

# Antelope Meadows 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/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

<b>School Name</b>	Antelope Meadows Elementary School
<b>Street</b>	8343 Palmerson Drive
<b>City, State, Zip</b>	Antelope, CA 95843
<b>Phone Number</b>	(916) 770-8816
<b>Principal</b>	Megan Devine
<b>Email Address</b>	mdevine@dcjesd.us
<b>School Website</b>	<a href="https://am.drycreek.k12.ca.us/">https://am.drycreek.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	31-66803-6109862

## 2023-24 District Contact Information

<b>District Name</b>	Dry Creek Joint Elementary School District
<b>Phone Number</b>	(916) 770-8800
<b>Superintendent</b>	Brad Tooker, Ed.D.
<b>Email Address</b>	superintendent@dcjesd.us
<b>District Website</b>	<a href="http://www.drycreekschools.us">www.drycreekschools.us</a>

## 2023-24 School Description and Mission Statement

### Principal's Message

Antelope Meadows is a community of exceptional staff members, outstanding students, and wonderful parents and guardians. Being honored as a California Distinguished School in 2006 affirmed our pride and hard work.

The Antelope Meadows PTA and parent advisory groups play an active role in our school programs. They provide expanded learning opportunities for all students, such as assemblies, field trips, and community activities, like the Aloha Hop, Trunk-or-Treat, the Sock Hop, Movie Nights, and various other programs.

At Antelope Meadows, we value supporting all students' academic, social, and emotional growth. We appreciate students for who they are and strive to ensure everyone reaches their full potential. The Antelope Meadows community operates as a true family. Teachers, office staff, custodians, campus supervisors, instructional assistants, and administration take ownership of student success. As a school community, we understand and embrace that no one person or group can do this work alone. When we work together as a community (students, families, staff members), we believe and expect all students to thrive academically, socially, and emotionally.

Our school operates as a Professional Learning Community (PLC). As a Professional Learning Community, we value the following traits: a focus on learning, a collaborative culture, and a focus on results. If we work together as a team, with these three big ideas always guiding us, our students will achieve high levels of learning.

Antelope Meadows is a state-recognized Positive Behavioral Interventions and Supports (PBIS) school. We believe in setting up clear and positive expectations, explicitly teaching these expectations to all students, and recognizing all students positively and proactively. Implementing PBIS across the entire school community has resulted in a decrease in negative behavior and an increase in positive behavior.

### Mission Statement

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

## 2023-24 School Description and Mission Statement

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

### School Profile

Antelope Meadows Elementary 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. Antelope Meadows focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. The Dry Creek curriculum is based upon Common Core Standards and is supported by ongoing staff development at the district and site levels. Antelope Meadows is rich with opportunities in science, technology, engineering, and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students. Our school supports cultural awareness daily through diverse literature selections and enrichment activities during the school day. We currently have 727 TK-5 grade students enrolled, with classes arranged on a traditional modified calendar.

Antelope Meadows Elementary School is in Antelope, located in the northeast portion of Sacramento County. The school opened in 1992 and is in its twenty-eighth year of operation. The ethnic groups making up the majority of the student population are as follows: African-American, Asian, Caucasian, Filipino, Latino, Hispanic, Native American, Pacific Islander, Russian and Ukrainian.

It is the vision of the Antelope Meadows School community to provide an optimum environment for the social and educational development of students. As a community, we continually work to enrich the lives of each student through meaningful learning activities that promote positive self-esteem, responsible behavior, and academic success. Staff members work in grade-level teams to provide students with a rich, integrated, and well-coordinated curriculum using the District's K-8 Curriculum Guide and the state frameworks. All students, staff, and parents are expected to work to the best of their potential and strive for academic excellence. The entire school community is dedicated to enhancing students' self-esteem, promoting a sense of responsibility for their actions, and encouraging students to make sound judgments in their daily lives and for the future. Enrichment opportunities are provided for students, including extracurricular activities such as math and reading nights, percussion club, winter performance, culture club, Pilates club, and student council.

Parents play important roles through their active participation and involvement as classroom volunteers, on the School Site Council, and as members of the Parent-Teacher Association.

Principal: Megan Devine; Assistant Principal: Stacey Clark; Superintendent: Brad Tooker, Ed.D.; Assistant Superintendent of Educational Services: Sara Wegner; Assistant Superintendent of Administrative Services: Jim Ferguson; and Chief Business Officer: Roger Van Putten.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	109
Grade 3	134
Grade 4	108
Grade 5	136
<b>Total Enrollment</b>	<b>716</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Asian	8.1%
Black or African American	4.1%
Filipino	1.7%
Hispanic or Latino	30.3%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	14.5%
White	39.8%
English Learners	16.9%
Foster Youth	0.3%
Homeless	2.7%
Migrant	0.1%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	8.9%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.60	95.84	279.30	86.94	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.77	35.30	11.01	12115.80	4.41
<b>Unknown</b>	0.50	1.39	6.50	2.04	18854.30	6.86
<b>Total Teaching Positions</b>	36.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.20	97.24	280.50	88.01	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.16	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.38	27.50	8.63	11953.10	4.28
<b>Unknown</b>	0.50	1.38	10.10	3.20	15831.90	5.67
<b>Total Teaching Positions</b>	36.20	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
<b>Total Teachers Without Credentials and Misassignments</b>	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	1.00	0.50
<b>Total Out-of-Field Teachers</b>	1.00	0.50

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
<b>Mathematics</b>	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
<b>Science</b>	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
<b>History-Social Science</b>	K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		0%



## School Facility Conditions and Planned Improvements

Antelope Meadows Elementary construction began in 1991, with the school opening in 1992. 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, which are addressed expediently. Antelope Meadows is fortunate to have a school facility that offers many advantages to the students and community. This neighborhood school is a complete facility with a library, closed-circuit broadcast room, playing field, large playground, apparatus area, and a state-of-the-art multipurpose room/outdoor amphitheater area. The school has an outstanding safety record that can, in part, be attributed to the community's pride in the facility. Parent support and the school-wide conduct program have also helped make the school a safe place for students.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Supply-Light fixture missing cover - Work Order in place to fix
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 25-Interior Door handle does not spring back properly - 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	42	56	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	42	46	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
<b>All Students</b>	394	382	96.95	3.05	41.88
<b>Female</b>	188	181	96.28	3.72	50.83
<b>Male</b>	206	201	97.57	2.43	33.83
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	35	97.22	2.78	42.86
<b>Black or African American</b>	18	18	100.00	0.00	38.89
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	119	100.00	0.00	35.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	55	55	100.00	0.00	40.00
<b>White</b>	156	145	92.95	7.05	47.59
<b>English Learners</b>	62	51	82.26	17.74	15.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	168	158	94.05	5.95	35.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	5.88

## 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
<b>All Students</b>	394	393	99.75	0.25	45.80
<b>Female</b>	188	187	99.47	0.53	51.34
<b>Male</b>	206	206	100.00	0.00	40.78
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	36	100.00	0.00	55.56
<b>Black or African American</b>	18	18	100.00	0.00	27.78
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	119	100.00	0.00	36.97
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	55	55	100.00	0.00	49.09
<b>White</b>	156	155	99.36	0.64	50.97
<b>English Learners</b>	62	62	100.00	0.00	27.42
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	168	168	100.00	0.00	37.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	11.76

## 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
<b>Science</b> (grades 5, 8 and high school)	26.71	38.41	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
<b>All Students</b>	138	138	100.00	0.00	38.41
<b>Female</b>	62	62	100.00	0.00	45.16
<b>Male</b>	76	76	100.00	0.00	32.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	44	100.00	0.00	31.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	44.44
<b>White</b>	54	54	100.00	0.00	46.30
<b>English Learners</b>	16	16	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	54	100.00	0.00	31.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	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	98%	96%	97%	97%	98%

## 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 Meadows Elementary School greatly benefits from supportive parents through our school's Parent-Teacher Association. The Antelope Meadows P.T.A. provides many opportunities to assist students and staff, giving them a voice in essential school functions.

Parents serve on the School Site Council. The School Site Council comprises parents, staff members, and administration. The purpose of the S.S.C. is to provide guidance and feedback on essential school functions, review the district Local Control Accountability Plan (L.C.A.P.), and provide input on the implementation of the School Plan for School Achievement (S.P.S.A.).

Parents are encouraged to be part of our E.L.A.C. advisory committee and assist in putting on the Antelope World Fair. Parents serve as Art and Music Docents and are encouraged to volunteer in their child's classrooms. Dads, and father figures, are also encouraged to participate in our Watch D.O.G.S. Program.

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 Megan Devine at 916-770-8816.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	775	206	26.6
Female	385	375	103	27.5
Male	406	400	103	25.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	64	62	12	19.4
Black or African American	31	31	9	29.0
Filipino	12	12	1	8.3
Hispanic or Latino	242	236	68	28.8
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	117	114	26	22.8
White	314	309	85	27.5
English Learners	156	152	39	25.7
Foster Youth	3	3	1	33.3
Homeless	36	36	7	19.4
Socioeconomically Disadvantaged	466	452	140	31.0
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	89	88	19	21.6

### 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	0.62	1.01	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	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	1.01	0
Female	0	0
Male	1.97	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.45	0
Filipino	0	0
Hispanic or Latino	1.24	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.56	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.37	0

## 2023-24 School Safety Plan

The Safe School Plan is reviewed and adjusted annually by the Safe School Plan committee. The Assistant Principal facilitates this committee. Once completed, the plan is reviewed annually with staff and parent groups alike. The staff and students practice fire drills each month, lockdown drills three times per year, and earthquake drills three times per year.

The Antelope Meadows Safe School Plan was updated and reviewed by School Site Council and Staff in January 2023 and is scheduled to be reviewed in January 2024.

## 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	20	1	6	
1	21	2	8	
2	21	1	8	
3	23	1	10	
4	28	1	8	
5	27	1	8	
Other	25	1	1	

## 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	25		5	
1	23		10	
2	22	1	10	
3	23	1	8	
4	26		10	
5	27		10	
Other	13	1	1	

## 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
K	23	0	5	0
1	23	0	10	0
2	24	2	7	1
3	22	2	10	0
4	27	2	6	0
5	27	2	8	0
6	0	0	0	0
Other	15	1	0	0

## 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
<b>Pupils to Academic Counselor</b>	716

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	8022.13	1376.32	6645.80	91390.90
<b>District</b>	N/A	N/A	8540.32	\$89,219
<b>Percent Difference - School Site and District</b>	N/A	N/A	-25.0	6.0
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A		4.6

## 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
<b>Beginning Teacher Salary</b>	\$45,688	\$54,215
<b>Mid-Range Teacher Salary</b>	\$79,733	\$86,843
<b>Highest Teacher Salary</b>	\$106,670	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$129,654	\$140,851
<b>Average Principal Salary (Middle)</b>	\$143,741	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$276,963	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	41.12%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	