

# Antelope Hills

36105 Murrieta Oaks Avenue • Murrieta, CA 92592 • 951-445-4110 • Grades K-5

Preston Fairchild, Principal  
pfairchild@murrieta.k12.ca.us



## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Murrieta Valley Unified School District

41870 McAlby Ct.  
Murrieta, CA 92562  
(951) 696-1600  
www.murrieta.k12.ca.us

#### District Governing Board

Ken Dickson  
Robin Crist  
Paul Diffley  
Linda Lunn  
Kris Thomasian

#### District Administration

Patrick Kelley  
Superintendent

### School Description

Antelope Hills Elementary is a California Distinguished School that serves students in kindergarten through fifth grade. Antelope Hills' primary academic goal is to provide students with a standards-based curriculum that is presented in a meaningful and nurturing environment. While teaching the academic standards, we aim to instill high moral standards. Through the collaboration and support of teachers, parents, and community, students will build foundational skills at each grade level that will provide them with the building blocks of literacy, numeracy, thinking skills, and social skills so that they may feel confident as both learners and contributors in our ever-changing society.

We are focused on delivering the curriculum to students in ways that address all learning styles. In addition to using district-adopted textbooks, we use technology, fine arts, simulation games and character education programs to ensure that our students have every opportunity for success.

Preston Fairchild, Principal

### Highlights & Achievements:

- Our school took part in the California Assessment of Student Performance and Progress (CASSPP). 60% of students in grades 3 – 5 met or exceeded standards in English Language arts, and 52% of students in grades 3 – 5 met or exceeded standards in Math.
- We have a Universal Access Plan to provide intervention support for students at all grade levels and we have expanded technology in order to support the intervention programs.
- Students are recognized for displaying good character and citizenship and for academic achievement throughout the year, both at formal assemblies and within the classroom.
- PTA is actively involved in Red Ribbon Week, Reflections, book fairs, activities to enhance school and community spirit, and reward and incentive programs and assemblies.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	134
Grade 1	130
Grade 2	131
Grade 3	129
Grade 4	146
Grade 5	171
<b>Total Enrollment</b>	<b>841</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0
Asian	4.2
Filipino	2.7
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.2
White	49.8
Two or More Races	6.2
Socioeconomically Disadvantaged	24.6
English Learners	8.6
Students with Disabilities	19.5
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Antelope Hills	15-16	16-17	17-18
With Full Credential	34	37	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Murrieta Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Antelope Hills	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 (Houghton Mifflin) Grades 4-5 Adopted in 2006 READ 180 Universal (Houghton Mifflin) Grades 4-5 Adopted in 2016 System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 (Houghton Mifflin) Grade 5 Adopted in 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Antelope Hills Elementary opened in August 2005. We currently have 29 regular education classrooms; 5 special education classrooms; a Sensory Gym; a multipurpose room with a kitchen; 3 computer labs; a library; an outdoor eating area; an amphitheater; administrative offices; a health office; teacher workrooms; and two play areas, one for kindergarten students and one designated for students in grades one through five.

Childcare facilities for students in kindergarten through grade five are located on campus in separate rooms. At certain times during the school year our school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists.

Upkeep, maintenance, and cleaning of the school are provided by the district's Facilities and Operational Services Department. The principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered.

Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 21, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces	X			No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
<b>Electrical:</b> Electrical	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: June 21, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X				No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	57	57	61	61	48	48
<b>Math</b>	53	49	46	46	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	68	65	71	66	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	8.9	23.6	52.2

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	134	132	98.5	65.2
Male	68	67	98.5	65.7
Female	66	65	98.5	64.6
Hispanic or Latino	37	37	100.0	64.9
White	64	63	98.4	69.8
Socioeconomically Disadvantaged	34	34	100.0	50.0
Students with Disabilities	24	23	95.8	56.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	436	97.98	56.65
Male	210	203	96.67	55.67
Female	235	233	99.15	57.51
Black or African American	21	21	100	38.1
Asian	16	16	100	81.25
Filipino	13	13	100	61.54
Hispanic or Latino	132	127	96.21	51.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	231	229	99.13	58.52
Two or More Races	30	28	93.33	60.71
Socioeconomically Disadvantaged	115	114	99.13	46.49
English Learners	40	38	95	44.74
Students with Disabilities	102	94	92.16	24.47
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	435	97.75	49.2
Male	210	202	96.19	53.47
Female	235	233	99.15	45.49
Black or African American	21	21	100	38.1
Asian	16	16	100	75
Filipino	13	13	100	53.85
Hispanic or Latino	132	126	95.45	40.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	231	229	99.13	54.59
Two or More Races	30	28	93.33	35.71
Socioeconomically Disadvantaged	115	114	99.13	40.35
English Learners	40	38	95	36.84
Students with Disabilities	101	92	91.09	26.09
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are welcome at school, and the school staff sincerely appreciates their support and participation. We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parent and community involvement are encouraged through PTA, School Site Council (SSC), and volunteering in the classroom. The PTA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, activities to enhance school and community spirit, and reward and incentive programs. The SSC includes five parents and five staff members.

We invite all parents to attend Back-to-School Night in the fall, Patriot Day in September, all PTA events, Open House in the spring, and parent-teacher conferences at the end of October.

Parents are encouraged to join and attend PTA meetings. Contact Liz Straight (PTA president) at [antelopehillspresident@gmail.com](mailto:antelopehillspresident@gmail.com)

For more information on parent involvement contact the principal, Preston Fairchild or Assistant Principal, Melinda Loera at (951) 445-4110.

#### 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.

#### School Safety Plan

School safety is a high priority at Antelope Hills Elementary. Administrators and teachers monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. School Resource Officers are available to respond to the school if assistance is needed. Antelope Hills is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to be on campus.

The district holds monthly safety meetings and our School Site Council (SSC) works on our Safety Plan throughout the year. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues. A comprehensive School Safety Plan has been adopted, and we review it annually. We last revised the plan in September 2017.

We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism or other illegal activities that may occur on campus. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced antidiscrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, our school has an Emergency and Disaster Preparedness Plan which aligns with the NIMS emergency system. It specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	1.1	0.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	.25
Speech/Language/Hearing Specialist	2.0
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	27	26	1	1		4	4	5			
1	24	23	25				5	5	5			
2	25	23	25				5	5	5			
3	31	26	24				5	5	5			
4	31	33	34				4	3	1		2	3
5	27	27	29		1	1	5	4	4			1
Other	10	8	8	3	3	4						

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

**Professional Development provided for Teachers**

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2015 – 2016 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6988	1788	5200	85097
District	◆	◆	6761	\$85,412
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-23.1	-0.4
Percent Difference: School Site/ State			-20.9	7.4

\* Cells with ◆ do not require data.



**Types of Services Funded**

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately two and a half days a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.