

Antelope Crossing Middle 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/fq/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 Crossing Middle School
Street	9200 Palmerson Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 745-2100
Principal	Jaime Hanan
Email Address	jhanan@dcjesd.us
School Website	https://ac.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-6112072

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Principal's Message

At Antelope Crossing, we have implemented our ACMS United theme, fostering a positive, inclusive school culture, which signifies the power of collective effort and highlights the strength of individuals joining forces for a common purpose. We believe the strength of ACMS United is a partnership with students, staff, and community to collaborate to meet all students' academic, social, and emotional needs. The Antelope Crossing Middle School (ACMS) staff holds high expectations for academics and behavior for all students. Our programs emphasize academic integrity while meeting our students' social/emotional needs. We have established a Cougar Restorative Center and Calming Room to support and empower students to acquire and apply the skills to manage emotions and a positive mindset. Extracurricular and enrichment opportunities include Jazz Band, Homework Club, World Culture Club, National Junior Honor Society, Art Collaborative, Where Everyone Belongs (WEB), Student Council, and nine athletic teams. Our many extracurricular and enrichment opportunities demonstrate a collective effort to provide connection and a sense of belonging to our students of ACMS.

Visitors to Antelope Crossing Middle School will observe the positive interaction between adults and students and a focus on academics through programs encouraging student achievement and community involvement. Our emphasis on building and maintaining positive relationships is evident in all we do. Antelope Crossing Middle School is a PBIS school where our staff and students strive to follow "The Cougar Code" (Be Safe, Responsible, Respectful, and Kind).

Mission Statement

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

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

2023-24 School Description and Mission Statement

School Profile

Antelope Crossing Middle School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. We specialize in opening students' minds to the possibilities that await them in their continued pursuit of academic achievement. Antelope Crossing is rich in opportunities in science, technology, engineering, and the arts. Our classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire our leaders of tomorrow. We are committed to educating the whole child and passionately believe that all students have the right to receive an excellent and equitable education.

The school's philosophy is rooted in a commitment to establish an educational program that meets the needs of youth in transition from a self-contained classroom in elementary school to the departmentalized setting of middle and high school. Middle school instruction emphasizes academic integrity while making emotional connections with students.

Staff members team together to promote positive self-esteem, self-motivation, acceptance of differences, a celebration of cultural diversity, and a sense of responsibility and belonging throughout the campus. There are two primary challenges facing our school. The first centers on a compelling need to ensure an intellectually stimulating learning environment where all students experience the meaning of high standards. The second challenge centers on the need for a sensitive and consistent environment that promotes healthy physical, social and personal growth. It is essential our students become independent critical thinkers who are prepared to meet the diverse challenges of citizenship in the 21st century.

Antelope Crossing Middle School, home of the Cougars, is an award-winning Title 1 school (CA Distinguished School, California Pivotal Practice School) serving the Antelope community since 1994. Twenty-nine years later, with pride, ACMS serves a diverse population of 1060 sixth, seventh and eighth-grade students in the Antelope Community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	329
Grade 7	330
Grade 8	309
Total Enrollment	968

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.3%
Asian	12.9%
Black or African American	6.9%
Filipino	2.4%
Hispanic or Latino	25.1%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	9.3%
White	42.5%
English Learners	17.5%
Homeless	2.5%
Socioeconomically Disadvantaged	46.6%
Students with Disabilities	9.4%

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

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)	33.40	80.72	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	10.63	35.30	11.01	12115.80	4.41
Unknown	3.50	8.65	6.50	2.04	18854.30	6.86
Total Teaching Positions	41.30	100.00	321.20	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)	41.60	92.05	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	7.07	27.50	8.63	11953.10	4.28
Unknown	0.40	0.88	10.10	3.20	15831.90	5.67
Total Teaching Positions	45.20	100.00	318.80	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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	4.40	3.20
Total Out-of-Field Teachers	4.40	3.20

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

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	Study Sync - McGraw-Hill (Adopted 2017)	Yes	0%
Mathematics	Pearson, California Digits @ 2014 (6-8) (Adopted 2014) Carnegie Learning, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/ High School Course) (Adopted 2014) Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2009)	Yes	0%
Science	McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0%
History-Social Science	National Geographic World History - National Geographic (Adopted 2018)	Yes	0%
Foreign Language	N/A		
Health	6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017)	Yes	0%

School Facility Conditions and Planned Improvements

Antelope Crossing Middle School was built in 1994. Routine and scheduled maintenance are conducted as needed per product manufacturers' specifications. Site staff typically generates work orders using a web-based work order system that is addressed expediently.

The school's design works hand-in-glove with the instructional program. Each grade level is housed in its building complex (or quad), which promotes interdisciplinary teaming. The design inspires a feeling of community and appreciation of the area's history, with the design based on the area's rich railroad history. Quads are named after west coast railroads: Northern Pacific, Western Pacific, and Southern Pacific. The Union Pacific Quad opened during the 2004-05 school year. This quad was created from the design of a roundhouse and consists of three high-tech science classrooms and six regular classrooms. An administrator and the lead custodian regularly inspect all facilities to ensure all facilities are well maintained, clean and safe for our students. Although student growth is rising, we have maintained proper facilities to accommodate our academic needs. Campus supervisors monitor school grounds during, before, and after school hours, as well as by teachers and administration before and after school, to ensure student safety. All campus supervisors are trained and assigned specific locations to monitor. Our school strictly enforces our school visitor pass and employee identification badge requirements.

The District makes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		UP7-Data Junction box falling out of wall under big window, UP1-4 lights out, UP2-2 lights out, UP3-1 light out, Tech lab-3 lights out, Life Skills-1 Light out, Art Lab-2 lights out, SP7-1 light out, SP8-Ballast going out by entrance window - Work Order in place to fix
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR-No Soap Dispenser, Girls RR-Faucet Missing button - Work Order in place to fix
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		WP12 - Study room closure arm broken - Work Order in place to fix, WP10-Drinking fountain, Science WR - 9 Ceiling tiles - Work Order in place to fix

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)	56	46	56	54	47	46
Mathematics (grades 3-8 and 11)	38	35	45	46	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	1004	988	98.41	1.59	46.36
Female	452	444	98.23	1.77	54.28
Male	551	543	98.55	1.45	39.78
American Indian or Alaska Native	--	--	--	--	--
Asian	132	131	99.24	0.76	54.96
Black or African American	71	71	100.00	0.00	32.39
Filipino	26	26	100.00	0.00	65.38
Hispanic or Latino	244	243	99.59	0.41	42.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	94	100.00	0.00	42.55
White	428	414	96.73	3.27	48.31
English Learners	165	151	91.52	8.48	9.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	397	384	96.73	3.27	36.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	97	100.00	0.00	8.25

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	1004	998	99.40	0.60	34.87
Female	452	448	99.12	0.88	33.26
Male	551	549	99.64	0.36	36.07
American Indian or Alaska Native	--	--	--	--	--
Asian	132	132	100.00	0.00	49.24
Black or African American	71	71	100.00	0.00	19.72
Filipino	26	26	100.00	0.00	57.69
Hispanic or Latino	244	242	99.18	0.82	24.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	94	100.00	0.00	35.11
White	428	424	99.07	0.93	37.74
English Learners	165	164	99.39	0.61	7.32
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	397	395	99.50	0.50	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	97	100.00	0.00	8.25

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)	41.45	32.80	44.80	41.61	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	315	314	99.68	0.32	32.80
Female	135	134	99.26	0.74	35.82
Male	179	179	100.00	0.00	30.73
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	45.45
Black or African American	18	18	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	28.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	31.03
White	138	137	99.28	0.72	35.77
English Learners	42	42	100.00	0.00	2.38
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	136	100.00	0.00	26.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	9.68

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 7	99%	96%	98%	97%	96%

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

Parents play an essential role at Antelope Crossing Middle School through active participation and involvement as volunteers on various committees and events. Through committees such as School Site Council (SSC), Parent Teacher Club (PTC), and the English Language Acquisition Committee (ELAC), parents are afforded the opportunity to have a legitimate voice in the governance and implementation of the academic program at Antelope Crossing Middle School. Throughout the year, many school/community events invite parents and families to our campus, including Back-to-School-Night, Open House, and the World's Fair. Parents are also welcome to attend or participate in the planning and implementation of extra-curricular events such as dances, recognition assemblies, fund-raising, and general supervision on field trips and other school functions. We also have Curriculum Evenings, where parents can attend sessions on new curriculum programs and social-emotional wellness. Communicating with parents regarding their child's progress is a top priority at Antelope Crossing Middle School. Parents are regularly informed of student progress through parent-teacher conferences, progress reports, the online Aeries portal for attendance and academic progress, report cards, Student Success Team meetings, IEP meetings, and student planners.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Jaime Hanan at 916-745-2100.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1057	1037	204	19.7
Female	479	473	91	19.2
Male	577	563	113	20.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	135	134	7	5.2
Black or African American	76	75	13	17.3
Filipino	26	25	2	8.0
Hispanic or Latino	261	257	52	20.2
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	98	97	25	25.8
White	452	440	104	23.6
English Learners	206	199	53	26.6
Foster Youth	2	2	1	50.0
Homeless	34	32	17	53.1
Socioeconomically Disadvantaged	581	564	142	25.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	109	22	20.2

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	2.12	5.96	5.58	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.19	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58	0.19
Female	4.8	0.21
Male	6.24	0.17
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.7	0
Black or African American	11.84	1.32
Filipino	3.85	0
Hispanic or Latino	6.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.18	0
White	3.98	0.22
English Learners	7.77	0
Foster Youth	0	0
Homeless	8.82	0
Socioeconomically Disadvantaged	6.54	0.17
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.09	0.92

2023-24 School Safety Plan

The safety of students and staff is a primary concern of the Dry Creek Joint Elementary School District. Antelope Crossing Middle School always complies with all laws, rules, and regulations on hazardous materials and state earthquake standards. All staff was trained in September 2022 by DPREP, Inc. on Disaster Preparation and Critical Incident Response Training and review this training annually. In November 2023, all staff was trained by DPREP, Inc. on De-escalating Difficult Situations. Each classroom has an updated School Emergency Safety Procedure Chart and a two-way radio. The School Site Safety plan was last reviewed on January 19, 2023, by the School Safety Committee/School Site Council and will be updated on January 18, 2024. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted monthly throughout the school year. Certificated staff supervises students before and after school, and classified staff members supervise students during lunch. There is a designated area for student drop off and pick up. Our campus is a closed campus. Visitors enter the campus through the main office to sign in and receive a visitor's badge through the electronic Raptor system. This web-based system helps screen out registered sex offenders and respond to emergencies.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	2	20	
Mathematics	28	1	19	1
Science	29		18	2
Social Science	26	2	20	

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	2	22	
Mathematics	27	1	22	
Science	28		22	
Social Science	24	3	22	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	3	12	8
Mathematics	27	4	14	6
Science	29	2	9	11
Social Science	26	5	14	5

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	322.67

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

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	8346.53	1988.69	6357.85	86590.46
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-29.3	0.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	2.4	-0.8

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Medi-Cal Administrative Activities
- Mandated Cost Reimbursement
- Other State
- Lottery
- Extended Learning Opportunities Program
- Title 1
- ESSER II
- ESSER III
- Special Education
- Special Education: Preschool
- Title 2, Part A Teacher Quality
- Title 4, Part A
- Title 3, Immigrant
- Title 3, Limited English
- ARP Homeless
- Lottery: Instructional Materials
- Sp Ed Learning Recovery
- Sp Ed Mental Health
- Mental Health
- Discretionary Block Grant
- Class Summer Assist Program
- Expanded Learning Opport.
- ELP Paraprofessionals
- STRS on Behalf

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	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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	3	3	