

Antelope Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Antelope Elementary School
Street	111527 Highway 395
City, State, Zip	Coleville, CA 96107-2730
Phone Number	(530) 495-2541
Principal	Steven Childs
E-mail Address	schilds@esud.org
Web Site	https://sites.google.com/a/esud.org/antelope-elementary/
CDS Code	26736686025910

District Contact Information	
District Name	Eastern Sierra Unified School District
Phone Number	(760) 932-7443
Superintendent	Don Clark
E-mail Address	dclark@esUSD.org
Web Site	www.esUSD.org

Principal's Message

I'd like to welcome you to Antelope Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Antelope Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Antelope Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student centered learning environments with no boundaries
- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world
- innovative risk in a secure environment

School Profile

Antelope Elementary School is located in the northern region of Coleville and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2017-2018 school year, 130 students were enrolled, including 16.9% in Special Education, 5.3% qualifying for English Language Learner support, and 49% qualifying for free or reduced price lunch. Students were assessed with the California Smarter Balanced Assessment Test, and California reports the following student scores for 3rd-8th grade:

2017 Smarter Balanced Assessment Test

- ELA: 23.46% Standard Exceeded, 40.74% Standard Met, 13.58% Standard Nearly Met, 22.22% Standard Not Met
- Math: 11.25% Standard Exceeded, 22.5% Standard Met, 35% Standard Nearly Met, 31.25% Standard Not Met

2016 Smarter Balanced Assessment Test

- ELA: 32% Standard Exceeded, 39% Standard Met, 24% Standard Nearly Met, 4% Standard Not Met
- Math: 17% Standard Exceeded, 32% Standard Met, 30% Standard Nearly Met, 21% Standard Not Met

2015 Smarter Balanced Assessment Test

- ELA: 24% Standard Exceeded, 38% Standard Met, 28% Standard Nearly Met, 9% Standard Not Met
- Math: 17% Standard Exceeded, 33% Standard Met, 27% Standard Nearly Met, 33% Standard Not Met

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	16
Grade 1	18
Grade 2	21
Grade 3	18
Grade 4	12
Grade 5	22
Grade 6	16
Grade 7	12
Grade 8	11
Total Enrollment	146

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	9.6
Asian	0.7
Filipino	3.4
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	1.4
White	54.8
Two or More Races	1.4
Socioeconomically Disadvantaged	51.4
English Learners	4.8
Students with Disabilities	11
Foster Youth	0

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9.5	8	8.5	32
Without Full Credential	0	0.5	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: August 2017

All textbooks used in the core curriculum at Antelope Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 17, 2017 the Eastern Sierra Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #17-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-2018 school year, Eastern Sierra Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Holt Literature & Language Arts Adopted 2012 Macmillan/McGraw-Hill, California Treasures Adopted 2009	Yes	0%
Mathematics	Eureka Math--Great Minds Adopted 2016	Yes	0%
Science	Delta Education, Full Option Science System McDougal Littell, McDougal Littell California Middle School Science Series Adopted 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations Holt, Rinehart and Winston, Holt California Social Studies: World History, Medieval to Early Modern Times Pearson Scott Foresman, Scott Foresman History-Social Science for CA Adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope Elementary School's original facilities were built in 1936; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Antelope Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Minor maintenance
- Grounds maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use areas
- Restroom cleaning
- Minor maintenance

The Principal and Director of Maintenance communicates with custodial staff daily concerning maintenance and school safety issues. heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the fiscal school year, Antelope Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements. A new maintenance work order call in procedure and log were created in 2014 to better communicate ongoing maintenance issues and problems.

Facilities Inspection

The district's maintenance department inspects Antelope Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in November 15, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and several staff members are strategically assigned to designated entrance areas and the playground. During recess and lunch, the staff supervises playground activity and lunch time activity in the cafeteria. At the end of the day when students are dismissed, the principal and staff monitor student behavior to ensure a safe and orderly departure.

Antelope Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2016.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Window Sills need to be dusted in some locations
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Faucet Sink needs to be ordered and replaced in Kindergarten room.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New gate installed for snow removal purposes.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	72	64	55	52	48	48
Mathematics (grades 3-8 and 11)	49	34	33	28	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	81	93.1	64.2
Male	44	39	88.64	71.79
Female	43	42	97.67	57.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	20	86.96	60
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98	67.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	38	90.48	55.26
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	69.23

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	81	93.1	33.75
Male	44	39	88.64	44.74
Female	43	42	97.67	23.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	20	86.96	26.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	38	90.48	32.43
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	16.67

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	61	50	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5		52.6	36.8
7	18.2		27.3

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, parent conferences, school newsletters, school website, school marquee, Blackboard Connect phone messaging system, online parent portal to attendance and grades, weekly communication folders sent home with students, and general information mailed monthly to students' homes. Contact the secretary at (530) 495-2541 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone School Dances
- Classroom Helper
- Fundraising Activities
- Chaperone School Activities
- Coaching

Committees:

- Parent Teacher Organization
- School Site Council
- Strategic Planning

School Activities:

- Back to School Night
- Family Nights
- Open House
- Spelling Bee
- Teacher Appreciation Luncheon
- Math Counts
- Sports
- Christmas Program
- Fall Festival
- Hall of Hereos

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7	0.7	1.3	2.7	3.9	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Antelope Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2016.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	2			9	2			16	1		
1	16	1			21		1		18	1		
2	18	1			16	1			21		1	
3	16	1			12	1						
4	12	1			20	1			30		1	
5	16	5			12	5			22		5	
6	11	5			13	5			15	6		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.10	N/A
Social Worker		N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	19005	3803	15202	58685
District	N/A	N/A	20367	64674
Percent Difference: School Site and District	N/A	N/A	-29.0	-9.7
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	79.2	-6.1

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

Types of Services Funded (Fiscal Year 2016-17)

The Antelope Elementary School has a After School Education and Safety Program (ASES) that serves K-8 students. Students are able to receive after school support and enrichment opportunities every school day after school the ASES Program is open until 6:00 pm.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Coleville High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location Parents may access Coleville High School's SARC and access the internet at any of the county's public libraries. The closest public library to Coleville High School is Coleville Library, a branch of Mono County Free Library.

Address: 111591 US Highway 395, Coleville, CA 96017

Phone Number: (530) 495-2788

WebSite: <http://www.monocolibraries.org/>

Number of Computers Available: 6

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Eastern Sierra Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2016.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,024	\$41,164
Mid-Range Teacher Salary	\$61,097	\$61,818
Highest Teacher Salary	\$82,311	\$84,567
Average Principal Salary (Elementary)	\$108,413	\$96,125
Average Principal Salary (Middle)	\$108,413	\$103,336
Average Principal Salary (High)	\$108,413	\$101,955
Superintendent Salary	\$168,577	\$126,855
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	9%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Antelope Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. Antelope Elementary School has an early release day each Friday. Teachers meet as a team with administration to work on professional development opportunities at the school site. All teachers attend district wide grade level meetings to discuss curriculum, Common Core, and other topics that promote professional development. Topics for staff development focus specifically on meeting all students needs. Professional Development opportunities are available.

Counseling & Support Staff

Antelope Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Antelope Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Teacher Assignment

During the 2016-17 school year, Antelope Elementary School had 8.0 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the Teacher Assignment table, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.