Antelope Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Antelope Elementary School
Street	37237 N. 100th Street E. Littlerock, CA 93543
City, State, Zip	Littlerock
Phone Number	(661)994-2148
Principal	Nicole Moynihan
Email Address	nmoynihan@keppel.k12.ca.us
School Website	https://www.keppelunion.org/o/antelope
County-District-School (CDS) Code	19646426014609

2023-24 District Contact Information

District Name	Keppel Union School District
Phone Number	(661) 944-2155
Superintendent	Priya Darbari
Email Address	khoffman@keppel.k12.ca.us
District Website	www.keppelunion.org

2023-24 School Description and Mission Statement

SCHOOL DESCRIPTION:
- Antelope Elementary School strives for a cooperative environment focused on the academic, social, and emotional growth of our students.
- Antelope was built in 1966 and is one of six schools in the Keppel Union School District.
- Antelope is a small neighborhood school that serves approximately 270 Transitional Kindergarten through Eighth-grade students. It also serves a Pre-School Program.
- The student population is made up of 90% Hispanic, 6% Caucasian, and 4% are African Americans.
- Antelope's academic program is aligned with state guidelines and the common core standards. In addition, the school embeds the GATE strategy to enhance the depth and complexity of the curriculum while addressing the educational needs and goals of individual students in small group settings.

ANTELOPE SCHOOL MISSION STATEMENT:
- The mission of Antelope School is to provide all students with the best education possible and prepare them for the 21st century.

ANTELOPE SCHOOL'S VISION STATEMENT:
- Antelope is a school that will educate every child to their full potential; academically, personally, emotionally, physically, creatively, and socially. We believe that every child has potential and that each one is a scholar. It is our goal to support and develop our children to become respectful, collaborative, critical thinkers taking responsibility for their own learning. Accountability will be shared by all students, staff, parents, community members and educational partners

.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	26
Grade 2	28
Grade 3	29
Grade 4	48
Grade 5	27
Grade 6	30
Grade 7	28
Grade 8	36
Total Enrollment	274

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.4%
Asian	0.7%
Black or African American	0.7%
Hispanic or Latino	92.3%
Two or More Races	1.1%
White	4.7%
English Learners	32.8%
Foster Youth	1.5%
Homeless	0.4%
Socioeconomically Disadvantaged	89.1%
Students with Disabilities	20.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	84.62	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.69	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.69	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	2.95	12115.80	4.41
Unknown	0.00	0.00	1.00	0.75	18854.30	6.86
Total Teaching Positions	13.00	100.00	133.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	68.79	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	14.97	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	16.17	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.19	11953.10	4.28
Unknown	0.00	0.00	0.20	0.16	15831.90	5.67
Total Teaching Positions	13.30	100.00	157.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	2.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 – Reach for Reading by National Geographic. Adoption Date: 2017	Yes	0.0

	Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades.		
Mathematics	Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.	Yes	0.0
Science	K through 8th are Science textbooks through the district adopted science curriculum SAAVAS . The new science adoption occurred in August 2022.	Yes	0.0
History-Social Science	Studies Weekly for K through 2nd grade, McGraw Hill Impact California Social Studies for grades 3rd through 8th grade. The adoption date was 2023.	Yes	0.0
Foreign Language	N/A		0.0
Health	K – 6th grades use the "Health and Wellness" series by MacMillan/McGraw Hill Publishing 7th - 8th grades "Decisions for Health" by Holt, Rinehart and Winston Adoption date was 2005.	Yes	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Antelope Elementary continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff.

- Antelope has one (1) day custodian, two (2) evening custodians, and one (1) groundskeeper. To ensure our facilities are in good repair condition, custodians perform frequent inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

- . Buildings at Antelope
- . The school has 9 permanent rooms and 14 portable rooms
- . 17 rooms are used daily as classrooms

The remainder of the rooms are used as a library, room, speech room, counselor's office, nurse's office, psychologist's office, and staff lounge.
- . One portable Multipurpose (Cafeteria) in use on the campus.

Antelope School was inspected by the Los Angeles County Office of Education on November 8, 2022. Antelope School received an overall percentage rating of 98% under 8 sections of inspection, which is a "GOOD" overall rating.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Missing ceiling tile has been replaced

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Items stored too high - have been removed
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Cracked asphalt - work order in process

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	22	30	31	47	46
Mathematics (grades 3-8 and 11)	9	10	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	208	100.00	0.00	22.12
Female	96	96	100.00	0.00	25.00
Male	112	112	100.00	0.00	19.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	192	192	100.00	0.00	22.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	7.04
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	189	100.00	0.00	21.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	12.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	210	208	99.05	0.95	10.10
Female	98	96	97.96	2.04	13.54
Male	112	112	100.00	0.00	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	194	192	98.97	1.03	10.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	4.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	189	100.00	0.00	10.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	4.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.36	6.45	12.67	13.65	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41	1.59	6.45
Female	26	25	96.15	3.85	4.00
Male	37	37	100.00	0.00	8.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	59	58	98.31	1.69	6.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	6.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Antelope School utilizes many strategies to increase parental involvement. These strategies and opportunities are listed below:

- Parents and community are informed of local test results and progress through regular School Site Council (SSC), English Learner Advisory Committee (ELAC), Back-to-School Night, and Chat with the Principal meetings.
- Parent input and participation in developing the school plan are collected annually via a school needs assessment survey completed by our parents.
- Teachers interpret student assessment results for parents at conference time and at any other given time during the school year as needed.
- Parents are invited to participate in and attend any/all school committee meetings and events as they want/need to gain access to the desired information they desire.
- Parents are given the opportunity to participate in Family Nights which address the curriculum throughout the school year.
- Parents are invited to attend Trimester Award Assemblies, three times per year.
- Parents are provided with newsletters that will include such things as program updates, assessment information, services for learning English and Title I students, tips for helping children to succeed, student recognition, and school activities/events.

Parents are also highly encouraged to participate in district-directed programs such as District English Learner Advisory Committee (DELAC) and School Planning Coalition.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	311	125	40.2
Female	158	151	59	39.1
Male	162	160	66	41.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	291	283	110	38.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	3	60.0
White	17	16	9	56.3
English Learners	111	108	38	35.2
Foster Youth	11	7	4	57.1
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	293	284	112	39.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	64	24	37.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.69	5.94	0.00	4.77	4.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.94	0
Female	3.8	0
Male	8.02	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.41	0
Foster Youth	36.36	0
Homeless	0	0
Socioeconomically Disadvantaged	6.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.63	0

2023-24 School Safety Plan

Antelope School maintains a safe and orderly environment essential to learning by ensuring that the following procedures are followed.

- Maintain an updated School Safety plan which is updated annually by the School Safety Committee and the School Site Council. The recent plan was approved in October 2022.
- School access is monitored by the administration, teachers, and staff.
- Evacuation maps of the school are easily accessible to view from all offices and classrooms.
- Monthly evacuation drills are held (fire, lockdown, earthquake, etc).

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		1	
1	23		1	
2	27		1	
3	25		1	
4	33			
5	30		1	
6	32		1	
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	27		1	
2	15	1	1	
3	25		1	
4	29		1	
5	28		1	
6	26		1	
Other	5	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	273:1

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4,793	245	4,548	72,881
District	N/A	N/A	6,131	$79,395
Percent Difference - School Site and District	N/A	N/A	-29.6	-6.8
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-36.7	-14.9

Fiscal Year 2022-23 Types of Services Funded

Antelope ES has developed a School Plan for Student Achievement (SPSA). This plan has four 21st Century-focused goals. These goals are funded to help students increase achievement. The Services that have been funded are as follows:
- Teacher Professional Development
- Teacher Technology (to support teachers while teaching)
- Student technology (student access to devices 1:1 for online programs)
- Academic Intervention supplementary materials
- Special Education materials
- Positive Behavior Intervention Strategies
- Family Engagement

Funding for Professional Development is available for teachers and staff and may include training/workshops for;
- ELA, Math, Science, technology training, Universal Design Lesson Planning, and additional English Learner strategy workshops
- Funding for additional online curriculum to use for intervention, English learners, and Special Education has been provided

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,629	$54,046
Mid-Range Teacher Salary	$82,240	$84,515
Highest Teacher Salary	$104,851	$110,867
Average Principal Salary (Elementary)	$126,734	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$191,360	$217,473
Percent of Budget for Teacher Salaries	27.52%	32.43%
Percent of Budget for Administrative Salaries	4.89%	5.62%

Professional Development

Professional Development is available for teachers and staff. Antelope has four focus areas based on data.
- Professional Development targets areas such as Common Core State Standards
- English Language Learners
- Special Education
- K-8 curriculum
Antelope staff have opportunities to attend two days of District Professional Development days.
- Math
- ELA
- ELD
- Science
- PBIS / SEL

Professional Development

Teachers have opportunities to meet in their grade level/ grade span PLC (Professional Learning communities) to focus on data review, curriculum, school goals, and calibration of standards.
Teachers who are new to the district and/or to teaching received Professional Development and ongoing support through the Teacher Support Program (mentees) in the Induction Program.

- This PD includes content on classroom management, engagement, assessment, effective learning environments, and instructional planning.
- The Induction Coordinator meets with Mentees periodically to discuss program progress and needed support and also conducts regular observations, providing same day feedback
- Mentors meet periodically with the Induction Coordinator for ongoing training in mentoring best practices and Adult Learning Theory.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4 days	4 days	