	0.00
Lottery: Inst. Materials	16,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery: Inst. Materials	16,000.00
Supplemental Grant	10,142.00
Title 1	172,945.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,000.00
2000-2999: Classified Personnel Salaries	41,969.00
4000-4999: Books And Supplies	41,316.00
5000-5999: Services And Other Operating Expenditures	88,802.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery: Inst. Materials	12,500.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	3,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	2,000.00
4000-4999: Books And Supplies	Supplemental Grant	8,142.00

1000-1999: Certificated Personnel Salaries	Title 1	25,000.00
2000-2999: Classified Personnel Salaries	Title 1	41,969.00
4000-4999: Books And Supplies	Title 1	20,674.00
5000-5999: Services And Other Operating Expenditures	Title 1	85,302.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,413.00
Goal 2	27,674.00

School Site Council Membership

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

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

Name of Members	Role
Joe Molina(Chair)	Parent or Community Member
Giulia Love	Other School Staff
Sheryl Samonte	Parent or Community Member
Becky March	Classroom Teacher
Cynthia Lozano	Parent or Community Member
Victoria Sinagra	Parent or Community Member
Ariana Koski	Classroom Teacher
Stacey Clark	Principal
Keri Nitta	Classroom Teacher
Tioni English	Parent or Community Member
	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:



Principal, Stacey Clark on 5/21/2026



SSC Chairperson, Joe Molina on 5/27/2026

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 Meadows School Site Council
2026-27 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 Meadows Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Antelope Meadows Elementary School Site Council.

ARTICLE II: Objectives

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

ARTICLE III: Membership

Section 1. School Site Council

The council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the council if elected by the parents of the school. The council shall be constituted to ensure parity between the principal, classroom teachers (3), and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

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

Section 3. Termination of Membership

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

Section 4. Term of Office

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

Section 5. Resignation

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

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term by the appointment of the chairperson.

ARTICLE IV: Officers

Section 1.

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

Section 2. Election and Term of Office

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

Section 3. Chairperson

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

Section 4. Vice-Chairperson

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

Section 5. Recording Secretary

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

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

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

Section 2. Membership

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

Section 3. Term of Office

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

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Place of Meetings

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

Section 4. Notice of Meetings

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

Section 5. Quorum

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

Section 6. Meetings Open to Interested Persons

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

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which

to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

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

ARTICLE VII: Election Procedures

Section 1. The election for community members shall take place in the spring or fall of the current school year.

Section 2.

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

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

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

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

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

ARTICLE VIII: Amendments

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

Amended: October, 2020

Antelope Meadows Elementary School School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Antelope Meadows Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) *that parents play an integral role in assisting their child's learning;*
 - (B) *that parents are encouraged to be actively involved in their child's education at school;*
 - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

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

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

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

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

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

*The SSC will annually review the School Parental Involvement Policy.
Please see the district's current guidelines for visitors/volunteers on school campuses.*

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

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

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

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

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

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

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

12. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

The School Compact will be discussed by all stakeholders and become a part of the school parental involvement policy.

13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

Parent training and workshops will be provided throughout the year.

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

Engaging in staff development opportunities regarding home-school connections, encouraging and actively recruiting parent volunteers for school-wide and classroom activities and surveying the parents to gain information about perspectives and needs at our school site.

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

Schools that have 15% of any one language will send out materials in English and in the other language.

District documents will be translated for the top three major languages in the district.

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

Language Line will be available for office and classroom teachers to communicate with parents.

PART IV. ADOPTION

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

This policy was adopted by the **Antelope Meadows Elementary School** on September 12, 2024 and is updated on an annual basis. The school will distribute policy to all parents of participating Title I, Part A during the month of September each school year. It will be made available to the local community during the month of September each school year. The Antelope Meadows Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Signature of Authorized Official)

9-11-25

(Date)

Antelope Meadows Elementary
Partners in Learning
School Pledge/Compact
2025-2026

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

As a student, I pledge to:

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

Student Signature: _____ Date: _____

As a parent/guardian, I pledge to:

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

Parent Signature: _____ Date: _____

As staff, we pledge to:

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

Teacher's Signature: _____ Date: _____

District Grade Level Assessments

	2022-23		2023-24		2024-25	
Kindergarten	Site	District	Site	District	Site	District
EOY Number ID (K.CC.3)	97%	94%	94%	92%	97%	96%
EOY Addition (K.OA.1)	91%	97%	95%	99%	96%	96%
EOY Subtraction (K.OA.1)	95%	96%	91%	97%	90%	95%
EOY ELA Uppercase Letter ID (K.R.F1.D)	97%	98%	97%	98%	96%	99%
EOY ELA Lowercase Letter ID (K.R.F1.D)	99%	97%	97%	97%	97%	99%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	95%	93%	94%	93%	95%	97%
EOY ELA High Frequency Words (K.R.F.3.C)	77%	73%	85%	73%	79%	92%
Grade 1	Site	District	Site	District	Site	District
EOY Math Assessment	52%	66%	85%	78%	97%	78%
DC Early Literacy Screeners (RF 1.3)	60%	65%	92%	80%	86%	82%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	60%	65%	65%	68%	76%	78%
Comprehension - Fiction (RL 1.3, RF 1.3)	79%	83%	56%	81%	77%	78%
Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	60%	72%	85%	79%	75%	77%

Antelope Meadows Elementary School District and State Assessments

Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	74%	82%	71%	81%	79%	85%
Language Arts EOY Comprehension Summative (RI 2.1)	60%	47%	64%	44%	39%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	71%	73%	35%	69%	62%	75%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	39%	38%	63%	42%	59%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	35%	72%	43%	48%	57%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	31%	47%	32%	67%	61%	39%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	48%	48%	47%	43%	67%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	51%	51%	48%	51%	57%	61%

Summary:

All students in grades K–5 at Antelope Meadows Elementary School completed the End-of-Year (EOY) Grade-Level DCJESD Assessments at the conclusion of the 2024–2025 school year. This data provides insight into Antelope Meadows students' proficiency levels compared to their peers within DCJESD. These scores will be used to analyze trends and compare performance at both the site and district levels over a three-year period.

Kindergarten:

- **Number Recognition:** Antelope Meadows kindergartners outperformed the district in 2024–25.
- **Addition Fluency:** In 2024–25, scores equaled the district average of 96%.

Antelope Meadows Elementary School District and State Assessments

- **Subtraction Fluency:** In 2024–25, Antelope Meadows had 90% subtraction fluency, while the district average was 95%.
- **Letter Identification:** Kindergarteners are close to meeting the district averages. Uppercase letters are at 96%, just 3% below the district average. Lowercase letters are at 97%, which is 2% below the district average.
- **Consonant Letter Sounds:** Students show a steady trend in consonant letter sound mastery, staying at 94% to 95%.
- **High Frequency Words:** In 2022–23 and 2023–24, Antelope Meadows students performed above the district. In 2024–25, there was a significant decrease, with mastery decreasing 6 points (85% to 79%).

1st Grade:

- **Math:** The 2023–24 school year was a peak year for Antelope Meadows first graders, with a 85% End-of-Year Math assessment score—7 points above the district average. In 2024–25, scores increased to 97%, 19 points above the district average.
- **Foundational Literacy (Phonics/Decoding):** First graders demonstrated substantial growth in foundational literacy, increasing from 60% in 2022–23 to 92% in 2023–24 (+32 points), and to 86% in 2024–25. Performance has remained above district averages, reflecting strong phonics instruction and effective literacy practices.
- **Non-Fiction Reading Comprehension:** Students show a consistent upward trend in non-fiction comprehension, improving from 60% (2022–23) to 65% (2023–24) and 76% (2024–25).
- **Fiction Reading Comprehension:** In 2022-23, students performed at 79%, just 4% below the district average. A significant dip occurred in 2023–24 (56%), falling 25 points below the district average (81%). In 2024–25, students rebounded to 77%, just 1% below district performance.

2nd Grade:

- **Math:** The 2023–24 school year was a high-performing year for Antelope Meadows second graders, with End-of-Year Math Assessment scores increasing from 60% in 2022–23 to 85% in 2023–24, placing the site 6 points above the district average. In 2024–25, scores declined to 75%, falling 10 points below the previous year's high. This decline may reflect cohort differences, inconsistencies in Tier 1 instruction or pacing, and/or changes in assessment conditions.
- **ELA Overall Comprehension:** Second graders have maintained on the End-of-Year Comprehension Summative, ranging from 74% to 79%. In 2024–25, Antelope Meadows scored 79%, six points below the district average. Moving forward, efforts will focus on maintaining instructional consistency, emphasizing deeper analysis standards, and ensuring alignment in small-group reading instruction.
- **Key Ideas and Details (RI 2.1):** Performance on the RI 2.1 standard, which assesses key ideas and details, was significantly above the district average in 2022-23 and 2023-24. There was a significant dip in 2024–25, scores dropped to 39%. RI 2.1 mastery remains well below overall comprehension. This indicates potential instructional gaps in identifying key details, citing evidence, and sustaining engagement with informational text.

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	47%	58%	45%	54%	48%	51%
<i>ELA % Met Achievement Standard</i>	39%	52%	39%	50%	39%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	43%	54%	41%	51%	50%	53%
<i>ELA % Met Achievement Standard</i>	39%	52%	46%	52%	47%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	48%	47%	38%	45%	37%	43%
<i>ELA % Met Achievement Standard</i>	46%	56%	48%	59%	46%	57%

Summary:

This data provides information on Antelope Meadow's student's proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. All students in grades 3-5 at Antelope Meadows Elementary School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district levels over three years.

3rd Grade:

- 3rd-grade students at Antelope Meadows performed below the district average in the CAASPP Math assessment. Forty-eight percent (48%) of Antelope Meadows 3rd-grade students met achievement standards, while 51% of 3rd-grade students across the district met achievement standards (3% difference).
- In the area of ELA, Antelope Meadows 3rd-grade students performed below the district average as well. When comparing ELA proficiency between Antelope Meadows students and the district average, there was a 9% difference, with 39% of Antelope Meadows students meeting standards and 48% of district students meeting standards.

Antelope Meadows Elementary School District and State Assessments

4th Grade:

- 4th-grade students at Antelope Meadows performed below the district average in the CAASPP Math assessment. Fifty percent (50%) of Antelope Meadows 4th-grade students met achievement standards, while 53% of 4th-grade students across the district met achievement standards (3% difference).
- In the area of ELA, Antelope Meadows 4th-grade students performed below the district average as well. When comparing ELA proficiency between Antelope Meadows students and the district average, there was a 8% difference, with 47% of Antelope Meadows students meeting standards and 55% of district students meeting standards.

5th Grade:

- 5th-grade students at Antelope Meadows performed below the district average in the CAASPP Math assessment. Thirty-seven percent (37%) of Antelope Meadows 5th-grade students met achievement standards, while 43% of 5th-grade students across the district met achievement standards (6% difference).
- In the area of ELA, Antelope Meadows 5th-grade students performed below the district average. When comparing ELA proficiency between Antelope Meadows students and the district average, there was an 11% difference, with 46% of Antelope Meadows students meeting standards and 57% of district students meeting standards.

Antelope Meadows Elementary School Parent/Staff/Student Survey 2025-2026

- **Parent Survey:** 251 Parents completed the survey in 2025-2026. 311 Parents completed the survey in 2024-2025. For the 2023-2024 school year 209 Antelope Meadows parents completed the survey. This is an increase of 102 parents.
- **Staff Survey:** 29 staff members participated in the survey.
- **Student Survey:** 221 students in grades 4-5 participated in the school survey.

Student Engagement

	2023-2024		2024-2025		2025-2026	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	94%	86%	90%	93%	94%	90%
wants to do well in school.	96%	91%	92%	85%	95%	93%
comes to class prepared.	93%	59%	93%	48%	93%	60%
likes going to school.	85%	100%	84%	100%	88%	93%

Summary:

Research shows that high levels of student engagement improve overall learning. Engaged students are more successful academically, have higher attendance rates, and have fewer incidents of negative behavior. Student engagement is an area of success for both parents and staff overall. Ninety-three percent (93%) of parents surveyed felt that “Students come to class prepared,” which is equal to the 2024-2025 school year. The staff reported increases in two areas of student engagement. Staff positively note that “Students like going to school” (93%).

Learning Environment - Expectations

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	91%	46%	90%	65%	94%	67%
maintains its resources well.	87%	54%	86%	64%	88%	63%
has facilities with up-to-date technology.	86%	57%	80%	36%	77%	33%
want(s) students to succeed.	94%	100%	93%	96%	96%	97%
provide(s) a well-rounded curriculum.	90%	82%	86%	74%	88%	83%
offer(s) challenging classes.	68%	76%	70%	74%	71%	72%
focus(es) on students' character.	84%	95%	81%	93%	90%	90%

Summary:

A school's learning environment must be safe and positive, have a warm climate, and have an inclusive culture. It is also essential to teach the "whole child" and provide learning opportunities that will support and challenge them. Overall, the parent and staff results indicate that the learning expectations at Antelope Meadows either met or exceeded the expectations. Eighty-eight percent of parents report that we provide a well-rounded curriculum, and 83% of staff agree. Regarding facilities, parents indicated higher markings in these areas than teachers. Of note, only sixty-seven percent (67%) of staff feel that our school is clean, indicating a need to continue our focus on on-site maintenance.

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.	64%	64%	69%	85%	71%	71%
set(s) high expectations for student achievement.	79%	91%	77%	93%	84%	93%
success in college or a career.	65%	64%	66%	65%	65%	59%
encourage(s) a healthy lifestyle.	80%	64%	82%	67%	84%	50%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of achievement. It is imperative that we, as a district, continue to encourage and provide opportunities that develop high expectations, both in and out of school. Overall, eighty-four percent (84%) of parents indicated that Antelope Meadows “sets high expectations for student achievement,” and ninety-three percent (93%) of staff. These numbers for parents were a slight increase from the previous year and will be a continued focus.

Student Support

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	64%	64%	82%	100%	82%	90%
Students receive the resources and support they need.	79%	91%	86%	79%	83%	72%
I understand what types of social-emotional support are available to students.	65%	64%	84%	100%	87%	93%

Summary:

Supporting all students, academically and socially, and emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). In examining the data, there were two areas with slight discrepancies between the parent and staff results: "I understand what types of academic support are available to students." Parents reported eighty-two percent (82%). In contrast, staff reported ninety percent (90%), which indicates a need to continue our efforts to educate the public on the educational supports offered. "I understand what types of social-emotional support are available to students." Parents reported eighty-seven percent (87%). In contrast, staff reported ninety-three percent (93%), which indicates a need to continue our efforts to educate the public on the social-emotional supports offered.

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.	97%	100%	91%	88%	91%	86%
try to make class interesting.	96%	100%	93%	96%	96%	93%
encourage collaboration among students.	94%	100%	94%	88%	95%	96%
encourage critical thinking.	93%	95%	92%	88%	94%	86%
listen to students.	94%	100%	92%	96%	92%	97%
encourage students on a regular basis.	97%	100%	95%	96%	95%	96%
help my child when he/she doesn't understand something.	95%		92%		95%	
nurture creativity.	96%	95%	92%	88%	94%	89%

Summary:

Educators recognize that students need to be taught a wide range of skills, such as communication, collaboration, digital literacy, critical thinking, and problem-solving skills, to thrive today. These are known as the “21st-century skills.” The three years of data indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. All areas have remained in the eighty and ninety percent range for both parents and staff.

Social Climate

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	88%	90%	85%	85%	85%	88%
students from different cultural backgrounds become friends.	94%	100%	93%	91%	94%	94%
students have friends at school.	95%	100%	93%	88%	96%	97%
students respect the teachers and staff.	91%	69%	88%	71%	89%	59%
all staff are treated fairly.	78%	86%	76%	85%	80%	79%
all students are treated fairly.	83%	83%	79%	82%	77%	75%
students get along with each other and respect their differences.	82%	79%	79%	62%	80%	78%
students feel safe at school.	79%	83%	86%	74%	88%	85%
students are comfortable talking to school staff.	86%	97%	84%	82%	87%	85%
staff feel safe at school.	89%	93%	83%	70%	81%	84%
bullying is not a problem. *Q Changes for 20-21 to <u>bullying is a problem</u> .	36%	14%	37%	24%	32%	13%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as, among students. A positive social climate is beneficial to effective teaching and learning. Of the eleven (11) areas above which are connected to the social climate, all of them had a seventy-seven percent (77%) or higher rating from parents. However, the statement “Bullying is not a problem” had thirty-two percent (32%) of parents and thirteen percent (13%) of teachers reveal that this area should remain a focus. Antelope Meadows strives to be a “Bully-free” school. Therefore, we will continue proactively addressing these areas and closely monitor them through restorative practices, including restorative circles, counseling groups and resources, and analysis of our PBIS/SWIS data.

Stakeholder Engagement - Communication with Parents

	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	95%		89%		95%	
Teachers keep me well informed about my child's progress.	92%		87%		87%	

Summary:

Ninety-five percent (95%) of parents reported, "The school keeps me well informed about events and activities." Eighty-seven percent (87%) of parents indicated, "Teachers keep me well informed about my child's progress," which is a five percent (5%) decrease from the 2023-2024 school year. A weekly email/ newsletter is emailed to families and posted on our school website. Special reminder emails are also sent to parents via Aeries/Parent Square. Teachers email parents weekly with curriculum highlights, assignments, and due dates, and they inform parents of student progress through progress reports, report cards, and weekly folders, and communicate home for behavior concerns.

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				
Yes	98%		97%		98%	
No	1%		2%		1%	
N/A/ I have not needed to communicate with teachers or staff	2%		1%		-1%	

Summary:

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

Stakeholder Engagement - Communication with Parents

	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	81%		79%		78%	
School and/or District Newsletters	45%		50%		48%	
School and/or District website	34%		33%		36%	
Communications from my child's teacher	79%		72%		74%	
Social Media	23%		18%		23%	
Employees of the district	8%		8%		6%	
Other	5%		2%		4%	
None of the above	0%		0%		0%	

Summary:

This category continues to confirm that the majority of parents (78%) receive most of their school information from electronic communications sent from the school. In today's society, we like the convenience of having information quickly and at our fingertips; therefore, the numbers above reflect this preference.

Stakeholder Engagement - Communication with Parents

	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	90%		85%		81%	
Text messages	64%		57%		60%	
School and/or District Newsletters	23%		32%		26%	
School and/or District website	17%		20%		26%	
Social media	16%		11%		17%	
Mail/letters	12%		19%		12%	
Phone calls	16%		16%		13%	
School or district meetings	4%		3%		3%	
Other	3%		2%		2%	

Summary:

The survey results align with the previous category, indicating that parents prefer to receive information electronically. Recent data shows that providing information via a phone call (13%) is a much less desired way to communicate than through email (81%) and text messages (60%).

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.	90%	95%	88%	96%	91%	93%
encourage(s) parental involvement.	94%	90%	90%	96%	93%	93%
encourage(s) involvement from community members and organizations.		60%		71%		77%
has/have parents who are highly involved.	90%	45%	83%	44%	89%	43%

Summary:

The most significant discrepancy between the parent and staff survey feedback (46%) was: "My child's school has/have parents who are highly involved." Eighty-nine percent of parents (89%) feel they are highly involved, while only forty-three percent (43%) of teachers think that the parents are highly involved. This discrepancy could be a difference in perspective, with parents being involved at home, while teachers don't see parental involvement as much on campus. However, staff and parents were exactly aligned in their perceptions of how well district schools encourage parental involvement. Both parents and staff had 93% respectively agree. Working with community members and organizations continues to be an area where we strive to make connections. We work closely with our Parent Teacher Association (PTA) to foster community relationships.

Parental Involvement

	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	71%		70%		74%	
School or class event, such as a play, sports event, or award assemblies	68%		55%		57%	
Parent-teacher conference with child's teacher	71%		84%		85%	
Volunteering at my child's school	35%		35%		44%	
Family/Parent Events	30%		35%		29%	
Parent-Teacher Assoc.	19%		17%		21%	
School committee or council such as Site Council or ELAC	3%		4%		6%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	1%		2%		3%	
Other	3%		3%		1%	
None of the above	8%		8%		6%	

Summary:

Most parents responded that they have participated in parent-teacher conferences with their child's teacher, eighty-five (85%). In addition, seventy-four percent (74%) participated in Back to School or Open House. Many parents' participation continues to be attending a school or class event, such as a play, sports event, or award assembly, fifty-seven percent (57%). Forty-four percent (44%) of parents indicate they volunteer at school, which is a nine percent (9%) increase from the 2024-2025 school year. Efforts will be made to identify and overcome barriers that prevent parents from volunteering.

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	27%		32%		32%	
More information on involvement opportunities	27%		31%		25%	
More communication between school and parents	23%		26%		19%	
More participation opportunities at the school level	22%		22%		18%	
More events offered in the evening	35%		32%		31%	
More participation opportunities at the district level	7%		8%		18%	
More convenient locations for participation	7%		5%		5%	
More communication in our family's primary language	10%		8%		6%	
More events offered in the morning	6%		9%		4%	
Other	5%		4%		4%	
None of the above	25%		21%		25%	
Virtual Event (Ex. Zoom)	19%		15%		21%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, thirty-one percent (31%) of parents indicated that more events offered in the evening would be beneficial. Thirty-two percent (32%) of parents responded that it would be helpful to receive more information on how to support students at home, and twenty-five percent (25%) of parents would like more information on involvement opportunities. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and district level.

Parental Involvement

	2023-24		2024-25		2025-26	
<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	83%		78%		81%	

Summary:

Most parents, eighty-one percent (81%), strongly agree that the school values their participation and input in engagement opportunities; this is a slight decrease of three percent (3%) from the previous year.

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.	76%	92%	96%
I have a lot of strengths.	72%		
I know what I am good at		91%	93%
I can do most things if I try	77%	87%	92%
I am happy with who I am.	76%	90%	93%
I can explain my feelings to others.	42%	48%	61%
I know when I am feeling overwhelmed.	76%	90%	89%

Summary:

Self-awareness continues to show an upward trend in student development, as reflected in the 2025–2026 data. Five of the seven indicators received an agreement rating of 89% or higher, reflecting significant growth in students’ self-perception and emotional intelligence. Notably, the percentage of students who agreed with the statement “I can explain my feelings,” increased from 48% to 61%, indicating self-awareness. Though still the lowest-rated item, this upward trend affirms the value of ongoing SEL strategies. Continued focus on self-awareness-building initiatives, including Restorative Circles, counseling groups, and the ToolBox program, remains essential to ensure all students develop the emotional vocabulary and self-expression skills critical to lifelong success.

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.	70%	87%	88%
I keep trying, even when things are hard.	76%	87%	91%
I can make the best out of a bad situation.	54%	67%	71%
I am a hard worker.	84%	89%	92%
I can learn from my mistakes.	86%	93%	93%
I feel confident in my ability to learn new things.	79%	89%	91%

Summary:

With a growth mindset, students can take on various challenges and, more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they can grow academically, they apply an increasing amount of effort. Students demonstrated significant growth in the area of Growth Mindset, with all indicators showing notable improvement over the three-year period. Five of the six items reached agreement levels of 88% or higher by 2025–2026, indicating that students are building stronger perseverance, resilience, and problem-solving skills. "I can usually solve my problems" increased from 70% in 2023–2024 to 88% in 2025–2026, and "I can learn from my mistakes" rose to an impressive 93%, highlighting the impact of intentional learning strategies and growth-focused mindsets. Although "I can make the best out of a bad situation" had the lowest agreement at 71%, it still reflected a 17% gain over two years. Continued integration of Growth Mindset practices and language will be critical to further strengthen students' ability to adapt, persist, and succeed.

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.	80%	96%	96%
I know right from wrong.	84%	93%	93%
I follow the rules.	77%	96%	96%
I finish whatever I begin.	62%	83%	79%
I know how to identify my feelings.		81%	85%

Summary:

Self-management plans are utilized to prepare students to complete tasks independently. These plans also teach them to take an active role in both monitoring and strengthening their behavior. Self-management is a skill that plays a vital role as children become adults. At Antelope Meadows, one program we are using to explicitly teach our students how to understand and manage their own social, emotional, and academic success is "The Toolbox." Through twelve (12) "tools," students learn different approaches to tap into their inner resilience when needed. Self-Management skills among students have also steadily improved, with several areas demonstrating outstanding growth. In 2025–2026, 96% of students agreed that they "keep their promises" and "follow the rules," demonstrating strong personal responsibility. "Finishing whatever I begin" decreased from 83% to 79%, reflecting an area of needed growth. "Identifying feelings" increased from 81%, to 85%. Consistent reinforcement of self-management strategies remains essential to maintaining and deepening these gains.

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.	80%	78%	88%
I wait for my turn to talk in class.	75%	88%	91%
I think about what will happen before making a decision.	57%	68%	76%
I pay attention in class.	80%	96%	92%
I tell the truth even when it is hard.	66%	84%	89%
I can calm myself down when I am upset.	56%	67%	77%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term “responsible decision-making” as “the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” As part of our schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their behavior. Students’ abilities to make responsible decisions have strengthened notably. By 2025–2026, 92% of students reported that they “pay attention in class,” a remarkable increase from 8% in 2023–2024. Significant gains were also made in areas such as “telling the truth even when it is hard” (66% to 89%) and “thinking before making a decision” (57% to 76%). “Calming oneself down when upset,” at 77%, shows steady progress and highlights an ongoing need for emotional regulation support. Continued SEL lessons that emphasize patience, honesty, and thoughtful choices will be key to sustaining positive 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.	94%	98%	96%
I treat people with respect.	94%	98%	96%
If someone is sad, I try to help them.	84%	90%	96%
I can tell when someone is upset.	78%	87%	92%
I am happy for my friends when they do well in school.	96%	98%	98%

Summary:

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources that are available. Social Awareness continues to be an area of strength among students, with all indicators rated exceptionally high. In 2025–2026, agreement rates ranged from 92% to 98%, with statements such as "I accept others for who they are, even if they are different than me" reaching 96% and "I am happy for my friends when they do well in school" reaching 98%. These consistently high ratings reflect a strong school culture of kindness, empathy, and inclusion. The upward trend in recognizing and supporting peers' emotions further highlights the positive impact of a nurturing and respectful learning environment.

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.	71%	85%	82%
I feel comfortable working in a team with other students.	65%	84%	87%
I have friends at school.	93%	97%	98%
I feel like my classmates include me.		76%	81%
I feel like my peers leave me out of things.	33%		

Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that instructional time increases as time spent repeating directions decreases. Students' Relationship Skills improved notably across most indicators. In 2025–2026, 82% of students agreed that they "can talk easily with other kids," and 87% felt "comfortable working in a team," showing greater collaboration and social confidence. "Having friends at school" remained consistently high at 98%. "Feeling included by classmates" increased from 76% to 81%.

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.	73%	85%	86%
I care about my community.	88%	96%	98%
I believe that I can make a difference in my community.	64%	70%	72%

Summary:

With a civic mindset, a person is interested in and cares about what is going on in their community. One example would be someone who runs for a position on their local school board. Civic Mindset also saw positive growth. Students who felt "knowledgeable about what is happening in the world" increased to 86%, while those who believed they could "make a difference in their community" rose from 70% to 72%. The strong showing in "caring about my community" (98%) indicates a well-developed sense of social responsibility. Continued engagement in service-learning projects and civic discussions will further develop students' sense of empowerment and 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.	67%	83%	80%
Adults at school care about me.	73%	91%	90%
I feel like I belong at school.	60%	79%	84%
I have at least one adult at school that I trust.	83%	88%	93%
My teachers believe that I will be successful.	83%	98%	94%
Adults at school support me when I need help	74%	93%	92%

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. Social Support within the school improved substantially across all indicators. In 2025–2026, 94% of students reported that "teachers believe they will be successful," and 92% indicated that "adults support them when they need help." The feeling of belonging at school also rose to 79%, up from 84% in 2024–2025. This demonstrates that students feel increasingly connected to and supported by the school community. Maintaining strong adult-student relationships remains vital for sustaining this positive trajectory.

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.	20%	81%	86%
I feel lonely.	36%	85%	85%
I feel like not talking to anyone.	29%	87%	88%
I have trouble falling asleep.	24%	64%	65%
I worry about schoolwork.	27%	72%	71%
I feel worried.	28%	81%	81%
I could not focus in school.	32%	87%	87%

Summary:

Emotional health and well-being are an integral part of overall health. Emotionally healthy people are shown to have better control of their thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Emotional Well-being indicators reflect a dramatic improvement, with fewer students reporting negative emotions in 2025–2026. For example, the percentage of students reporting never "feeling sad" was 86%, and those "feeling lonely" was 85%. Likewise, the ability to focus in school was 87%. 65% of students reported having trouble falling asleep. These gains suggest that targeted mental health supports, SEL instruction, and community-building efforts are making a meaningful impact on students' overall well-being.

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.	70%	68%	64%
I have been verbally bullied by students at school.	57%	52%	52%
I have been electronically bullied by students (e.g., text messages, email, social media).	81%	85%	79%

Summary:

Bullying is an unacceptable behavior. Schools must have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and precise, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. The data regarding the Frequency of Bullying presents mixed results. While physical bullying reports improved, with 64% of students never experiencing it in 2025–2026, electronic bullying rates worsened slightly over time. Reports of students never being verbally bullied stayed the same at 52%. These results underscore the continued importance of anti-bullying initiatives, peer mediation, and Restorative Practices to ensure a safe and respectful school environment.

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.	62%	73%	65%
In a classroom.	34%	26%	36%
At the cafeteria.	23%	16%	15%
In hallways.	8%	11%	14%
In the bathroom.	5%	5%	11%
In the locker room.		1%	1%
Online	25%	20%	17%
Other	26%	15%	22%

Summary:

Analysis of the Location of Bullying data reveals that bullying most frequently occurred during recess or outside time, decreasing from 73% to 65%. Bullying inside classrooms and online fluctuated, but online bullying decreased slightly to 17% in 2025–2026. Although improvements are noted in certain areas, these findings highlight a need for ongoing supervision, structured outdoor activities, and proactive digital citizenship instruction to further decrease bullying incidents. Students, parents, or staff can anonymously make a report involving bullying, which is then followed up by the administration.

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.	71%	85%	86%
School activities are fun.	73%	88%	87%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	53%	66%	68%
My school is a safe place.	70%	85%	92%
My school has a positive environment.		78%	83%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention. Within the school environment, the classroom environment also dramatically affects student learning. This specific environment provides opportunities for students to build social skills, clear learning goals, feedback, and many strategies for success. The staff is committed to creating an encouraging and stimulating learning environment for all students. The School Environment data shows steady improvement, creating a more positive atmosphere for students. By 2025–2026, 86% of students agreed they were proud to be part of their school, and 87% agreed that school activities were fun. Notably, the feeling that students have "a say in school decisions" rose to 68%, supporting the importance of student voice initiatives. As 92% of students now agree that "school is a safe place," fostering student agency and maintaining a welcoming, secure environment remains crucial to continued progress.