

Antelope Elementary School

22630 Antelope Blvd. • Red Bluff, CA 96080 • 530.527.1272 • Grades K-5

John Sheffield, Principal

jsheffield@antelopeschools.org

<http://aesd-aesd-ca.schoolloop.com/>



2017-18 School Accountability Report Card Published During the 2018-19 School Year



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District Governing Board

Dan Boone

Greg Gozzo

Wade Kittle

Bret Richards

Patricia Spangle

District Administration

Jim Weber

Superintendent

John Sheffield

**Principal, Antelope Elementary
School**

Levi Gonzalez

Principal, Berrendos Middle School

Jake Fuller

Director, LAVA Charter School

Jim Weber

Principal, Plum Valley School

VISION AND MISSION

The Antelope School staff, students, parents, and community are committed to providing a safe learning environment that promotes academic excellence, responsible citizenship, and a lifelong desire for learning. We will work together in order to ensure the success of all our students.

SCHOOL INFORMATION

Antelope Elementary School is located 130 miles north of Sacramento just outside the Red Bluff City limits. The local economy is predominantly supported by the agriculture, ranching, lumber, and tourism industries which provide opportunities for field trips, guest speakers and classroom demonstrations.

Local service clubs' recognition and support are evidence of this community's strong commitment to education. The Tehama County Education Foundation and local merchants, partner with the school to provide incentives and other opportunities for the students. Parent involvement is highly supported.

Elementary enrollment for the 2017-18 school year is at 473 for grades TK-5. Average class size is 22 for grades TK-3, and 24 for grades 4 and 5. The six ethnic groups represented are: Asian, African-American, Caucasian, Hispanic, East Indian and Native American. Fifty percent of the students are on the free and reduced price lunch program.

In all academic areas, we will continue to work together to ensure that both curriculum and instruction are in alignment with the Common Core State Standards Kindergarten through Fifth Grade. The staff is composed of highly professional and dedicated teachers and support personnel who represent a wealth of experience and enthusiasm. This creates a very positive and supportive environment for all students. The administration and staff have developed an elementary program that has generated significant acclaim and is a source of pride to the students, staff, parents and community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	81
Grade 2	80
Grade 3	71
Grade 4	85
Grade 5	66
Grade 6	1
Total Enrollment	473

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.9
Asian	0.8
Filipino	0.0
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.6
White	67.9
Socioeconomically Disadvantaged	63.2
English Learners	8.0
Students with Disabilities	11.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Antelope Elementary School	16-17	17-18	18-19
With Full Credential	23	25	26
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0
Antelope Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	42
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Antelope Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Antelope School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and the Antelope School District governing board. The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt California Math Expressions Common Core 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2018 Scholastic ScienceFlix The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2007 Houghton Mifflin History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Antelope Elementary School was originally built in 1940. The cafeteria/multi-purpose room and more classrooms were added in the 1950's. Eleven portable buildings have been added since 1995. There are twenty-seven rooms, including a music room, computer lab, teachers' lounge, library, and learning resource center.

Except for the parking lot, the thirteen acre campus is fully fenced. For the safety of the students, gates prohibit entry from the exterior during school hours and all visitors must register at the school office. Teachers supervise the students beginning forty minutes before school begins. Classrooms have doors that lock from within.

We continually work on keeping Antelope School a clean, safe, and well-kept campus. A staff of four part-time janitors work after school and during school hours to clean the entire school daily. Antelope School classrooms, cafeteria building, and offices undergo a deep cleaning each summer.

Periodic inspections are done regularly by outside agencies, such as Keenan & Assoc., and by designated individuals within the district. We have a deferred maintenance fund to keep the buildings and grounds in good repair. Fire drills and other safety drills are held on a regular basis.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/ 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/ 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	50.0	57.0	55.0	57.0	48.0	50.0
Math	52.0	53.0	46.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.0	26.7	25.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	213	97.71	57.28
Male	117	113	96.58	53.10
Female	101	100	99.01	62.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	57	56	98.25	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	140	97.22	61.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	127	97.69	48.03
English Learners	24	24	100.00	45.83
Students with Disabilities	25	24	96.00	33.33
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	213	97.71	52.58
Male	117	113	96.58	53.1
Female	101	100	99.01	52
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	57	56	98.25	48.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	140	97.22	55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	127	97.69	40.94
English Learners	24	24	100	45.83
Students with Disabilities	25	24	96	12.5
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Site Council offers opportunities for parent and community stakeholders to advise and provide input to district administration. Antelope School District has a very active Booster Club which supports both sites. The group welcomes new members throughout the year. Parents are encouraged to get involved. The Antelope/Berrendos Booster Club raises money each year to enrich the educational programs at both schools.

Parents are invited to attend Antelope Elementary School LCAP Committee meetings to provide their input on our yearly goals.

Parents are also encouraged to help with classroom activities by contacting their child's teacher.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Antelope School has a comprehensive school safety plan. The scope of our plan for safety and discipline is broad. We all share the responsibility of guaranteeing the safety of our students and for maintaining an environment free of drugs and violence. A priority is placed on annual safety training of faculty and staff; including a review of procedures and consultation with law enforcement and other outside agencies. Additionally, the plan is designed to effect school culture beyond the physical safety for the students and staff, and to include the emotional and social safety of all stakeholders.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.2	2.4	2.1
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	4.0	2.3
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.65
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	.9
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	22	1	1		3	3	4			
1	24	26	27				3	3	3			
2	26	20	26		3		3		3			
3	24	25	23				3	3	3			
4	22	26	24				3	3	3			
5	27	22	26				3	3	3			
Other			9			1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Antelope School District's academic calendar includes one full day and 32 minimum days (early release Mondays) that are dedicated to staff development. The one full day is placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites received a minimum of two days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (ES)		\$106,997
Average Principal Salary (MS)		\$109,478
Average Principal Salary (HS)		
Superintendent Salary		\$121,894
Percent of District Budget		
Teacher Salaries	35.0	32.0
Administrative Salaries	6.0	7.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

We fund categorical programs that include: reading tutoring, special education, psychologist, nurse, speech and adaptive physical education services. Library, music, and computer opportunities are available.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,282	\$1,107	\$7,175	\$63,231
District	♦	♦	\$10,731	
State	♦	♦	\$7,125	\$63,218
Percent Difference: School Site/District			-39.7	-4.5
Percent Difference: School Site/ State			8.7	2.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.