

# Eastern Sierra Unified School District Antelope Elementary School

Grades K through 8  
Jason Reid, Principal



111527 Highway 395  
Coleville, CA 96107  
PH: (530) 495-2231 FAX: (530) 495-1831

## 2007-08 School Accountability Report Card Published January 2009

Eastern Sierra Unified School District  
213 Kingsley Street  
Bridgeport, CA 93517  
(760) 932-7443

www.esusd.org

### 2008-09

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## Principal's Message

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

Antelope Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Antelope Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## Mission Statement

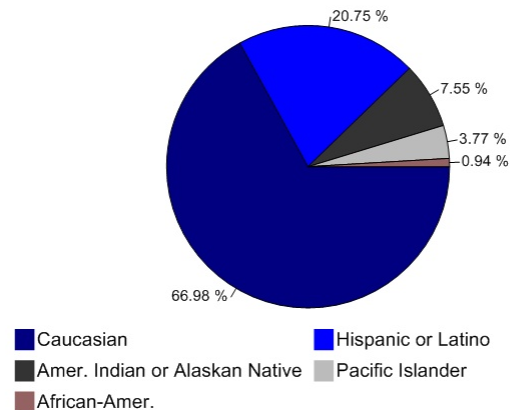
We as students, parents, community members and educators together will inspire and challenge each of our students to pursue personal excellence, to contribute positively to society, and to sustain a passion for learning.

## School Profile

Antelope Elementary School is located in the northern region of Mono County and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2007-08 school year, 106 students were enrolled, including 19% in special education, 7% qualifying for English Language Learner support, and 56% qualifying for free or reduced price lunch. Antelope Elementary School achieved a 2008 Academic Performance Index (API) score of 789 and met all 2008 Adequate Yearly Progress criteria.

Eastern Sierra Unified School District highly emphasizes the use of technology through the curriculum in an effort to increase access to educational resources and promote the integration of technology throughout the curriculum. Every student in seventh and eighth grade is assigned a laptop computer for both school and personal use. Each laptop is equipped with word processing, spreadsheet, and graphic presentation software, Internet access, and networking capability. Upon graduation from high school, students are given the option to purchase their laptop for \$1.00. All teachers are supplied with a laptop and have access to LCD projectors and interactive whiteboards to enhance lesson delivery and stimulate the learning process.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 106



*The statistical information disclosed in this report is obtained from the California Department of Education and the Eastern Sierra Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 01/2009. Those to prepare the school facilities section were acquired in 11/2008.*

## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

California's STAR examination (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of six components, which include the California Standards Tests (CST), Apprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST identifies individual levels of proficiency. The CMA was introduced in 2008 and administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Apprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Antelope Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, less than ten fifth grade and seventh grade student were tested; therefore to protect student privacy, exam results are not disclosed. Comparative District and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pt/](http://www.cde.ca.gov/ta/tg/pt/).

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Antelope Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	49	55	57	33	29	45	42	43	46
Math	62	52	44	29	18	38	40	40	43
Science	21	26	68	19	15	44	35	38	46
Social Science	19	15	69	16	10	31	33	33	36

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Antelope Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	69			*	*	56
Math	*	46			*	*	52
Science	*	*			*	*	57
Social Science	*	*				*	*

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Antelope Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	51	64	*	48	6	
Math	35	54	*	34	27	
Science	75	*	*	*	*	
Social Science	*	*				

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	8	7	7
Similar Schools Rank	N/A	N/A	N/A

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	789	-8	7	-3
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	-5	-1	*
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP

requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AES	ESUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	Yes
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	No

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Antelope Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	AES	ESUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through school newsletters, school web site, parent conferences, and email. Contact the principal at (530) 495-2231 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Chaperone Dances/School Activities  
Fundraising

### Committees

School Site Council  
Parent Teacher Organization

### School Activities

Back to School Night  
Open House  
Family Nights  
Teacher Appreciation Luncheon  
Spelling Bee  
Math Counts

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope Elementary School's original facilities were built in 1936; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Antelope Elementary School. Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1936
Square Footage	19641
<b>Quantity</b>	
Permanent Classrooms	12
Computer Labs	1
Music Room	1

### Deferred Maintenance

Antelope Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Antelope Elementary School received a portion of \$77,277 in deferred maintenance funds.

### Facilities Inspection

The district's maintenance department inspects Antelope Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 24, 2007. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 24, 2007			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom		✓	
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in October 2008 and updated in October 2008. Staff responsibilities and safety plan updates were discussed with staff in October 2008.

## Classroom Environment

### Instructional Time

All instructional time offered at Antelope Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Antelope Elementary School offered 180 days of instruction. The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	37,800	36,000
1-3	52,530	50,400
4-8	55,020	54,000

### Discipline & Climate for Learning

Antelope Elementary School's discipline policies are based upon the district's conduct code, which is used as a guide to develop behavior management programs and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Antelope Elementary

School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in school newsletters.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Antelope Elementary School sponsors the following behavioral incentives: Student of the Trimester, Artist of the Month, and Student of the Month. Academic honors include certificate of achievement and honors certificate.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Antelope Elementary School offers physical education, music, fine arts, Spelling Bee, and Christmas opera. Sports programs promote teamwork and good sportsmanship. Intramural sports are held after school and include volleyball, basketball, soccer, and flag football.

Suspensions & Expulsions			
	AES		
	05-06	06-07	07-08
Suspensions (#)	3	3	6
Suspensions (%)	2.50 %	2.21 %	5.66 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
ESUSD Elementary Schools			
Suspensions (#)	12	31	37
Suspensions (%)	3.53 %	8.49 %	10.79 %
Expulsions (#)	2	0	0
Expulsions (%)	0.59 %	0.00 %	0.00 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Antelope Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of Antelope Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.



Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.0	1		
1	20.0	1		
2	14.0	1		
3	15.0	1		
6	14.0	1		
Combo 4-8	30.3		1	2
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	1		
1	14.0	1		
2	20.0	1		
3	15.0	1		
4	14.0	1		
5	18.0	1		
Combo 4-8	31.3		2	1
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	12.0	1		
1	16.0	1		
2	8.0	1		
3	16.0	1		
4	14.0	1		
5	11.5	2		
Combo 4-8	16.3	2	1	
Other	22.0		1	

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Antelope Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by the principal and all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Antelope Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged

to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

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

On Wednesday, October 15, 2008, the Eastern Sierra Unified School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution No. 08-18 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Eastern Sierra Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
<b>Language Arts</b>		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	K-6
2002	Holt, Rinehart and Winston, <i>Literature and Language Arts</i>	7-8
<b>Math</b>		
2008	Pearson Scott Foresman, <i>enVision Math California</i>	K-5
2008	Holt, Rinehart & Winston, <i>Holt California Mathematics: Course 1, Course 2, A</i>	6-8
<b>Science</b>		
2007	Delta Education, <i>Full Option Science System</i>	K-5
2007	McDougal Littell, <i>McDougal Littell California Middle School Science</i>	6-8
<b>Social Science</b>		
2006	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for Califom</i>	K-5
2006	Holt Rinehart Winston, <i>Ancient Civilization</i>	6
2006	Holt Rinehart Winston, <i>World History, Medieval to Early Modern Times</i>	7
2006	Holt Rinehart Winston, <i>US History, Independence to 1914</i>	8

### School Leadership

The administrative team is comprised of the principal and the assistant principal, who work closely with teachers, parents, and school staff. Principal Jason Reid is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program.

Principal Jason Reid has been in the educational field for 15 years and serving Antelope Elementary School for 15 years (as of 2007-08). Previous positions held in other schools include: assistant principal and athletic director. Principal Jason Reid holds a bachelor's degree in science, a master's degree in school administration, and a Clear Administrative Services Credential.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Antelope Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners work with bilingual aides in a small group and/or individualized setting outside the general education classroom. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention.

Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Antelope Elementary School's teachers utilize Hampton Brown's Into English series, a state-approved reading intervention program and textbook adoption. Antelope Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Antelope Elementary School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Antelope Elementary School takes advantage of the district's participation in the Mono County Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Antelope Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Classroom interventions
- Weekly progress reports
- Tutoring

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

## Professional Staff

### Substitute Teachers

Antelope Elementary School frequently experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to receive instruction by a fully credentialed teacher.

Highly qualified substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)
- A 30-day substitute permit

### Teacher Evaluations

Evaluation procedures and criteria for Antelope Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Library Media Staff	1	0.5
Resource Specialist (non-teaching)	1	1.0
Counselor	0	0.0

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2007-08 school year, Antelope Elementary School had 11 teachers who met all credential requirements in accordance with state guidelines. Some of Antelope Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Antelope Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	87.3 %	12.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	65.5 %	34.5 %

Teacher Credentials & Assignments				
	AES			ESUSD
	05-06	06-07	07-08	07-08
Total Teachers	9	10	11	50
Teachers with full credentials	9	10	10	49
Teachers without full credentials	0	0	1	1
Teachers in alternate routes to certification	0	0	1	1
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	6
Total teacher misassignments	7	7	7	23
Teacher misassignments for English learners	7	7	7	17
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	2

Teacher Credentials & Assignments (cont'd)		
	AES	ESUSD
	08-09	08-09
Total teacher misassignments	2	10
Teacher misassignments for English learners	2	10
Other misassignments of certificated staff	0	0
Teacher vacancies	0	2

Teacher Education Levels 2007-08		
	AES	ESUSD
Doctorate	0.0 %	0.0 %
Master's degree plus 30 or more semester hours	9.1 %	12.0 %
Master's degree	0.0 %	4.0 %
Bachelor's degree plus 30 or more semester hours	72.7 %	66.0 %
Bachelor's degree	18.2 %	18.0 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	ESUSD	
Beginning Teacher Salary	\$32,195	\$36,658
Mid-Range Teacher Salary	\$48,532	\$53,646
Highest Teacher Salary	\$62,446	\$69,160
Superintendent Salary	\$103,000	\$110,844
<b>Average Principal Salaries:</b>		
Elementary School	\$74,339	\$85,019
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	20.5%	35.2%
Administrative Salaries	4.9%	6.4%

### Expenditures Per Student

For the 2006-07 school year, Eastern Sierra Unified School District spent an average of \$14,688 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of

educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Eastern Sierra Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocation Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- After School Learning & Safety
- California High School Exit Exam
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Neighborhood Partnerships
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation
- Vocational Programs

the county's public libraries. The closest public library to Antelope Elementary School is Mono Public Library, located at 111591 Hwy 395, Coleville (Coleville High School campus).

Hours: M-Th 3-7; Sat. 9-1  
Phone Number: (530) 495-2788  
Number of Computers Available: 6  
Printers Available: Yes

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	State Avg., Dist. Same Size & Type			% Diff. School & State	
	AES	ESUSD	% Diff. School & Dist.		
ADA*	120	468	N/A	N/A	N/A
Total**	\$8,170	\$15,201	53.75	N/A	N/A
Restr.†	\$2,415	\$4,919	49.10	N/A	N/A
Unrestr.††	\$5,755	\$10,282	55.97	\$5,300	108.58
Avg. Teacher Salary	\$46,852	\$46,538	100.67	\$54,955	85.26

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

Parents may access Antelope Elementary School's SARC and access the internet at any of