



Antelope High School SELF-STUDY REPORT

7801 Titan Drive

Antelope, Ca 95843

Roseville Joint Union High School District

March 3-6, 2024



ACS WASC/CDE
Focus on Learning
Continuous Improvement Guide
2022 Edition





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Roseville Joint Union High School District

1750 Cirby Way
Roseville, CA 95661

Mission Statement

Roseville Joint Union High School District's mission is to:

- **Ignite** innovative and meaningful learning
- **Inspire** powerful impact in our communities
- **Prepare** all students for multiple paths to success



Board of Trustees

Mr. Pete Constant

President

Ms. Julie Hirota

Vice President

Ms. Heidi J. Hall

Clerk

Ms. Ludmila Karkov

Member

Ms. Marla Franz

Member



Roseville Joint Union High School District

1750 Cirby Way
Roseville, CA 95661

District Administration

Mr. John Becker

Superintendent

Mr. Brad Basham

Assistant Superintendent, Human Resources

Ms. Tu Moua Carroz

Assistant Superintendent, Education Services

Dr. Melanie Dopson

Assistant Superintendent, Student Services

Mr. Joe Landon

Assistant Superintendent, Business Services





Antelope High School Administration

Lindsey Cutts

Principal

Marc Buljan

Assistant Principal

Alyssa Gonzalez

Assistant Principal

Steven Jones

Assistant Principal

Lucas Orozco

Assistant Principal





Members of the Visiting Committee

Mr. David Yeroshek

Chair

Teacher/Academy Coordinator

Mrs. Haley C Wood-Burdick

Member

Special Education Teacher

Ms. Corinne Poirier

Member

Vice Principal

Dena Lausten

Member

Academic Counselor

Mrs. Janae Krugle

Member

Teacher/Avid Coordinator

Ms. Kelly Cooper

Member

Principal



Antelope High School Leadership Team

Lindsey Cutts
Principal

Marc Buljan
Assistant Principal

Steven Jones
Assistant Principal

Alyssa Gonzalez
Assistant Principal

Lucas Orozco
Assistant Principal

Meghan Bianco
Activities Director

Nicki Mitchell
Physical Education

Emily Dodds/Jordan Martinez
Athletic Director

Jeff Draper
Robert Moreno
RSEA Representatives

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Maggie Reed
Counseling

Darran Hudson
Science

Kalina Moore
CTE/PLTW

Matt Hubbard
Social Science

Elise Balderas
Tayler Kersey
English/English Language Development

Amber Davis
Hayden Olhiser
Special Education

Taylor Martinez
Health

Ryan Varrelman
Visual Arts

Brent Burkett
Danielle Crandell
Mathematics

Jennifer Fulkerson
WASC Coordinator

Sonora Mello
Performing Arts

Amparo Quinonez
World Language



Antelope High School Self-Study Report Leadership Team

Self-Study Coordinator

Jennifer Fulkerson
Performing Arts Teacher

Administrative Support

Alyssa Gonzalez
Assistant Principal

Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Dana Duncan
Social Science Teacher

Curriculum

Rob Moreno
English Teacher

Learning and Teaching

Taylor Martinez
Health Teacher

Assessment and Accountability

Matt Hubbard
Social Science Teacher

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Dustin Thompson
Math Teacher



WASC Parent Committee

Carrie Androlowicz	Brooke Odgers
Kim Dierdorff	Margaret Phillips
Lamills Garrett	Derek Smart
Shannon McCarthy	Joanna Varga
Chanin Mendoza-Smart	

WASC Student Committee

Skyler Berge	Jaina Knight
Ornella Bokoch	Elina Latkovska
Nicole Calles	Aiden Patel
Edwin Camerana	Miley Phillips
Armaan Dhaliwal	Vladyslav Polchyn
Nevaeh Edmond	Melania Rybkin
Ndubunma Eke	Jasreet Sahota
Isaiah Estrada	Connor Sanchez
Kaden Hutcherson	Jelani Todd
Kurt Collin Javier	Emily Wright
Chelsea Jenkins	Elodie Wu
Corea Kim	



Antelope High School Personnel

Counselors

Leticia Gallardo
Counselor

Phitsamay Gilchrist
Counselor

Brian Hewitt
Counselor

Erica Joseph-Bradley
Counselor

Sandeep Pannu
Counselor

Maggie Reed
Counselor

Support Services

Jenny Araiza
Mental Health Associate

Stephanie Armstrong
Mental Health Specialist

Krystal Garcia
Learning Support Specialist

Dani Genzlinger
Program Specialist

Christelle Jara
Learning Support Specialist

Erica Larkin Martin
Wellness Center Family & Community Liaison

Dina Miller
College & Career Center

James Nichols
Technology Assistance

Julia Palko
Parent Ambassadors

Allison Pearl
Program Specialist

Gabi Rusnak
Speech & Language Pathologist

Lorena Spencer
School Psychologist

Denise Styler
Library Media Technician

Audrey Tekerlek
School Psychologist

Zenia Treto
District Librarian

Sabrina Vella
Wellness & Prevention Coordinator

Patrizia Wydenes
Nurse

Evelina Yurchak
Parent Ambassador



Classified Staff

Administrative and Student Services

Ashley Breshears
Attendance

Hannah DeSilva
Student Services

Chelsea Conn
Assistant Principal's Secretary/Athletics

Desirre DeLorge
Principal's Secretary

Wendy Herbold
Campus Monitor

Christina Platz
Front Desk/Maintenance & Custodial Liaison

Gene Quigley
Campus Monitor

Samantha Robarge
Counselor's Secretary

Amanda Scuka
Registrar

Yvonne Scholz
Campus Monitor

Cafeteria

Heather Quigley (*Kitchen Lead*)

Olga Abakhina

Sarah Camp

Rose Gann

Karen Lorenzo

Svitlana Maystryuk

Maria Monroy

Evelyn Potts

Theresa Schnaars

Sheila Tansley

Maintenance and Custodial

Steve Burrier
Night Custodian

Jamee Gardner
Maintenance II (Lead)

Michael Hart
Utility Worker - Grounds

Milad Kavooosi Heidari
Maintenance I

Chad LaRosa
Day Custodian

Hugh Pinson
Night Custodian

Elaine Pike
Night Custodian (Lead)

Kennedy Thao
Utility Worker - Grounds (Lead)

Paraeducators

Michelle Avery

Angelica Barajas

Lana Chlek

Jason Collins

Casey Cornilsen

Geoffrey Eke-Simmons

Nicole Gonzalez

Sunshine Milner

Sophia Segura

Monica Sotelo Lainez



Faculty

ACTIVITIES

Meghan Bianco

CAREER TECHNICAL EDUCATION (CTE)

Mark Calvo
Carolyn Deakers
Alex Hamilton
Sandra James

Kalina Moore
Chris Stinson
Mathew Tozzi

ENGLISH & ENGLISH LANGUAGE DEVELOPMENT

Elise Balderas
Nancy Canevari
John Comeau
Bryanne Cross
Alexis Hubbard
Tayler Kersey
Pete LeBlanc
Debra Love

Robert Moreno
Amy Pritchard
Megan Shakespeare
Morgan Shapses
Kathleen Steinkamp
Xeng Xiong

HEALTH

Taylor Martinez

David Norton

MATHEMATICS

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Brent Burkett
Michael Byerly
Ineika Collins
Danielle Crandell
Mike Dresser

Rex Miller
Mandy Phong
Dustin Thompson
Victoria Thompson
Corey Wood

PERFORMING ARTS

Jennifer Fulkerson
Sonia Lazureanu
Josh Luedtke

Sonora Mello
Matt Parris
Sami Simon

PHYSICAL EDUCATION

Betsy Barr
Brad Burton
Cory Clonce
Emily Dodds

Jordan Martinez
Nicki Mitchell
Steven Pagador
Emmy Reynolds



SCIENCE

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McKayla Brekke
Teresa Bristow
Darran Hudson

Jacob Mercado
Skimra Rodriguez
Gina Steputis

SOCIAL SCIENCE

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Chad Cook
Seth Demant
Jeff Draper
Dana Duncan

Matt Hubbard
Juwan Hurd
Julie Law-Marin
Rob Richards

SPECIAL EDUCATION

Tania Baldwin
Katie Cheney
Amber Davis
Thomas Jungsten

Marc Martin
Hayden Olhiser
Anthony Silva
John Stevenson

VISUAL ARTS

Carissa Buschmann
Deirdra Estes
Sheilan Kazzaz

Christina Sanchez Juarez
Ryan Varrelman

WORLD LANGUAGES

Madalyn Cottingham
Erik Eggen
Erika Heredia

Amparo Quinonez
Jessica Wiseman





Introduction (1-2 pages maximum)

- Provide a brief background of the school and include a summary description of programs offered.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

In August of 2008, Roseville Joint Union High School district opened its 5th comprehensive high school to freshmen and sophomore classes; the beginning of a mission to build a strong culture and rich academic foundation that would become the makeup of Antelope High School. For the past fifteen years, Antelope High School (AnHS) faculty, staff, and students have worked tirelessly to build a school that is known for Titan pride, high academic achievement, and community involvement.

Over the course of the last six years, Antelope High School has seen almost a complete turn-over of administration and leadership. There was also a large amount of faculty turnover; more than half of our current faculty were not at Antelope High School during the last WASC Self-Study. These changes created a staff and a school that felt untethered, missing the strong foundation that had always been the hallmark of Antelope High School. The 2022-2023 school year brought with it a new principal and a renewed focus on establishing a positive school culture and support structures for everyone on campus.

Antelope High School began this Self-Study process in the spring of 2023. Since the opening of Antelope High School in 2008, the staff has had monthly staff meetings and weekly collaboration meetings within departments and Professional Learning Teams (PLTs).

In the spring of 2023, we began to use these collaborative practices to benefit our self-study process. An annual perception survey was administered in Fall 2022 to students, parents/guardians, and staff members. These initial findings were studied and shared with the Antelope staff to discover information about current realities and next steps. Staff member teams were then organized into the five targeted focus groups: Organization for Student Learning, Curriculum, Learning and Teaching, Assessment and Accountability, and School Culture. These teams, composed of certificated, classified, and support personnel met during Wednesday collaboration times to discuss key areas in the self-study process and to assist in evaluating our current practices and next steps. Departments met as Home Groups to provide feedback and evidence. Parents and students also met during this process and were given status updates on current findings and opportunities to contribute information that will guide future practice. Notes from all of the meetings were then compiled by the self-study coordinator and composed into a comprehensive report. This report was discussed with administrative, leadership, and support staff members. Input from all groups was collected, assessed, and then incorporated into a schoolwide action plan outlining next steps in the self-study cycle.

Antelope High School provides a comprehensive instructional program including rigorous academic courses, a wide breadth of Visual and Performing Arts, and a growing Career Technical Education department. The past two years have also seen an increase in Dual Enrollment and Advanced Placement offerings, including Antelope High School being one of the few schools in the nation to offer AP African American Studies as a pilot in the 2023-2024 school year. Antelope High School offers 21 athletic programs and 43 levels of sports, as well as an active Associated Student Body program and clubs ranging from our Black Student Union, to the Anime Club, to the award winning Key Club.





Many of our curricular programs include co-curricular and extra-curricular components, such as dance shows, drama shows, an annual CTE Expo, and internship opportunities. Additionally, AnHS has a thriving English Language Development department and academic support classes (Credit Recovery and Positive Power) for students needing further support or resources. AnHS staff works tirelessly to provide as many opportunities as possible for our students.

To promote diversity and inclusion, Antelope High School and the Roseville Joint Union High School District worked with the National Equity Project and the Acosta Educational Project in the years prior to the COVID-19 pandemic. During the pandemic, district priorities shifted to address gaps in new areas of need. As a school site, Antelope High School has continued to support equity initiatives. The diverse population of AnHS is frequently identified as one of the school's biggest strengths by stakeholders. Recent and ongoing site-wide equity and inclusion efforts include establishing an Equity Team made up of staff and teachers, support for a number of clubs and wellness groups that continue to support underrepresented populations, and hosting the district wide GSA Summit. Antelope High School started a new women's sport Flag Football the first year of its existence and the team made playoffs! We are currently piloting AP African American Studies and are the first school in our district to offer Dual Enrollment Ethnic Studies. Antelope High has established ELD, Advanced Placement/Dual Enrollment and Academic Culture Coordinator positions to support all students in meeting A-G requirements and increasing representation in Dual Enrollment and AP Courses.

Our mission statement, "Increase the academic achievement of every student," is the foundation and cornerstone to all conversations surrounding Antelope High School students. In 2022, the staff began to revisit Core Values and Collective Commitments. The staff worked together to put life to our four Core Values, asking themselves: What does it look like, sound like, and feel like when we are putting these Core Values into action?

The WASC process has been a helpful next step in analyzing and reflecting on these [Core Values and Collective Commitments](#). We appreciate this opportunity to both validate the work that we have already accomplished as a staff and with our students, as well as the assistance to further develop our school into a place where our students can access their true potential as a life-long learner.

The self-study process, by its very nature, cannot be done without the involvement of the entire learning community. In particular, thanks go out to the students, teachers, parents, administration, and support staff for their contributions to this self-study. Thanks especially to our students, whom we celebrate in their pursuit of academic, social, vocational, and personal success and growth.



Chapter 1: Progress Report (2-5 pages maximum)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Antelope High School faculty and staff discussed the following as significant developments that have had a major impact on our school since the last full visit.

COVID and Distance Learning

Antelope High School went into distance learning on March 13, 2020. Within 3 days, teachers were communicating expectations for learning with students and connecting through online platforms, such as Google Classroom, Zoom and Blackboard, BYU and Edgenuity. Spring of 2020 remained exclusively online distance learning for all students. Antelope went to hybrid learning for Fall of 2020 and returned to on-campus instruction completely in Spring of 2021. There was an online-only option for students offered through the district named the “Roseville Student Virtual Learning Academy”, or RSVLA. 226 AnHS students chose to learn through the Roseville Student Virtual Learning Academy during Spring 2021. Some families decided to remain virtual learners through Antelope High School during the 2020-2021 school year. These various options and seamless transitions in and out of online learning were made possible due to every student being issued a chromebook, which began in the 2018-2019 school year.



Expanded and updated course offerings for students:

Antelope High School has continued to expand and update our [course offerings](#). Our math and science departments have participated in the development and implementation of new course curriculums since our last WASC cycle. The English department piloted a new curriculum in the 2022-2023 school year, which will be fully implemented in the 2024-2025 school year. We have added American Sign Language to our World Language department and Ethnic Studies to our Social Studies department. In the 2023-2024 school year, Antelope is one of 2 schools in RJUHSD piloting an AP African American Studies course. Dual enrollment offerings began in the 2020-2021 school year. Our CTE programs have expanded to include ProPhoto, Technical Theater, and access to CTE Automotive Service Tech 1 which is offered through another high school in our district.

Support for students

In the past six years the English Language Development program has grown by 123 students and two class sections. In the spring of 2023 an EL Coordinator position was added, with one of our current ELD teachers serving in this role. A dedicated full-time Learning Support Specialist was added to support the ELD classes in the 2022-2023 school year. There were also two part-time Parent Ambassadors hired to assist with language support and engaging the families of our newcomer students specifically from Ukraine and Russia.

Special Education has seen almost a complete overhaul in the way we offer services to students with IEPs. Antelope High School has embraced the district initiative for co-taught classes to support student IEP goals in a general education setting. We now offer Integrated Math 1, Integrated Math 2, Biology, English 9, and English 10 as co-taught classes on campus. Additionally, we have adopted new policies around graduation credits for Special Education classes, allowing more of our Students with Disabilities the opportunity to earn a high school diploma through modified classwork.

Every school in the District offers a fully staffed, always open Wellness Center on campus where students can drop-in for a break or seek further services from licensed professionals. The Wellness Center has been instrumental in supporting restorative practices on campus through opportunities for Teen Intervene, mediations, and counseling. The 2022-2023 school year also brought about the re-launch of PBIS on campus, including restorative practices in detentions occurring twice a week.



Leadership changes

Since our last WASC report there have been leadership changes at every level of our site and district. Roseville Joint Union High School District has had three Superintendent changes, with our current superintendent being the founding principal from Antelope High School. Our site has had 2 new principals, both of which started at our site as Assistant Principals. We have all new assistant principals, as well as almost all new office support staff. Since our last report, we have 41 new teachers on our campus.

“Finally Complete”

Two large construction projects on campus since our last visit have created a sense that our campus is finally complete. Since our campus opened in 2008, our performing arts programs have had to perform at other sites or in our gym and our stadium functioned with no permanent restrooms or snack bar. We opened our state-of-the-art Performing Arts Center in September 2019 thanks to funding from Proposition D and our stadium gained permanent bathrooms and a snack bar facility that opened in Fall of 2023. While students and staff were affected by multiple years of construction on our campus which impacted facility use and noise levels, both students and staff are greatly benefiting from the completion of these projects.

Title One

Since our last WASC self study, Antelope High School has moved from a targeted Title One school to a Schoolwide Program. This allows for our Title One funds to be spent on all schoolwide programs, not just specific students who qualify for Title One or specific programs. These funds have been used to fund positions on campus (an additional full-time school counselor and an additional Learning Support Specialist were first hired with Title One funds), pay for teacher release time for curriculum planning, professional development opportunities (PLC at Work institute, AVID training), a summer “Curriculum Camp” for teachers, and instructional materials (to name a few). This funding has provided much needed resources to support student learning.

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

There are multiple ways in which the schoolwide action plan/SPSA and LCAP goals are monitored throughout the school year. One of those ways is through the monthly [School Site Council](#) meetings where administration, parents, teachers, and students review data and monitor goals together. There are also monthly [leadership meetings](#) with the department coordinators. These meetings present opportunities to discuss progress on schoolwide action plan goals with department coordinators along with the monthly [staff meetings](#). A district wide LCAP committee meets throughout the year, with parents, students, and staff from all schools in the district meeting to discuss LCAP goals and resources.



- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.

WASC Action Plan Goal #1: Increase the number of students meeting or exceeding the standards on the CAASPP Test.

LCAP GOAL	Goal 1: RJUHSD students will be college, career, and life ready.
SPSA GOALS	Goal 3: Ensure all students graduate from high school ready for college, career and life, prepared to pursue the future of their choosing. Goal 4: Implement a comprehensive instructional program that engages students and provides for timely intervention for our most at-potential students.

PROGRESS	IMPACT	EVIDENCE (link)
<p>Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.</p>	<p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.</p>
<p>Student Testing Engagement</p> <ul style="list-style-type: none"> Incentives for students: Chick Fil A for students who scored well. Food and Snacks for students on testing days. <p>CAASPP Coordination</p> <ul style="list-style-type: none"> Teacher testing coordinator. <p>Academic Student Support</p> <ul style="list-style-type: none"> Need identified to support students who don't have a math or science class in the Spring semester. <p>Curriculum Alignment</p> <ul style="list-style-type: none"> Math and English teams aligned curriculum to CAASPP, including mirroring CAASPP questions in assessments. In fall 2023, CCIM2 teachers administered the CAASPP interim test. <p>CAST</p> <ul style="list-style-type: none"> Science curriculum was updated to align with NGSS Standards, which allowed the CAST test to provide important data about student mastery of the new standards. 	<ul style="list-style-type: none"> Testing incentives were given to students and staff based on attendance and performance. Communication of the importance of testing was made through videos shown during classes, staff speaking to students, and posters on campus. Calls home were made to students who missed testing to emphasize the importance of making up tests. Math teacher invited all juniors not in a spring math class to "crash course" study sessions before the CAASPP test. 	<p>CAASPP Late start bell schedule (2022)</p> <p>CAASPP All on campus testing bell schedule(2019)</p> <p>Testing schedule with teacher rosters (2023)</p> <p>CAASPP posters around campus</p> <p>Chick-fil-a at lunch for seniors who scored proficient or above previous year</p> <p>Schedule of study sessions - Spring non-Math students (email) (teachers)</p> <p>CAST Scores</p> <p>CAASPP ELA Scores</p> <p>CAASPP Math Scores</p>



WASC Action Plan Goal #2: Improve the educational support and services for current and exited special education students.

LCAP GOAL	Goal 2: Improve student academic performance and achievement for students by providing course access in order to close the achievement gap.
SPSA GOALS	Goal 3: Ensure all students graduate from high school ready for college, career and life, prepared to pursue the future of their choosing. Goal 4: Implement a comprehensive instructional program that engages students and provides for timely intervention for our most at-potential students.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE (link) Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
<p>General Education Access</p> <ul style="list-style-type: none"> Introduced and expanded co-taught classes to expose students to the general education curriculum with embedded supports. Specialized Academic Instruction (SAI) is provided during Titan 28/Titan Time to limit pulling SWD from the general education setting. <p>Placement and Monitoring</p> <ul style="list-style-type: none"> To ensure correct placement for students coming from middle school, SpEd teachers attend transitional IEP meetings to assist with vertical alignment and placement. Increase in a variety of assessments to ensure correct placement. Transitioned SWD to work with academic counselors rather than only program specialists. Progress monitoring for current SWD between caseload managers and service providers give more consistent monitoring and support. <p>IEP</p> <ul style="list-style-type: none"> General education teachers are present for the entire IEP meeting. <p>ATP</p> <ul style="list-style-type: none"> Creation of Adult Transition Program <p>Modified Classes</p> <ul style="list-style-type: none"> New policies around modified classes give students more opportunity to earn a diploma 	<ul style="list-style-type: none"> Currently offer co-taught IM1, IM2, English 9 and 10, Biology With SAI, students have access to 8 graduation required classes each year, rather than two of their classes being non-graduation support classes. This increased the graduation rates of SWD. SWD have equitable counseling services, including social-emotional, career counseling, etc. Students stay with the same case manager for four years, building relationships and more consistent progress monitoring. Ongoing and consistent progress monitoring also means that students are also moved into less restrictive environments as soon as needed, including exiting more students from Special Education. General education teachers are part of the discussion about students strengths and goals for their IEP. The ATP program provides life and job skills for students after they complete four years of traditional high school curriculum. More students will be able to earn a high school diploma through the implementation of more modified classes 	<p>Master schedule with Co-Taught courses</p> <p>SWD grad rates on CA Dashboard</p> <p>Graduation Rates</p> <p>SAI Schedule</p> <p>Special Education Exit Data</p> <p>IEP Agendas</p> <p>Data on IEP meetings with general education teacher present</p> <p>Transitional IEP Attendance (at middle school)</p> <p>Adult Transition Program (ATP)</p> <p>ATP course outline</p> <p>ATP enrollment: 10 (2023-2024), 9 (2022-2023), 9 (2021-2022)</p> <p>Alternative pathways to diplomas</p>



WASC Action Plan Goal #3: Increase staff capacity to collect, disaggregate, and analyze student performance data in order to make informed instructional decisions, guide intervention, and support closing the achievement gap.

LCAP GOAL	Goal 1: RJUHSD students will be college, career, and life ready. Goal 2: Improve student academic performance and achievement for students by providing course access in order to close the achievement gap.
SPSA GOALS	Goal 4: Implement a comprehensive instructional program that engages students and provides for timely intervention for our most at-potential students.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE (link) Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
<ul style="list-style-type: none"> • COVID limited our ability to gather pertinent data regarding student performance through CAASPP. • Data collected on CTE/DE/AP enrollment to identify where achievement gaps exist/have grown/decreased. • In 2023, the site Leadership Team worked towards refocusing and improving PLT's on campus. Data on how PLTs are using collaboration time was collected in Fall 2023. • PLTs meet regularly and review data to inform instruction. • The 2019-2020 school year RJUHSD used a Continuous School Improvement (CSI) model, gathering and analyzing data. This model was interrupted by COVID and not returned to post-pandemic. 	<ul style="list-style-type: none"> • There are several years of lost data due to students not testing and the California Dashboard not publishing student achievement data. • The Equal Opportunity School (EOS) survey was used to identify students not involved in AP courses. • 90% of our site Leadership Team attended a PLC Conference in Seattle in July of 2023. • CSI data review and built action plan, interrupted because of COVID 	<ul style="list-style-type: none"> EOS survey information Collective Commitments PLC Conference Agenda PLT Agendas (focus on data review to inform instruction) Action plan/website from CSI



WASC Action Plan Goal #4: Increase student engagement and encourage active student participation in all classes.

LCAP GOAL	Goal 3: Equity and Inclusion is a goal to ensure all students have access to broad and rigorous courses, are able to participate in school activities, and that we work on culture and climate of inclusion for all people.
SPSA GOALS	<p>Goal 1: Provide comprehensive social-emotional support to all of our students in order to promote academic achievement.</p> <p>Goal 2: Continue building our Titan culture with a focus on creating a safe, inclusive, and welcoming learning environment for all students, staff, and community.</p>

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE (link) Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
<ul style="list-style-type: none"> ● PBIS was re-launched post-COVID in the 2021-2022 school year. ● In 2022-2023, as a staff, we discussed instructional strategies most helpful for student achievement and agreed on collective commitments around those. ● DigiCoach was implemented throughout the District to give ongoing feedback to teachers around engagement. ● Increased student enrollment in Performing Arts courses. ● Additional CTE programs of study added to AnHS’s course catalog. ● AnHS staff agreed to focus on two student behavior expectations in the 2022-2023 and 2023-2024 school year. One of these expectations was students put phones away and took out earbuds when entering class. 	<ul style="list-style-type: none"> ● 5-Star Student used to reward positive behaviors (Titan Points). ● Staff feedback and discussion of the biggest areas of need and how to collectively counter these. ● Administrators performed classroom walkthroughs on a regular basis looking for learning engagement and giving timely feedback to teachers via email. ● Performing Arts enrollment numbers are back up to pre-COVID rates. A new Musical Theater class is being offered. ● Professional Photography (3 levels) and Theater Tech are now offered as CTE programs. ● A focus on phones being away and earbuds being out means that students are hearing a consistent message from all staff. 	<p>Titan Points Store slideshow</p> <p>PBIS posters</p> <p>5 Star Student Presentation</p> <p>Collective Commitments</p> <p>DigiCoach Rubric</p> <p>1,188 out of 1,700 students on campus took at least one Visual or Performing Arts course (70%)</p> <p>Course Catalog</p> <p>Student Behavior Expectation (see slide 14)</p>



WASC Action Plan Goal #5: Review and update communication structures for students and parents.

LCAP GOAL	Goal 4: Improve student and parent engagement and involvement by improving communication through the school sites, to students and parents about resources, extra-curricular, and co-curricular activities that are available to the community.
SPSA GOALS	Goal 5: Improve parent involvement and engagement by improving communication to parents and to the community while also engaging parents more in the educational outcomes of their students.

<p style="text-align: center;">PROGRESS</p> <p>Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.</p>	<p style="text-align: center;">IMPACT</p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p style="text-align: center;">EVIDENCE (link)</p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.</p>
<p>Parent Communication</p> <ul style="list-style-type: none"> Administration sends out a weekly Family Bulletin through Parent Square. Quarterly Parent Forums held in the evenings with the Principal. <p>English Learners</p> <ul style="list-style-type: none"> Hired EL parent ambassadors in the 2022-2023 school year who speak the home language of many of our students (Russian and Ukrainian). English Learner Advisory Committee (ELAC) meetings are held quarterly with EL families. Data and support services are presented, as well as questions answered and translation services provided. <p>Student Communication</p> <ul style="list-style-type: none"> Students are included in Catapult alerts and trained on safety drills prior to each one taking place. Parent emails are sent home educating them as well. Social Media use, such as a schoolwide Instagram page, as well as a Daily Student Bulletin increased the sharing of information and upcoming important events. “Popcorn with the Principal” was implemented in 2023-2024 as a way for administration to hear from groups of students. 	<ul style="list-style-type: none"> Parent bulletins are used to celebrate accomplishments and communicate important date reminders. Quarterly Parent Forums could have better attendance from parents. We are looking into other means of conducting these going forward. The Parent Ambassadors have increased communication with families through email, phone calls, and letters home. This has increased involvement in the ELAC meetings, ELPAC testing, and department field trips. The ELAC meetings saw some of the largest attendance numbers with the implementation of the Parent Ambassadors. Parents and students felt more informed about what was happening on campus in regards to safety and activities. Students who aren’t normally involved in feedback or decision making processes have time to give their input about successes and challenges at AnHS. 	<p>Weekly Parent Bulletin</p> <p>Parent Forum agenda (3/1/23) (10/26/22)</p> <p>ELAC agenda/attendance</p> <p>ELAC Slides</p> <p>Newcomer/Transfer numbers (page 3)</p> <p>Student bulletin</p> <p>Safety videos</p> <p>“Popcorn with the Principal”</p>



WASC Action Plan Goal #6: Continue to review and improve structures within Titan Time (Formally Titan 28) to ensure students' needs are appropriately addressed.

Titan Time (Formally Titan 28) is designated time for students to get individualized/small group intervention/instruction on current academic topics and goals. Titan Time is also designated for students who are required to have Specialized Academic Instruction (SAI) per their IEP goals. This allows students, with IEPs, to get SAI services without missing general education class time instruction.

LCAP GOAL	Goal 2: Improve student academic performance and achievement for students by providing course access in order to close the achievement gap.
SPSA GOALS	Goal 2: Continue building our Titan culture with a focus on creating a safe, inclusive, and welcoming learning environment for all students, staff, and community. Goal 4: Implement a comprehensive instructional program that engages students and provides for timely intervention for our most at-potential students.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE (link) Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
<p>Titan 28/Titan Time Review</p> <ul style="list-style-type: none"> Since AnHS started having an intervention period there have been Intervention Committees to continually review data and monitor the effectiveness. There was a District wide committee established in 22-23 to also look into the use of Intervention time. <p>Changes to Titan 28/Titan Time</p> <ul style="list-style-type: none"> Closed open areas, students were allowed to go to the cafeteria for a "study hall", and then made all Titan 28s mandatory (2021-2022). <u>Reason-</u> students consistently chose "Study Hall" over targeted intervention sessions. Moved Titan 28 to later in the day so to avoid students who were late to school and who did not have 1st period (2022-2023) Changed bell schedule to move all interventions (Titan Time) to Wednesdays (2023-2024) Titan 28/Titan Time Timeline of changes <p>Additional Titan 28/Titan Time Supports</p> <ul style="list-style-type: none"> Our Learning Support Specialists ran the Antelope Learning Lab (tutoring) during Titan 28 in the 2022-2023 school year. Teachers were able to 	<ul style="list-style-type: none"> For Titan 28, the Intervention Committee found that attendance was hard to track, even after moving the intervention period to later in the day. Suggestions were made to change the schedule for 2023-2024. For Titan 28, priority period still required teachers to take attendance and report absences which found inconsistencies. This created inequities in how policies were applied. For Titan 28, classes with substitutes often required students to go to the small gym for supervision by administration, missing out on Intervention time. Student Survey Results of New Titan Time from Fall of 2023 <p><u>Question:</u> I believe that this new Titan Time has had a positive impact for <i>me</i> in my learning- 39% (Strongly Agree to Agree); 31% (In the middle); 30% (Disagree to Strongly Disagree)</p> <p><u>Question:</u> I believe that this new Titan Time has had a positive impact for <i>students</i>, in general- 38% (Strongly Agree to Agree); 37% (In the middle); 25% (Disagree to Strongly Disagree)</p>	<p>Titan 28 committee members for 2022-2023 school year: Marc Buljan (Assistant Principal), Hayden Olhiser (Education Specialist, SAI Coordinator, Math Teacher), Allie Snyder (PLTW Biomed Teacher, AP Coordinator)</p> <p>Earlier CSI (Comprehensive Support & Improvement) Input from 2021-22 Staff: Staff CSI Input Posters CSI Feedback</p> <p>Staff and Student Survey Results in 2021-22: Student Survey Results Staff Survey Results</p> <p>Summarized Titan 28 Feed (2021-22)</p> <p>Bell Schedule (moved T28 later in day)</p> <p>District wide Intervention Committee for 2023-24 school year Recommendations</p> <p>Titan 28 committee presentation from April 2023 staff meeting</p>



<p>refer students for additional support during this time.</p> <ul style="list-style-type: none"> Specialized Academic Instruction (SAI) is provided during Titan Time to limit pulling SWD (Students with Disabilities) from the general education setting, thus increasing general education curriculum access. This began in the 2022-2023 school year. 	<ul style="list-style-type: none"> Teacher Survey Results of New Titan Time from Fall of 2023 Question: I believe the new Titan Time has had a positive impact for <i>me</i> in my classroom- 54% (Strongly Agree to Agree); 18% (In the middle); 28% (Disagree to Strongly Disagree) Question: I believe the new Titan Time has had a positive impact for <i>students</i>, in general- 56% (Strongly Agree to Agree); 20% (In the middle); 24% (Disagree to Strongly Disagree) 	<p>Bell schedule (current)</p> <p>Antelope Learning Lab flier (Titan 28)</p> <p>Antelope Learning Lab flier (2023)</p>
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- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

All growth areas for continuous improvement are embedded in the [schoolwide action plan/SPSA](#).



Chapter 2: School Profile and Supporting Data and Findings (3-5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
 - Three years of data, if available.
 - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.
 - Include links to related profile materials at the end of the report.
 - Determine implications of the data, noting trends and patterns
 - Identify two to three major preliminary student learner needs based on the data
 - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

STUDENT DEMOGRAPHICS

1. [Enrollment Data](#)

Current Data Trends:

- Enrollment declined slightly through 2022-23. In 2023-24 enrollment increased to almost 1,800 students again. The enrollment percentage by race on campus has stayed consistent.
- We tend to lose 30-50 students over the course of their 4 years. This could include students that move to other states or countries or graduate early (among other things).
- The number of Latino or Hispanic students has risen.
- Socioeconomically disadvantaged numbers dropped dramatically after the 19-20 school year and have gone up in the current school year.
- Our English Learner and Students with Disabilities have increased significantly over the last 4 years.
- Homeless Youth numbers are very inconsistent year to year.

Analysis for Student Demographics Data:

- Socioeconomically disadvantaged numbers dropped because students were no longer required to complete the form to receive free/reduced lunch. In 2023-2024 a new way to collect income data was used and our numbers are now more consistent with pre-Covid data.
- As a school we have needed to create and provide services for the EL and Students with Disability populations. This has included adding co-taught classes, hiring classified support staff, and EL and SAI coordinator.





STUDENT PERFORMANCE DATA

1. CAASPP

a. [CAASPP ELA Data](#)

Current Data Trends:

- ELA scores have decreased over the last 3 years in Met & Exceeded Standards.
- Socioeconomically disadvantaged students had huge gains in their scores from 20-21 to 21-22.
- AnHS did not meet the 95% participation rate in 2021-22, resulting in a lower score.

b. [CAASPP Math Data](#)

Current Data Trends:

- AnHS did not meet the 95% participation rate in 2021-22, resulting in a lower score.
- Trends are moving in the right direction, with fewer kids in the “Standard Not Met” category in 2023.
- While the percentage of students above standard are very close in each area (Concepts and Procedures, Problem Solving and Modeling, Communicating Reasoning), more students are at or near standard in the area of Communicating Reasoning.

c. [CAST Data](#)

Current Data Trends:

- We saw a decrease in “Standard Not Met” in 2022-23.
- Juniors tend to score better than seniors when taking this test.
- EL students are not successful on the CAST, although we do see a decrease in “standard not met” in 2022-23.

Analysis for CAASPP Data:

- SED (Socio-economically Disadvantaged) students' scores are probably improving due to increased resources available on campus that they didn't have access to during COVID.
- In 2022-23, a large emphasis was placed on participation in CAASPP and CAST tests for our 11th grade students.
- Math has had 3 curriculums in 3 years. This inconsistency as students move through their courses has had a negative effect on the test scores.
- The NGSS curriculum we shifted to several years ago has different areas of focus, particularly less focus on Earth and Space Sciences.

2. [English Learner Data](#)

Current Data Trends:

- Reclassification rate rebounded in the 22-23 school year with almost a 43% reclassification rate.
- We have more than twice the number of students scoring a Level 1 or 2 on the ELPAC (English Language Proficiency Assessments for California).
- We hold steady at about 30% of our EL student population being reclassified.
- EL (English Learner) students tend to score higher on the oral portion of the ELPAC than the written portion.

Analysis for English Learner Data:

- Antelope High has the highest number of EL students in the District and also reclassifies a higher percentage of EL students than any other school in the district.
- There were significantly more newcomers on campus in the 22-23 school year than previous years.
- We have a more consistent process for students to use an EL waiver, so they are not always enrolled in EL support classes.
- Due to the increased need of support for our EL students, Antelope High School hired two Parent Ambassadors, an LSS (Learning Support Specialist) specifically for EL, and assigned a teacher the EL Coordinator role beginning in the 2022-2023 school year.
- The EL Coordinator was able to track progress for students and ensure more supports were in place for students to reclassify.
- The EL Rise/Language Development committee provided ongoing professional development for all teachers around EL supports to strengthen our Integrated ELD strategies.



3. [Special Education Data](#)

Current Data Trends:

- Increase overall in the number of students with IEPs (Individualized Education Plan) and 504s
- Increase of the number of white and hispanic students with IEPs
- There are more male students in Special Education than female

Analysis for Special Education Data:

- Antelope has a low percentage of IEP and SpED students overall.
- There is no clear pattern/trend in the number of students with active IEPs or exited from SpED
- The steady increase of students with IEPs is something we can assume will continue in future years.
- The increased number of exited students could be attributed to successful support and procedures at the high school level.

4. [CA School Dashboard Summary](#)

COLLEGE AND CAREER PREPARATION

1. [Students Meeting A-G Requirements](#)

Current Data Trends:

- Steady increase in A-G rates over 3 years.
- African-American students are the lowest performing based on race sub-groups. Asian students are the highest performing.
- EL students trending down in meeting requirements (due to more Level 1 students entering school)
- SpED students trending up

2. [Career Technical Education Pathway Completion Data](#)

Current Data Trends:

- Increase in pathway completers overall
- Low representation of ELD students in CTE
- African American students underrepresented
- High percentage of SED students in CTE programs

3. [Advanced Placement & Dual Enrollment Data](#)

Current Data Trends:

- Overall number of students enrolled in AP courses has dropped, while Dual Enrollment numbers have increased.
- When combining our AP and DE class enrollment, our overall percentage of students participating has increased.
- More students with IEPs and 504 are taking college level courses
- Males are severely underrepresented in our AP/DE courses
- Percentage of 11th and 12th graders taking college level courses has increased, but the percentage of 10th graders has decreased.
- The overall pass rate for AP classes has increased.

Analysis for College and Career Preparation Data:

- A new AP/DE Coordinator was hired for the 23-24 school year with the goal of increasing enrollment of underrepresented populations.
- A new Academic Culture Coordinator position was created for the 23-24 school year to focus on supporting freshmen in their transition to high school level courses, with the hopes of encouraging college level course participation the rest of their high school career.
- We continue to offer more opportunities for students to take college level courses (AP and DE).
- Credit recovery classes and online recovery platforms have helped A-G rates.
- District hired a CTE/DE specialist to aid in representative enrollment in all CTE pathways for both underrepresented groups and language fluency.
- Drop in AP course enrollment is due to an increase in Dual Enrollment course offerings.
- Enrollment/completion rates fluctuating in CTE due to changes in number of teachers & sections



GRADUATION REPORT

1. [Graduation Rate Data](#)

Current Data Trends:

- We have a steady graduation rate
- Our African-American students have a lower graduation rate.
- Our Students with Disabilities and English Learner students have low graduation rates.
- A-G rate fell 4 years ago, but has been consistently rising again.
- Substantial increase in graduation rate for Students with Disabilities

2. [Post Secondary Status Data](#)

Current Data Trends:

- More than 90% of our students continue their education after high school
- Number of students attending Community College has decreased while those attending a 4 year school has increased.
- Low vocational and military numbers from those who reported status

Analysis for Graduation Report Data:

- We have shifted instructional programs to allow special populations to earn credits toward graduation within their specialized programs. Co-teaching started in the last three years (ELD 3 gives graduation credit as of the 2021-2022 school year).
- Credit recovery courses (Edgenuity and BYU Online) were used during the 2021-2023 school years to improve A-G rates.
- Covid, financial aid legislation and Dual Enrollment course offerings had an impact on where students attended college, more attended community colleges, and rates are moving towards our normal with more attending 4 year schools.
- UC/CSU changes in admissions could have resulted in increase of those attending 4 year schools

SCHOOL CLIMATE

1. [Suspension and Expulsion Rates Data](#)

Current Data Trends:

- There was a significant decrease in suspensions and an increase in school climate.
- Fighting continues to be the top reason for suspension. Use or possession of a controlled substance is the 2nd leading cause.
- Decrease in bullying suspensions.
- Socioeconomically disadvantaged students make up a large portion of suspensions.

2. [CA Healthy Kids Mental Health Report](#) / [CA Healthy Kids Survey Data](#)

Current Data Trends:

- Students' mental health is steadily improving since returning from Covid.
- Antelope High students consistently report less chronic sadness and suicide consideration than the state average.
- Student optimism has risen in both 9th and 11th graders
- Academic Motivation has gone down
- More students report experiencing bullying.
- Students seem to still be struggling in many areas of mental health and life satisfaction.





3. [Perception Data](#)

Current Data Trends:

- Perception data stays fairly consistent year to year, but there is a much smaller sample size in 22-23..
- Parents have consistently scored the following areas with high marks: informed about progress, feel welcome at school, support at home, respect the school’s teachers
- Parents have consistently scored the following areas with low marks: information about non-college options, volunteers feeling appreciated, students treated fairly by other students.
- Parents have scored the following inconsistently: supervision before/after school, recognition of student success, knowing how to support learning at home.
- Students have consistently scored the following areas with high marks: teachers expect me to do my best, ability to read and process information (in reference to the real world), class time is spent using computers, doing well in school makes me feel good about myself.
- Students have consistently scored the following areas with low marks: teachers know me well, what I learn at school is relevant, in charge of what I learn.
- Staff have consistently scored the following areas with high marks: achievement can grow based on positive relationships with students and teachers, every student can learn, work well with students from diverse backgrounds
- Staff have consistently scored the following areas with low marks: communicate with parents often, action plan to get to vision, recognized for good work.
- Staff have indicated a large growth in the following areas over the last year: morale is high on the part of teachers, administrators effectively communicate, vision is clear.

Analysis for School Climate Data:

- Wellness Centers have helped provide SEL and support services that are needed for students based on Healthy Kids Survey results.
- The refocus of school culture in 2022-2023 reflected positively in the higher perception data rates and lower suspension rates.
- Suspension numbers and Healthy Kids Survey mirror each other in that high numbers for a sense of chronic sadness and suicidal ideation can lead to an increase in weapons and controlled substance on campus.
- The lower number of student responses (only about 25%) may skew the results when comparing 2022-2023 to prior years.

ATTENDANCE DATA

1. [Attendance Data](#)

Current Data Trends:

- Steady decrease in chronic absenteeism since Covid.
- White students have higher chronic absenteeism when compared to their overall population on campus.
- Increased tardies when admin sweeps started before school.

Analysis for Attendance Data:

- The district attendance handbook was reinstated during the 2022-2023 school year to adjust policies post-Covid. This helped hold students accountable for attendance.
- Administration reinstated tardy policies and attendance consequences in the 2023-2024 school year which helped improve attendance and tardies (ie: 10 tardies in one class before detention).

SARC

Additional information on staffing, professional development, school safety, facilities and more can be found on our [SARC Report](#).

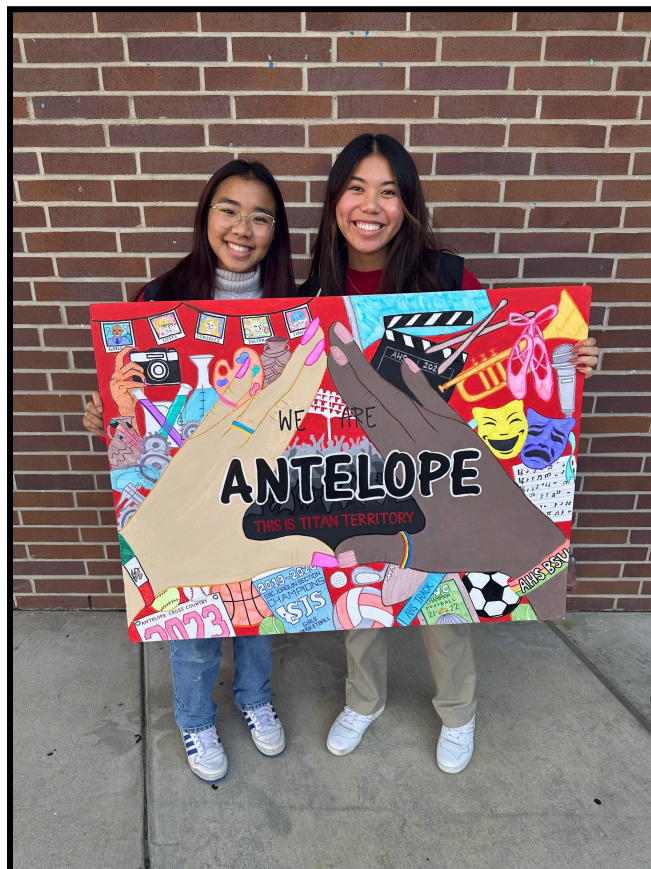


MAJOR PRELIMINARY STUDENT NEEDS

- We need to continue to develop and refine support for our ELD students, particularly our newcomer students, in both ELD classes and general education classes.
- Math CAASPP scores: Math scores have increased over the past 3 years for all students, but there is still room for growth in the number of students meeting or exceeding standards.
- English CAASPP scores: English scores have either decreased or not changed over the last three years for all groups.
- Socio-economically disadvantaged students are chronically absent at a higher rate than any other subgroup.
- African-American students have lower graduation and A-G rates than the overall school rate.
- Student surveys show that they want to increase ownership and relevance in learning.

IMPORTANT QUESTIONS RAISED BY ANALYSIS OF STUDENT PERFORMANCE DATA AND DEMOGRAPHIC DATA

- Would creating more CTE pathways create the sense of ownership and relevance that students are looking for? How do we create those pathways intentionally to ensure we have qualified instructors and a healthy student interest?
- How can we prepare students better for the CAASPP test and motivate them to do their best so that their learning is more accurately reflected in our scores?
- What are the obstacles to our SED students coming to school more regularly? What supports can we put in place to get them to school?





Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

The school has a clearly stated vision and mission (purpose) based on its students’ needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Antelope High School’s mission statement hasn’t changed since the school’s opening in 2008: “Increase the academic achievement of every student.”

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>Antelope High School’s mission has stayed the same since the doors opened in 2008: “Increase the academic achievement of every student.” This belief that all students can learn at high levels permeates every part of Antelope High School’s instruction and culture. During the 2022-23 school year, AnHS revisited the Core Values that drive the school, working collaboratively throughout the year to establish new “Collective Commitments” for Instruction and Culture around the Core Values. These values and commitments are the driving force behind decision making on campus. Foundational to these Core Values are equity, inclusion of all students, and an unwavering pride in the diversity on campus. The staff Equity Team, Antelope Student Equity Team (ASET), numerous clubs on campus, Best Buddies and Unified Sports, AP and Dual Enrollment courses, and positive school culture (to name a few) provide evidence of this inclusive atmosphere.</p>	<p>Core Values/Collective Commitments</p> <p>Staff Meeting Agendas: Building Collective Commitments</p> <p>Equity team: Facilitator’s agenda for PLT conversations</p> <p>ASB Club List</p> <p>AP/DE Enrollment Data</p>



<p>The schoolwide learning goals (“Titan Up”) were revisited in the fall of 2023, again through the lens of our Core Values and Collective Commitments.</p> <p>AnHS staff refines the values and commitments at the start of each semester (more often in the 2022-23 school year). Staff is also able to participate in more round-table discussions in “Staff Forums.”</p> <p>AnHS parents were invited to quarterly “Parent/Family Forums” to discuss values and commitments, as well as a variety of other topics in the 2022-23 school year. Athletic/Extra Curricular information nights, AP/DE Preview Nights, Counselor Events, and Back to School Nights are events that welcome parents to participate in not only school culture, but also in discussions about school mission and vision.</p> <p>Regular meetings between ASB and Administration during the 2022-23 school year grew to regular “Popcorn with the Principal” forums in 2023-24 as a way for a diverse group of students to engage in dialogue about school mission, values, and commitments. Students are invited to sit on all hiring panels and included in discussions about how to promote our values and commitments.</p> <p>Students and families get regular communication about school activities through email (daily student bulletins and weekly family bulletins), text messages, social media, and phone calls.</p> <p>Other more formal ways for students to get involved at the site and district level include: LCAP (Local Control and Accountability Plan) advisory meetings, CILT meetings (Continuous Improvement Leadership Team), ELAC/DELAC (English Language Advisory Committee and District English Language Advisory Committee) meetings, School Site Council meetings, Parent Boosters, and through different survey opportunities.</p> <p>Summary: Antelope High School has a clear and collaboratively developed mission (purpose), vision (values and commitments), and schoolwide learner outcomes (Titan Up). There is a clear focus on equity, inclusion, and a pride in diversity not only in the words but in the actions on campus. School leadership has systems in place to ensure that all stakeholders (staff, students, families) are involved in continuous learning and decision making at regular, predictable intervals. COVID and distance learning brought with it a focus on different forms of communication (email, text, phone calls, home visits, traditional mail) has created more ways for families and staff to engage with each other about student success.</p>	<p>“Titan Up” Schoolwide Learner Outcomes/Graduate Profile</p> <p>Staff Forum Agenda</p> <p>Parent Forums (3/1/23) (10/26/22)</p> <p>Extra Curricular Night</p> <p>AP/DE Preview Night</p> <p>Counseling Evening Events (website) (seniors)</p> <p>Back to School Nights (video)</p> <p>“Popcorn with the Principal”</p> <p>Student Bulletin</p> <p>Family Bulletin</p> <p>School Site Council</p> <p>School Board meetings</p> <p>CILT</p> <p>ELAC participation (RJUHSD Guidebook) (4/11/23 Mtg)</p> <p>Parent Boosters (ABBA)</p> <p>Antelope High Instagram</p>
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Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (1 page maximum)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>RJUHSD (Roseville Joint Union High School District) has always had a strong relationship between school site staff, district staff, and the school board. Board policies are posted on the district website and updated regularly.</p> <p>The RJUHSD school board is almost entirely new from the last Self-Study. The board moved to a "trustee area" model, where the five trustees must represent five predetermined areas of the district boundaries. This means that in 2023, Antelope High School had its first community member/parent sworn into the school board.</p> <p>Over the past several years, school boards across the country have become more involved in everyday school policy. In RJUHSD, our school board has become more engaged in the area of curriculum and instruction, as well as student counseling and wellness supports. School board members visit schools within the district to have conversations with staff and students.</p> <p>District personnel in RJUHSD have also undergone a major change since the last Self-Study. A new superintendent (John Becker, former principal of AnHS), new assistant superintendent of Ed Services (Ms. Tu Carroz), and a number of new executive directors and directors have joined the RJUHSD district office. Many of these new positions were promoted from within RJUHSD, continuing the foundation of building strong leaders in the district.</p> <p>Antelope High School staff members continuously work with board members and district personnel to create clearer processes and policies around curriculum adoption. Meaningful and insightful conversations are leading to thoughtful and collaborative process and policy implementation.</p> <p>All AnHS SPSA (School Plan for Student Achievement) goals are clearly aligned to district LCAP goals. These goals are data-driven through data analysis and reflection at district LCAP meetings, site LCAP meetings, School Site Council meetings,</p>	<p>Board Meeting agenda</p> <p>Board policy website</p> <p>Curriculum Approval Process (updated 2023)</p> <p>District personnel website</p> <p>Antelope High School SPSA, WASC, RJUHSD LCAP Goal Alignment</p>



<p>site leadership meetings, and staff meetings.</p> <p>Summary: Antelope High School and the RJUHSD district office have a strong relationship with the RJUHSD school board. Antelope High School is proud to have an AnHS parent on the school board for the first time since the school opened. AnHS teachers are working closely with district personnel and board members to develop clear policies around curriculum development. AnHS SPSA and WASC goals are clearly aligned to district LCAP goals and driven by continuous data analysis by all stakeholders.</p>	
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Criterion A3: Leadership for Learning

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

Criterion A3: Leadership for Learning (1–2 pages maximum)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students’ needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

<p>A3.1 Broad-based and Collaborative: The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p>A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p>A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>	
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Findings	Evidence
<p>As a site, Antelope High School’s leadership, faculty, and staff are all involved in evaluating data, isolating needs, determining strategies, and then monitoring the effects of those actions- all in order to positively impact student learning. Our renewed and more focused commitment to Professional Learning Communities and Teams is an essential component to make sure our approach is collaborative, specific, and effective in keeping all of us accountable. Eighteen staff members attended a summer PLC institute in July 2023 to hone in on best practices within the PLC model. Through a wide variety of PLT’s, broad and specific, by content, grade level, and program, staff uses student data to determine teaching and learning interventions. Teachers and staff utilize different technological tools to track and examine pertinent data related to student learning, including Canvas, as well as ongoing broad examinations of standardized test data,</p>	<p>PLT agendas</p> <p>PLT Conference</p> <p>Photo of PLC group</p> <p>Canvas use on campus</p> <p>SPSA (summary)</p> <p>Dept agendas with CAASPP Data (ELD) (Math)</p>



including CAASPP scores and AP scores, and informal collections of data. Work at the district level, through LCAP as well as course evaluations, course outlines, and content area leads meetings, further supports our ability to use data to drive improvements in student learning.

Antelope High School's leadership is deeply involved in sharing the responsibility to make decisions that support students' learning. For example, administrators and counselors monitor student discipline, wellness needs, academic progress, and attendance through the Intervention Response Team's regular meetings. Counselors work to ensure that students are placed in appropriate classes, and administrators work with teachers and staff to ensure that intervention needs are met in the collective effort to optimize and support student learning. Leadership consistently invites staff feedback, leads staff meetings with openness and dialogue, supports teachers in seeking valuable conferences and professional development opportunities, supports release time for team planning, holds campus forums and community forums, and continues to support growing parent and community involvement through a wide variety of events and roles...all with the end-game of improving student achievement.

SPSA goals are directly aligned with LCAP goals and are driven by student achievement data. Through steady growth in the number of co-taught classes, positive progress is being made in the area of Special Education. Further improvements are evident in Antelope High School's ELD program, and that progress has been possible through the shared responsibility and involvement of teachers, leadership, and parents/community.

Summary: Antelope High School maintains a collaborative, interdependent and focused responsibility to maximize and thoroughly support student learning. Utilizing a rejuvenated and consistent commitment to Professional Learning Teams and Communities, all Titan stakeholders use data and provide feedback to positively impact student learning.

Department Coordinator agendas re: data and monitoring ([9/6/2022](#))

IRT agendas re: monitoring data, student discipline & wellness needs

([IRT 10/20/23](#)) ([IRT 11/2/23](#))

[Staff Canvas Course \(2023-2024\)](#)

[Campus Forum minutes](#)

[Perception data](#)

[SPSA summary link](#)

[Entire SPSA](#)



Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<p>A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p>A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.</p> <p>A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>	
Findings	Evidence
<p>Antelope High School, and RJUHSD as a whole, have a positive working relationship with the local union, RSEA (Roseville Secondary Education Association). Through negotiations with RSEA, a consistent and thorough evaluation system is in place for all faculty and staff. A faculty evaluation cycle includes a pre-observation goal setting meeting, multiple formal observations, informal observations, and a formal evaluation. Probationary teachers engage in two evaluation cycles a year until they are tenured, and tenured teachers engage in one evaluation cycle every two years (with some exceptions for teachers in the district more than ten years). Teachers are highly qualified in their subject area and properly credentialed. For the very few teachers instructing outside of their credential area, a "Committee on Assignments" process is used to ensure teacher expertise in that area.</p> <p>Antelope High School believes in the power and value of professional development. Further, the school understands that professional learning and preparation positively impacts student learning. Antelope High has effective systems and procedures in place so that professional development is available to all staff. Antelope High School faculty and staff is known for being leaders in district wide professional development days. Antelope utilizes Board policy, School Site Council, and teacher evaluations and observations to promote and support professional learning opportunities. Professional growth supports are also provided through content lead meetings, instructional</p>	<p>RSEA contract</p> <p>Pre-Observation Meeting Notices (presentation from Cutts pre-meeting)</p> <p>Professional Development Agenda (Equity Team) (ILT) (EL Rise)</p> <p>Conferences (counselors) (PLC) (LGBTQ+) (Musical Theater)</p> <p>School Board meetings</p> <p>School Site Council</p>



coaches, and digital learning specialists. Teacher release days are supported so that PLTs can spend uninterrupted time planning and looking at data. Numerous professional development opportunities also grow out of more specified groups and programs, such as when the district English teachers score and discuss the District Common Assessment, or when the district wide ELD professional learning team meets. The PLTW (Project Lead the Way) teachers attend conferences that provide educators with immersive and interactive experiences with peers to support the ever changing appearance of CTE courses and AP teachers across the district engage in professional development. During monthly staff meetings, Antelope High School recognizes and empowers faculty to share best practices; for example, the Language Development team shares best practices around ELD students and the Equity Team shares strategies for engaging all students.

In addition to participating in professional development, Antelope High staff routinely delves even deeper into determining the effectiveness the training has on student learning. Leadership provides resources and opportunities to reflect on how/if the training is positively impacting student achievement. For example, teachers discuss these connections at the PLC conference, during release days, at Curriculum Camp, and in all PLTs across the board. Aligning new practices with student performance also occurs at the district level, through content lead meetings and ongoing work on course outlines.

Antelope High incorporates a range of tools to communicate policies, procedures, practices, and processes. The result of these communications is that, campus-wide, relationships are built, connections are fostered, and a team has formed. In addition to the Canvas courses most teachers maintain for their classes there is a staff Canvas course that provides information and resources for the whole site. In addition to Canvas, Antelope High School staff have a shared Google Calendar, a staff website and quicklinks, and agendas to provide information and resources, as well as further clarify roles, responsibilities, and procedures. Friday emails for both staff and the community at large share celebrations, highlights, and spotlights of the week. Several staff team-building routines are in place to strengthen our relationships. New teacher orientation and teacher buddies, Team Red vs. Team Black competitions, Nacho Fridays, 10-With-A-Titan emails, after school get-togethers, and lunches in the quad all work to build Antelope’s team.

Summary: Antelope High School has a clear evaluation and supervision policy to provide formal feedback to teachers on a regular basis. More importantly, AnHS staff engages in, and fully leans into, a broad range of professional development and team-building opportunities to positively impact student learning and well-being. Whether at the site level, district level, or beyond, Titan staff knows the inherent value of professional growth on student growth and embraces it.

- [IM2 District Leads Agenda](#)
- [Coaching information](#)
- [Teacher Release Day Request Form](#)
- Release day agendas [IM2 Release day](#)
- District Lead meetings ([agendas](#)) ([meeting dates](#))
- [Canvas Growth](#) (slide 13)
- [K12-Sierra Collaborative PLC Agenda](#) (CTE/PLTW)
- [Staff Meeting Agenda](#) (Language Development/Equity)
- [PLC Conference agenda](#)
- [Curriculum Camp Information](#)
- [Staff website](#) (Google site, need RJUHSD login to view))
- [Staff handbook /Useful Links /Emergency Procedures](#)
- [Principal's "10 minute meetings" calendar](#)
- [Sample of 10 with a Titan](#)
- [Sample "Happy Friday" email](#)
- [Sample "Family Bulletin"](#)
- [Staff Perception Data](#)



Criterion A5: Resources

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources (1–2 pages maximum)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

<p>A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.</p> <p>A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.</p> <p>A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.</p>	
Findings	Evidence
<p>As a site, Antelope High School believes decisions related to the effective and appropriate allocation of resources starts with a shared mission. As a result, all staff was involved in generating, editing, and finalizing the school mission statement and core beliefs. The site Leadership team is representative of all departments on campus; it meets at least monthly to discuss schoolwide vision and leadership goals and progress. Administrators value teacher expertise, working with department leads and using staff surveys about teacher degrees, needs and preferences when building the master schedule. At the district level, textbooks adoption committees and content area leads collectively communicate and make decisions about adopting new curricular and instructional materials.</p> <p>All decisions related to spending and resource allocation are transparent. The Antelope High School SPSA outlines all budgets (Site money, Title 1 money, LCAP money, grant money, etc.) and is approved through the School Site Council. Department budgets are communicated to Department Coordinators through the Principal’s Secretary. Associated Student Body monies are accounted for and audited annually both internally and by the CDE (California Department of Education). ASB advisors are given a monthly encumbrance report to review. Antelope High School booster clubs adhere to 501c3 rules and follow the district handbook, which outlines procedures for accounting, stipends, fundraising, and more. Finally, annual budget meetings are held in RJUHSD; the Business Services department and site administrators meet and develop site budgets in conjunction with School Site Council and department leads.</p>	<p>Mission Statement</p> <p>Core Values and Collective Commitments</p> <p>RJUHSD Curriculum cycle</p> <p>Staff Meeting Agendas</p> <p>Perception Data</p> <p>Textbook Adoption Process and Evaluation Documents</p> <p>School Site Council</p> <p>Department budgets</p> <p>SPSA</p> <p>Sample encumbrance report</p> <p>RJUHSD Booster handbook</p> <p>Williams Act</p>



From the site to district to state level, there are a number of policies and procedures in place to effectively monitor, approve, and acquire instructional materials. At Antelope High, department budgets allow the financial freedom to purchase/replenish materials, technology, manipulatives, and lab materials as needed. All students are issued a Chromebook, and procedures are in place for loaners and repairs. RJUHSD has a clearly communicated and recently revised cycle and system for reviewing, approving, replacing, and buying textbooks. The CILT committee is an advisory group made up of district school staff and parents who provide feedback on instructional materials. Antelope High School complies with the Williams Act, thus ensuring access to textbooks and instructional materials for all students.

Antelope High School prioritizes the safety and maintenance of facilities, as well as technology, to support student learning. The 1:1 Chromebook initiative, schoolwide WiFi, hotspots, and GoGuardian effectively provide support and safety for all students to access technology at home or at school. The projectors/Promethean boards in every classroom represent some of the fundamental technologies used to support student achievement and programs. There are desks and chairs for every student, as well as an effort to expand adaptive furniture in specialized classrooms (such as co-taught classes, EL, and Special Education classes). CTE and Arts classes have all the specialized equipment they need (labs, music equipment, etc.) through site and grant funding. Department budgets help to support the need to make specific purchases that support particular programs.

Summary: Antelope High School is committed to making responsible, proactive, collaborative, and fair decisions related to all resources needed to support and positively impact student learning. Decisions related to resources are shared and transparent, and reflect a multi-level approach that involves following procedures and meeting high expectations at the site, district, and state levels.

[Library website with Chromebook procedures](#)

[CILT Agenda Site](#)

[SARC](#) (facilities report)

Tech plans ([Wifi Access ports](#))

[Pictures of classrooms](#)

[Picture of Collab space](#)

Pictures of [ELD](#) and [Co-Taught](#) classrooms



ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Professional Development and PLCs contribute to constant growth and development of staff.
2. Strong sense of interdependence, collaboration, and shared decision-making among all staff.
3. Communication systems on and within campus have vastly improved over the last year-plus.

Areas of Growth

1. While communication among stakeholders on campus is strong, continue to work on reaching out to district leadership, the school board, parents/families, and community members to address specific challenges and needs, and celebrate our unique triumphs, at Antelope High School.
2. There is a sense of urgency centered on meeting the needs of our growing, diverse population and our specific groups: ELD supports, adaptive resources, educational materials, professional development, etc.
3. Continue on the PLC/PLT journey, and focus on strengthening its development and value across campus, as well as vertically and creatively in order to support singletons, electives, and inter-departmental courses.





Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings	Evidence
<p>Antelope High School's mission is to "Increase the academic achievement of every student." As such, students are engaged daily with an effective, rigorous, relevant, and coherent curriculum that is based on the Common Core State Standards (CCSS) and enhanced by the latest research and best teaching practices.</p> <p>Teachers participate weekly in Professional Learning Teams (PLTs) that develop best teaching practices and refine curriculum to ensure that it is relevant, rigorous, and engaging. PLT alignments in scope and sequence and use of common assessments have ensured fidelity of a meaningful and consistent learning experience. In addition to these meetings, our district provides professional development opportunities, including our yearly Canvas and PLT Summit.</p> <p>The English department participates in a wide-range of ongoing professional development opportunities to elevate classroom rigor (AP Summer Institute, AVID training, CABE, ERWC training, etc). In addition to these trainings, the district recently completed a new textbook and resource adoption with Houghton Mifflin Harcourt (HMH), offering the latest in digital and physical resources. Vertical alignment ensures that students engage in critical thinking, reading, and writing throughout all four years in these courses.</p> <p>The World Language department has established Essential Learning Outcomes (ELOs) that align and are driven by the American Council Teaching Foreign Language world-readiness standards and performance descriptors (ACFL). The World Language department will be entering the textbook adoption cycle this year with a textbook pilot coming soon.</p> <p>Math classes emphasize the eight mathematical practices and recently adopted Open Up Resources curriculum for IM1 through IM3. This curriculum has a heavy emphasis on performance tasks</p>	<p>Canvas Summit</p> <p>PLT meeting notes (World Studies) (English)</p> <p>Common District Course Outlines</p> <p>AP Summer Institute</p> <p>AVID Summer Institute</p> <p>California Association for Bilingual Education</p> <p>ERWC Training</p> <p>Spanish 1 (Outline) (ELO) Spanish 2 (Outline) (ELO) (Assignments/Activities) Spanish 3 (ELO) (Assignments/Activities) DE Spanish (Assignments/Activities) (ELO) AP Spanish (Assignments/Activities)</p> <p>Data Science Class projects and Science lesson plans</p>



<p>and student discovery of their own learning.</p> <p>In addition to offering 15 of Advanced Placement courses, Antelope has expanded to offer six Dual Enrollment courses in partnership with our local community college (Sierra College). Teachers actively collaborate with professors to ensure rigorous coursework and college and career readiness. There are few, if any, prerequisites to elect into an AP or DE class, giving students the opportunity to own their own learning and educational journey.</p> <p>Career Technical Education (CTE) courses are continually expanding, with AnHS now offering five pathways for students to participate in rigorous, real world learning. All of these pathways are aligned to CTE standards and give students a glimpse into future college and career opportunities. Our Project Lead the Way (PLTW) courses earned the recognition of being a “PLTW Distinguished School” in the 2022-2023 school year.</p> <p>The schoolwide learner goals/graduate profile are embedded in every course. In the fall of 2023, staff took time to discuss ways that our current courses align with and promote the skills identified in our schoolwide “Titan Up” Learner Goals. These goals are embedded in coursework due to the nature of the “Titan Up” skills and the academic standards, and this brainstorming alignment document contains just some of the ways we are encouraging students to “Titan Up” each day.</p> <p>Summary: Antelope High School teachers are fully dedicated to providing the most relevant and rigorous curriculum to our students. Our findings illustrate that staff believe professional development must be consistently ongoing in order to stay up to date with the most effective, rigorous, relevant, and coherent curriculum. Furthermore, our findings reflect the importance of collaboration in developing a rigorous and relevant standards-based curriculum. Student data demonstrates a community desire to include Dual Enrollment curriculum and expansion of our AP programs, echoing the decree in our collective commitments for students to “embrace challenges.”</p>	<p>Math: Course outlines and common assessments/projects (IM1, AP Stats, Data Science)</p> <p>AP/DE course information</p> <p>CTE Standard Alignment Documents</p> <p>“Titan Up” Schoolwide Learning Outcomes</p> <p>“Titan Up” Schoolwide Learning Goals Course Alignment</p>
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B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

Findings	Evidence
<p>Antelope High School utilizes a number of college and career readiness indicators through our specialized programs. Dual Enrollment course pass rate reflects a student’s ability to meet graduation requirements while also earning college credit. We have distinguished Project Lead The Way (PLTW) programs that provide opportunities for students to apply knowledge in</p>	<p>AP/DE course information</p> <p>A-G completion rate</p> <p>UC/CSU A-G Course List (Antelope HS)</p>



engineering, computer science and medical internships. AP courses build a culture of college readiness as demonstrated by our growing AP enrollment and pass rates. Furthermore, we have a flourishing Adult Transition Program (ATP) within our special education program that focuses on independent living skills and community based instruction.

Using the California Dashboard metrics, Antelope is in the “medium” range for the CCI indicator, where 54% of our students in the class of 2023 met at least one indicator. This is down from the last time the state provided this indicator in 2019 (62%). The many changes on campus since 2019 (two additional CTE pathways, Dual Enrollment offerings, and testing students for the Seal of Biliteracy) are expected to increase the number of students meeting the CCI in coming years.

Another readiness indicator can be found in our graduation cord requirements. There are numerous ways for students who have exceeded their respective program requirements to be recognized and celebrated with “cords” at graduation. These cords provide recognition and celebration for the work students put into their education in a variety of programs, pathways, and participation.

Almost every course offered at Antelope High school meets A-G requirements, preparing students for college and career readiness, in addition to demonstrating curricular integration:

- ERWC is offered for senior year English, a curriculum prescribed by the CSU system.
- World Studies students have integrated an SSR program to develop reading and writing skills. In addition to this, Social Studies reinforce writing structures and organization for essays (i.e. thesis, opening paragraph, topic sentence, etc.) from students’ freshman year English classes. Social Science teachers scaffold the process, slowly building students’ skills, from World Studies through U.S. History.
- NGSS Biology incorporates argumentative writing through the CER (claim, evidence, reasoning) format.
- We are a 1:1 chromebook campus. Technology is utilized in all courses to prepare students for college and career readiness.
- Science electives (fish & wildlife) integrate field trips and short Zoom calls to connect students with career opportunities and options in related fields.
- Math integrates the 8 mathematical standards to IM1, IM2, and IM3. AP Calculus and AP Statistics prepare students for college-level coursework. AP Precalculus will be offered in the near future. Data Science offers an alternative route for higher level math classes.
- The Personal Finance Course is an online course requirement completed by all seniors.
- World Language: (Spanish) Cultural contrast and comparison integrated into the curriculum (geography,

[PLTW Showcase \(photos\)](#); Performing Arts Plays, Performances, shows

[PLTW Distinguished Program](#)

ATP: [college applications & field trips](#)

[ULS Lesson Examples](#)

[Adult Transition Program \(ATP\)](#)

[California Dashboard](#)

[Ca Dashboard CCI Report \(AnHS\)](#)

[Graduation Recognition & Cords \(Visual Arts\)](#)
([Performing Arts](#)) ([Speech/Debate](#))

[Course/Program descriptions](#)

[Master schedule](#) changes with additional AP and Dual Enrollment courses.

World Studies [Silent Sustained Reading \(SSR\)](#)

World Studies and U.S History PLTs have integrated [writing structures and organization](#) for essays utilized by the English Department.

Writing instruction documents for CER ([graphic organizer](#)) ([writing tips](#))

Documentation of field trips/calls ([Nimbus Fish Hatchery](#))

AP Calc, AP Stats, Data Science, Personal Finance classes ([master schedule](#)) ([math sequencing](#))

Theatre Tech will have internships with [Sacramento Theatre Company \(STC\)](#)

[District Personal Finance exam](#)

[Senior Community Service Project](#),



<p>history, ethnic studies) which parallels our ELO's and ACTFL curriculum standards.</p> <ul style="list-style-type: none">• Art electives (Graphic Design, Art 1/2/3/AP) integrate field trips, Zoom calls, portfolio development, and client work to explore career potential within the field, and gain experience with client workflow• Unique Learning System (ULS) curriculum: based on state standards, visuals supports embedded in lessons, lessons are leveled to support student need, lessons cover various subjects such as math, language arts, history, life science, earth/space...presented digitally or printed with comprehension follow up questions included• Canvas is utilized in 68% of all classes offered, a learning management system used by our local colleges. <p>Summary: Antelope High School takes pride and celebrates students who are able to meet or exceed academic, career, or college readiness standards. Our diverse academic programs provide several opportunities for student engagement in a number of different pathways. Departments are striving to develop ways to reinforce transferable skills, furthering the academic integration across multiple disciplines, standards, and college and career readiness indicators.</p>	<p>Student work samples (Science lab report) (Math Desmos) (Art)</p> <p>Student portfolios (Visual Arts)</p> <p>ULS Lesson Examples</p> <p>Canvas Growth (slide 13)</p>
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B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>Antelope High School programs actively engage with a number of our community partners, especially our feeder schools. Every year several programs visit Antelope Crossing Middle School (ACMS) in order to introduce and build programs. The AnHS band invites students from ACMS to join them in playing at football games as well as a joint concert. The AnHS Dance program hosts a Kids Camp in the fall and the participants perform at halftime of the football game. The AnHS Performing Arts Department hosts ACMS to an open house event to learn more about their programs. The AnHS ASB students host a rally at the middle school to introduce students to what high school ASB activities look like. We also hold a “Future Titan Night” for all 8th graders prior to enrollment. In addition to this, we have held curriculum articulation meetings with the ACMS English and Math departments to better scaffold learning instruction.</p> <p>The Dual Enrollment program requires consistent communication and collaboration with our local community college (Sierra College) to ensure that curriculum is aligned to the college course. College professors also coordinate days to do in-person lessons and visit campus to evaluate Dual Enrollment instructors. This collaboration helps students become more familiar with the community college system.</p> <p>CTE courses engage in CTEAC (CTE Advisory Committee) meetings annually to discuss relevant industry needs and standards. These conversations drive curriculum adjustments and industry professionals give insight and approve budgets for CTE classes. There are internship opportunities offered through the CTE classes at Antelope High School, allowing students to practice hands-on skills in a workplace environment throughout the year.</p> <p>Students taking Economics complete a real world simulation that exposes them to lessons in personal finance and the stock market. Students learn about budgeting, saving, and the challenges of making economic choices.</p> <p>With the TUPE Grant, the Wellness Center partners with art classes to offer students the opportunity to collaborate with local artists through Blue Line Arts, a local art organization. Students have opportunities to win classes, art materials and scholarships.</p> <p>Students are able to attend college tours organized by the counseling department, ELD department, and clubs on campus. The AnHS counseling department sponsors students to attend the Caesar Chavez leadership summit at Sac State each year, motivating students to learn more about how to lead in their local</p>	<p>Performing Arts/ACMS visit</p> <p>Photos from visit to Antelope Crossing for a mini programming robots lesson</p> <p>Future Titan Night</p> <p>Math Vertical Alignment</p> <p>Meeting minutes/notes from curriculum vertical alignments meeting at ACMS (agenda) (slides)</p> <p>CTEAC agenda</p> <p>Internships: flier, application, Biomed internships</p> <p>Economics PLT has integrated a real world simulation (facilitated by SAFE Credit Union) about personal finance. Students learn the importance of post-secondary education/training, budgeting, economic decision-making, and saving. (integrated with District Personal Finance Exam)</p> <p>Field Trips to Colleges</p> <p>Caesar Chavez leadership summit (announcement)</p>



<p>community. The College and Career Center also host Military Mondays where military branches come to campus to speak with students about their programs. Colleges also schedule times to visit and present to students on their programs.</p> <p>Summary: Antelope High School values engagement with its community partners. The outreach to middle schools ensures positive relationships with incoming freshmen. Work with local businesses, industry partners, and colleges allows for relevant curriculum and programs. It offers opportunities for students to learn hands-on skills through internships and part-time jobs as well as allowing students the chance to learn more about college and career options after high school.</p>	
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Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

<p>B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.</p> <p>B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.</p>	
Findings	Evidence
<p>Antelope High School offers a full range of academic choices. Counselors visit our partner middle schools in the spring to meet with 8th graders and give a brief presentation about high school. This guidance continues in our “Future Titan Night”, counselor grade-level meetings, and yearly counselor-family meetings. Each year, students and families are able to explore the wide variety of course offerings that are A-G and support post-secondary education or career readiness. These meetings are referred to as “academic planning,” with students creating a four-year plan as freshmen and then revisiting that plan each year. The counseling team is well versed in placing students in classes that meet the student’s personal and academic goals.</p> <p>The Dual Enrollment, Advanced Placement, and CTE course enrollments reflect much of the diversity on campus, including large increases in the number of SED students, Hispanic students, ELD students (both LEP and RFEP), IEP and 504 students taking Dual Enrollment courses. A newly created position, the Academic Culture Coordinator, is striving to continue working toward increasing the enrollment of</p>	<p>Course Catalog</p> <p>Future Titan Night flier</p> <p>Adult Transition Program (ATP)</p> <p>Counselor classroom presentations (9th) (10th) (11th) (12th)</p> <p>The Dual Enrollment, Advanced Placement, and CTE course enrollments</p>



traditionally underrepresented populations in the DE and AP courses.

The after school tutoring program ALL (Antelope Learning Lab) is run by Learning Support Specialists to assist students in developing study skills necessary to be successful in their classes. Students continue to have access to Chromebooks, WiFi hotspots, and course curriculum online through the Learning Management System *Canvas*. This allows for access to curriculum and other resources needed to be successful in classes, even outside of the school day.

There have been new supports put in place in the past two years to support ELD students in redesignating. The dedicated ELD LSS (Learning Support Specialist) and Academic Tutors push into ELD courses to support learning, as well as Parent Ambassadors who assist with translating for the growing Slavic population of newcomers on campus. An ELD Coordinator position was put into place in the spring of 2023 with release periods to help with both case management of ELD students and instructional support for teachers with newcomer ELD students in class.

The College and Career Center (CCC) is designed to help prepare students for a wide range of post secondary options available to them. College speakers regularly present in the fall during lunches. The counseling team hosts CSU and UC application nights, as well as financial aid nights. College field trips sponsored by our counseling department, the ELD department, and clubs on campus get students on college campuses.

Our Adult Transition Program (ATP) offers pre-vocational, community skills, personal care & independent living skills. In addition to this, ATP teaches self-advocacy and life management skills for post high school life. Our Transition Partnership Program, a collaborative effort between the Placer County Office of Education and Department of Rehabilitation, serves students with disabilities and other impediments to employment. Participants develop knowledge and skills to gain work.

Several academic programs have developed business partnerships and internship opportunities:

- Theater students in backstage or other roles work with Sacramento area theater programs.
- CTE: PLTW Engineering, PLTW Computer Science, Theater Technology, Photography and PLTW Biomedical Science curriculum is a series of courses designed to provide students with well-rounded exposure to real world experiences with academic and technical skills training to succeed in today's labor market.

[Enrollment demographics](#)

[ALL Flyer](#)

[Screencastify](#) lessons (for English Learners)

[College and Career Center](#)

Counselor [College Field Trips](#) to UC Davis and UC Merced, UC Davis Chicano Conference

Transition Partnership Program - [Workability](#)

[Lenaea Festival](#) and [Sacramento Theater Company](#)

[EXPO](#) demonstrates real world [presentations](#) of projects to the community

CTE in [classroom assignments](#), [hands-on projects](#), optional [internships](#), [project based learning](#)



- CTE internships are available for students both through our site internship program and the district internship program.
- World Language: Field trips (Cultural Day at Sierra College—connecting our students to other cultures and communities in real time). American Sign Language students interact with guest speakers from the Deaf community.
- Biology: Students investigate various environmental challenges and develop solutions to solve real world problems, and the genetics unit requires students to investigate inheritance patterns and sources of genetic variation which lead to evolutionary patterns.
- AP Environmental Science: All labs are based around real world environmental problems. Students then investigate ways to remediate the issue or prevent it from happening.
- ELD lessons on translation tools for students to use in any classroom or real-world capacity.
- ERWC modules are real-world topical units including college applications, politics of food, immigration policy and the juvenile justice system.
- Math curriculum is more application-based where students have to apply their learning to real-world context and students see how the math they are learning is used to model situations in the real world.
- Graphic Design students participate in client projects with groups in the school and broader community, as well as design contests open to the public, to experience the process of designing for clients in a real world context.

Summary: Antelope High School has a wide range of courses offerings to “challenge every student to attain academic and personal success.” With an emphasis on post-high school success, departments are embedding more and more career exploration, postsecondary education preparation, and relevant learning experiences in an effort to ensure access and range of programs. Courses expose students to an assortment of real world applications and experiences that support and inspire further aspiration beyond high school. Students work closely with their counselors in yearly planning meetings to ensure their academic plan is in line with their course selections and personal goals.

[Internship Flier](#)
[Career and Technical Education: CTE internships, Field Trips, and EXPO projects](#)

[Solutionville Project](#), Alternative Energy Project, Environmental Solutions Project

[Student lab reports, student organizers](#)

[Galapagos Finch Evolution Investigation, Punnett Squares Activity \(example\)](#)

Current partnerships with local [Rotary Club \(speech contest\)](#) & Roseville Kiwanis (Key Club sponsor).

[ERWC curriculum](#)

[Math Course Sequencing](#)

Sample of math lessons and projects ([sample 1](#)) ([sample 2](#)) ([sample 3](#)) ([sample 4](#))

Scaffolded [College and Career Exploration Projects](#) (English 10)

Social Science Department has several AP and [Dual Enrollment courses](#) that prepare students for their [post-secondary education or career](#).

[Dance](#) and [Performing Arts](#) provides students to explore their contributions with performance, set design, plan, and preparation

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
The counseling team invites families to meet annually and construct academic plans, as well as holding college applications	Counselor Meetings (Freshman , Sophomore , Junior , Senior)



<p>and FAFSA events. These collaborative community events support the college and career goals of our students, while being demonstrative of the healthy student-parent-staff relationship maintained at Antelope High School.</p> <p>Parents, students and staff have access to LMS systems (Canvas and Google Classroom), in addition to Aeries, our Student Information System (SIS). These online tools provide students, counselors, teachers, and parents a way to monitor student educational goals.</p> <p>Student Study Teams, 504 meetings, and IEP meetings are held frequently to support students who are struggling. These meetings are attended by the student, parent, teachers, counselors, administrators, and wellness staff with a focus on supporting students.</p> <p>Each year, parents, students, and staff are invited to take an LCAP survey. The results from this survey are used in the RJUHSD LCAP, as well as our site goals and decision making. In addition to this survey, a weekly “Family Bulletin” is sent home to celebrate successes that week, introduce staff, and communicate scheduling and event information for the following week.</p> <p>Another method fostering a sense of belonging and value within the school community are the in person events and committees that parents/guardians are invited to be part of. Our Site Council Meetings, where parents, students, and staff collaborate monthly to review data and ensure progress towards site goals is one way for parents to be involved, and district wide CILT and LCAP committees are another way.</p> <p>Parents are invited to campus for two Back to School Night events and quarterly Parent Forums/Titan Family Nights. Community events also include the fall Trunk or Treat/Haunted House (a collaboration between Performing Arts, CTE, Key Club, and Parent Boosters) and new in spring 2024, a Spring Carnival event for current and future Titans with their families. All of these events make Antelope High School a place where people feel that they belong.</p> <p>Summary: Antelope’s guiding principle is that “students are the center of everything we do.” This is evidenced not only within our staff, but also among families and the very students we serve. Technology has made our collaborative efforts more streamlined, but it is through the meaningful relationships with our community that all stakeholders are able to engage and make certain of student success. By offering multiple and dynamic opportunities for student- parent-staff collaboration, Antelope High School is able to affirm the importance of community.</p>	<p>Counselor’s website</p> <p>Aeries Homelink</p> <p>Canvas Parent Observer Account</p> <p>Google Classroom example (AP Chemistry)</p> <p>Perception Data</p> <p>Communication home with families</p> <p>Site Council agendas/minutes</p> <p>Back to School Night</p> <p>Trunk or Treat</p> <p>Titan Schedule Pick Up Event</p>
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ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Students and staff constantly strive for college and career readiness through the various courses offered on campus.
2. A growth in the number of CTE, AP, and DE courses and opportunities for all students, and an increase in the number of students taking these courses on campus.
3. There is a culture of collaboration and shared resources across the site and community; PLTs share common goals and assessments.

Areas of Growth

1. Continue to implement and hone schoolwide instructional commitments based on Core Values.
2. Continue to grow our CTE and Dual Enrollment opportunities for students.
3. Continue to work together to develop curriculum that reflects the needs and culture of our student body.





Category C: Learning and Teaching (6 pages maximum for Category C)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

<p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p> <p>C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p>	
Findings	Evidence
<p>Antelope High School has a diverse population that is supported by a dedicated staff. Students are at the center of every decision we make. District wide course outlines ensure students have access to a standards based curriculum developed by professional learning teams of teachers from the schools around the district.</p> <p>It is common practice for learning objectives to be discussed at the beginning of units and for learning targets to be clearly articulated in each class, each day. This helps students prepare for assessments and develop short and long term learning goals. Expectations are clearly outlined for students as teachers provide rubrics and examples of student work. Students are often asked to self assess and reflect on their work.</p> <p>Teachers meet weekly in their Professional Learning Teams to look at data, discuss student learning, and adjust teaching based on any identified areas of student need. This ensures that appropriate interventions are being utilized (during class and Titan Time) and enrichment is being provided when possible. This practice helps teachers reflect on their teaching and ensure lessons are reaching all students in their classrooms.</p> <p>Below are some examples of the rigorous and relevant curriculum taught in various programs on campus:</p> <p>In our Visual Arts classes students produce work that gets included in the fall and spring semester Art Shows and is displayed around campus. Students complete “Me Maps” where they share facts about themselves. The photography classes participate in whole class critiques. This allows them to give and</p>	<p>Course Outlines (samples from August 2023)</p> <p>Me Maps (Art 1)</p> <p>Self Reflection Rubric (Visual Arts) (Sample 1) (Sample 2)</p>



receive constructive criticism from their peers.

Our **Biomedical** students collaborate in groups to solve real world health and medical problems and present their solutions to industry professionals. These students also work in the community by interning in doctor offices, veterinary clinics, etc. This allows them to gain real world experience while also learning if they are passionate about the career path.

Our **English** students participate in literature circles. They learn to lead discussions and activities based on a book of their choosing.

Gov and Econ students are required to complete community service hours. Students participate in a live courtroom simulation and participate in “Class Congress” throughout the semester.

In **Math**, students create their own house design which is drafted on paper with equations and then integrated into a computer program. This lesson connects student learning to applicable real world skills, allowing students to see their creation come to life.

All seniors are required to take a **personal finance exam** before they graduate. This online course and exam teaches life skills around protecting and managing their money.

Our **Positive Power** class teaches study skills. Students perform regular check-ins with their teacher and Learning Support Specialist to ensure they have the support needed to stay on track with their credit recovery assignments.

In our **Advanced Weight Training** class, students design and participate in an individual weightlifting program for themselves. This allows them to see personal progress in their physical fitness while also gaining experience of what it might look like to be a trainer or PE teacher.

Summary: Students at Antelope High School are challenged daily in their learning environment. Teachers work to connect curriculum to relevant life events to help students see the importance of what they are learning. Our teachers create outside opportunities for students to get hands-on experience in fields they may be interested in pursuing. Students are taught how to critique themselves and their peers to encourage reflection in their work. Teachers provide students with learning targets to support them in setting short and long term academic goals for themselves. The culture of Antelope High School’s learning and teaching is one that supports the success of all students and utilizes necessary interventions and enrichment opportunities to make this possible. Opportunities are available for students to set and achieve a wide range of person and academic goals while at AnHS..

Students present biomedical innovation projects to district, students and industry ([EXPO](#)) ([Posters](#))

[Biomed Internships](#)

[DE Writer’s Workshop](#)

[Mock Trial](#)

[Board games](#)

[Class Congress](#)

[Gov and Econ Community Service](#)

House Project ([project](#)) ([sample](#))

[Personal Finance Exam](#)

[Positive Power Grade Check In’s](#)

[Individualized weight lifting plan](#)

[Drama Final Projects](#)

[Car Crash Barrier Project](#)



Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers’ use of a variety of strategies and resources impact student learning and well-being.*

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.
C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.
C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Distance Learning during the COVID pandemic provided the opportunity to explore digital learning platforms and a wide variety of instructional technology tools. Many of these are still in use today, allowing for learning opportunities that extend beyond the classroom. AnHS is a 1:1 campus, providing every student a Chromebook during their time at Antelope. Most of the courses at Antelope utilize a Learning Management System, with a majority of Antelope’s staff moving to <i>Canvas</i>, which creates consistency for students across campus. As a district, RJUHSD has a goal of complete Canvas implementation by January 2025. This has allowed teachers to create videos, upload assignments, and increase equity and access to classwork, while students only need to learn one online platform.</p> <p>Teachers use varied instructional strategies to meet the needs of all students. Students often work in pairs or groups in order to work collaboratively on assignments. Project based learning is utilized in many courses where students manage their own deadlines, division of labor, and have choice in their topics. Students are encouraged to ask questions and voice their opinions in class, allowing for engaging class discussions. Students who are less comfortable speaking up in class are given the opportunity to complete online discussion boards or contribute via platforms like Polls Everywhere to ensure their voices are heard. This is common in the ELD classes where students are still practicing their skills in English.</p> <p>Below are some examples of ways that students use their voice and engage in learning on campus:</p> <p>Students are engaged in school wide discussions through School</p>	<p>Canvas Use on Campus</p>



Site Council, the LCAP committee, and informal “Popcorn with the Principal” meetings.

Positive Power students watch motivational, inspirational, and educational videos to help change mindset and teach the importance of time management, organizational skills, studying, etc. These students also use Edgenuity for their credit recovery courses.

English classes use a variety of technologies in their lessons. In some English classes students complete podcast projects where they record themselves speaking and practicing verbal discourse/presentations. Students also participate in digital discussions and practice sharing their ideas in a variety of different formats. English students are given a variety of options on how to present their findings, one of those ways is to record themselves giving a presentation to then be shown to the class. English 10 has a new college/career unit that allows students to research college/career options, self-assess their interests and strengths, and practice public speaking/writing. English 11 classes use a realism narrative project that provides students the opportunity to complete/plan for the UC PIQs in a creative way that is rooted in course content. ERWC English 12 Students write a graduation speech that allows them to think about their future goals and practice public speaking skills.

Math classes work through Delta Math assignments to practice current material from class and review prior learning. Quizizz & GimKit are used for review and as a quick check for understanding. DESMOS activities allow discovery of new topics and review exercises that lead to content mastery. **Data Science** students examine real world data sets, often collecting their own data to analyze and make conclusions

Health and Science classes use Kahoot and Edpuzzle videos to help reinforce learning concepts and check for understanding.

CTE Biomedical Science courses offer a variety of opportunities for students to get out into our community. A few of those are with Career Connections, Student Experiments and Experimental design, Internships, Guest speakers and Biomed certificates. Each unit explores a medical profession and the educational requirements to pursue it. Students can earn certificates in the following areas: Stop the Bleed, CPR, and OSHA certifications. There are nearly 30 students interning at Mercy San Juan, Eskaton, Veterinary clinics, and Dental offices each semester. Guest speakers include nurses, doctors, athletic trainers, and MRI techs. These speakers allow students to see how their education can help advance them in these fields of work. Students can present final projects to industry professionals at the year end CTE Expo.

CTE Photo students work over the course of a semester on a single portfolio, which they can display digitally or in print depending

Positive Power: [Youtube](#) & [Edgenuity](#)
Positive Power [Slides](#)

English: [Lit Circles](#)
English: [Peardeck](#)
English: [Canva posters](#)
English: [Screencastify](#)
English 9: [Reading Response](#)
English 10: [College/career unit](#)
English 11: [Narrative Project](#)
English: [CareerZone \(English 9 project\)](#)
ERWC English 12: [Graduation speech](#)
AP Lit Canvas ([Homepage](#)) ([Modules](#))

Math: [Relevant Curriculum](#), [Choice Board](#)
IM1: [Stats Project](#)
[Data Science](#)
CR Math: ([Intro](#)) [Khan Academy](#) + Desmos + Socrative
IM1, IM2, & IM3: [Delta Math](#)
IM2: [Quizizz](#) & [GimKit](#)
IM2: [Socrative](#)
IM1, IM2, & IM3: [DESMOS Graphing Calculator](#)
IM1, IM2, & IM3: [DESMOS Activities](#), [DESMOS \(Shifty y's\)](#)

Science: [Kahoot](#) & [Quizizz](#)
Science: [Edpuzzle](#)
[Lethal Dose Calculations](#) in Chemistry
Google Classroom ([AP Chemistry](#))
Health: Sex Ed [Unit Outline](#) & [Study Guide](#)
Health: [Student Interview/Presentation](#)

CTE Photo: [Adobe Photoshop & Bridge](#)
CTE Biomed Equipment: [Anatamage](#) & [Gel](#)



on professional goals. All students are required to write an artist statement to accompany the work. Students learn how to use technology that would be found in professional galleries to print artwork. This allows students to see all of the inner workings of working with art, not just being the artist themselves. These classes use Adobe programs to sort and process a variety of image file types to be displayed on the web and formatted for output on large format inkjet printers. These are hands-on, relevant learning experiences that go beyond textbooks and classroom lectures.

ASL classes bring Deaf individuals into the classroom for students to interact with and apply the language in real world scenarios. Students engage in small group conversations with various Deaf individuals. They also complete interviews with their peers and then summarize the information they learned about the peer. This allows them to practice real world conversations (apply cultural norms).

Summary: Antelope High School teachers are passionate about finding new tools and resources to help students learn. Teachers create a structure and culture that allows students to be creative as well as have choice in how they learn. There are various technologies and evidence based teaching strategies utilized across campus. Many of these engage various types of learners and deepen student learning and understanding of content. These concepts are then linked to real world applications outside of the classroom.

[Electrophoresis](#)

CTE Biomed student certificates ([BLS](#)) ([Medical Terminology](#)) ([OSHA](#))

CTE [Biomed internships](#) ([application](#))

CTE Biomed speakers ([Anesthesiology](#))

CTE Biomed: students design, conduct and present experimental design to class and industry ([EXPO](#)) ([Posters](#))

CTE Photo - [Flatbed Scanners and Epson Scan Software](#)

CTE Photo - [Portfolio and Artist Statement](#)

ASL: Flip ([examples](#))

ASL: Deaf Panel ([Community Members](#)) ([email](#))

Social Science [Kahoot](#)

Special Education: [Read 180](#), [Step Up to Writing](#), [Reading Plus](#), [Ready Math](#)

Art: [Original Artwork Design](#)

Drama: [Choice Monologues](#)



ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Teachers use research based strategies and instructional technology to support students.
2. Students are encouraged to use their voice in their courses: through dialogue, online discussions, and applying their learning to “real world” interests.
3. By having collaborative course outlines and clear learning targets, students know what is expected of them to be successful in their classes.

Areas of Growth

1. Students should feel more ownership over their learning, and more empowered to make decisions about their education.
2. There needs to be a more clear connection between what students are learning in class and their post-high school life and career.
3. Continue to work the PLT process to ensure a consistent level of rigor in all classes.





Category D: Assessment and Accountability (6 pages maximum for Category D)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being.***

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.

Findings	Evidence
<p>A variety of assessments are used on campus to collect data in effective and equitable ways. We utilize technology in both summative and formative assessments to collect student learning data and work with our PLTs to analyze this data and make instructional choices to improve student learning.</p> <p>A district wide initiative was put into action last year with the intent of having a course outline written for every course offered throughout the district. Departments and PLTs worked together across the district to write these outlines, complete with course descriptions, essential learning outcomes, major learning activities, and evaluation processes. As of January 2024, 91% of the courses offered in RJUHSD have an agreed upon, approved course outline.</p> <p>At Antelope High School, common assessments created in PLTs are utilized across campus. Math has implemented a new curriculum (Open Up Resources) aimed at harnessing more accurate data. Both Math and English are using IXL assessments to give teachers better data on student achievement and learning gaps. Schoolwide, two-thirds of teachers are using Canvas platforms to take advantage of formative assessment tools as well as summative tools including Quizzes and Mastery Connect. Teachers are continually offered opportunities to train with new assessment tools.</p>	<p>District wide course outline process & forms</p> <p>Science agendas for district wide meetings for curriculum alignment</p> <p>District PD agendas (PLT work)</p> <p>English - DCA guidelines/examples</p> <p>IXL data examples</p> <p>Canvas Mastery Connect (example 1)</p> <p>Vertical articulation documents (English) (IM1/IM2)</p>



<p>Data is analyzed in PLTs to drive instruction. Course outlines and articulation meetings help ensure that learning targets and major learning activities are aligned not only site wide, but district wide. PLTs agree on student performance levels through norming and analysis in weekly meetings. Beyond classroom data, state and federal testing, like the ELPAC and CAASPP, are utilized to identify strengths and opportunities.</p> <p>AnHS invested in several staffing changes to address the needs of students. These include an SAI (Specialized Academic Instruction) coordinator, Learning Support Specialists, Parent Ambassadors, Math and ELD tutors, an AP/DE Coordinator, ELD Coordinator, and an Academic Culture Coordinator. All of these additions have been put into place to close the learning gaps seen in our schoolwide data.</p> <p>The RJUHSD LCAP committee looks at district level data to determine where resources should be allocated to best support students. The LCAP committee is composed of parents, students, and staff from all of the schools in the district. Additionally, student focus groups are held to hear more from students about what resources would help them the most.</p> <p>Summary: In order to achieve an equitable and efficient system of assessing students, Antelope High School has invested in technology, professional development, and additional staff support positions. Accurate data is collected utilizing a variety of methods, from a new LMS to benchmark testing. Through a focus on data driven PLTs and alignment of courses, student progress data can be evaluated for areas of strength and opportunities for growth. To support students in their needs based on the data, Antelope High School has invested in appropriate staffing positions to provide individualized intervention. The data collected and the means by which we collect it is communicated to all stakeholders through a variety of mediums, from digital communication to in person house visits. This data enables AnHS to create measurable and achievable SPSA goals.</p>	<p>IM1 new curriculum outline IM3 new curriculum outline</p> <p>DCA data (Math) (English)</p> <p>Agendas for articulation meetings</p> <p>Prof Dev day canvas trainings</p> <p>ELPAC pass rates</p> <p>ELD Coordinator & Academic Culture Coordinator</p> <p>Reclassification rates/data</p> <p>CAASPP scores (math)</p> <p>Benchmark data (Suspension/Attendance Data) (Honor Roll)</p>
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.



D2.1 Monitoring Student Growth: Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.
D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.
D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>Courses at Antelope High School are designed with outcomes for every program to meet the needs of all students. Academic classes are guided by state standards. Antelope offers PLTW pathways that build college and career readiness within certain fields and is guided by CTE standards. AP and DE courses provide rigor and college credit for completing courses or earning a sufficient score on the exam.</p> <p>Just this year RJUHSD has expanded its use of modified grading to allow more of our Students with Disabilities to earn credit for high school graduation requirements in modified courses. While this is very new, it has already made a positive impact in our SWD being able to earn a high school diploma through modified grading and assessment.</p> <p>Our teachers use a diverse range of instructional methods aimed at delivering content while also actively gathering student achievement data and offering valuable feedback to students. Most classrooms regularly utilize teaching strategies designed for informal check-ins. These range from traditional methods such as paper exit tickets to digital tools like Google Forms and PearDeck.</p> <p>The Canvas learning management system integrates technology and serves as a hub for numerous feedback options. Teachers use this platform to provide feedback in a variety of methods, including audio and video feedback. This approach ensures that the feedback process is not only constructive but also embraces diverse modalities, catering to the varied learning preferences of the student body. The seamless integration of these tools creates a dynamic and engaging learning environment, fostering a comprehensive feedback loop that contributes to the continuous improvement of instructional practices.</p> <p>Through teacher collected data and student responses, teachers at Antelope High School make curricular adjustments to meet the needs of all students. For example, diagnostic assessments in Special Education are used to support individualized instruction. Science uses formative assessments to reteach when standards are “not met” until they reach a sufficient level of “met or above”.</p> <p>Weekly PLT meetings are grounded in teachers analyzing student data and determining what needs to be retaught or discussing instructional strategies to better engage students in their learning. As a focus this year, some data about how we use PLT time has been gathered. Through this collection of data, we discovered a need to</p>	<p>AP/DE data</p> <p>Graduation rates</p> <p>NGSS standards Science lesson plan alignment with NGSS standards</p> <p>PLTW pathway information (Engineering) (Biomedical Sciences) (Pro Photography) (Computer Science)</p> <p>SWD alternative guidelines for earning diploma</p> <p>Software Platforms: Peardeck, Kahoot, Exit Tickets, Google Forms, Quizizz</p> <p>Samples of assignments/instructional strategies in classes to monitor student learning and growth (below):</p> <p>Positive power course outline</p> <p>ELD seminar course outline ELD enrollment numbers Grade check Google sheet (ELD)</p> <p>Using ELD Diagnostic test results to structure lessons and aid in placement for students.</p> <p>ATP program outline</p> <p>Science Platforms: PHET simulator, Learn Concord</p> <p>IM1: Curriculum Outline, Rubrics, IM3 Exit tickets IM3 Small quizzes</p>



revisit how to analyze student learning data and use that analysis to make decisions about instruction.

Students and families are formally notified of their progress every four and a half weeks. Every nine weeks an official grading period ends (a quarter, with five credits earned per class). At the halfway points of these quarters a progress report grade is given for every student in every class as a formal way to report student progress.

Summary: Staff and stakeholders work together to evaluate student progress towards college and career readiness. Teachers use diagnostic and formative assessments, such as Exit Tickets and quizzes, to evaluate progress towards standards. PLTs use data from common assessments in a timely manner to inform instruction during weekly meetings. Students and families are communicated with constantly about their learning progress, both formally (through progress reports) and informally (through Aeries/Homelink gradebooks and individualized communication hom). A focus area as a school is the use of this data in PLT time to make decisions about how to change or improve instruction, thereby improving student learning.

[IM2 quiz data](#)

[IM2 Socratic Student](#)

[Math Desmos Lesson](#)

[Current Events summative](#) (Social Studies)

[Feedback Friday examples](#) (Social Studies)

Department & PLC agendas ([English](#)) ([Social Science](#)) ([Physics](#))

[Common writing prompts](#). [Common reading quizzes](#) (English)

Science: [PLT conversations that analyze student data and discuss common strategies to improve student performance on standard assessments within NGSS.](#)

[IREADY Diagnostic Results](#)



ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. District wide course outlines have been created for almost all courses with clear learning targets and major learning activities outlined.
2. Antelope staff uses schoolwide data to determine where additional support (supplies, personnel, etc) is needed to narrow learning gaps.
3. Antelope High School has a strong foundation of Professional Learning Teams and an agreed upon focus to continue learning more about how to use these teams to increase student achievement.

Areas of Growth

1. PLTs have made a commitment to work on reviewing and analyzing data from common assessments in order to make informed decisions about instruction.
2. Continue monitoring new positions (Academic Culture Coordinator, tutors, etc) to make sure they are working as intended to increase student achievement, particularly narrowing learning gaps within different cohorts of students.
3. Continue to find ways to provide data-driven, individualized feedback to students through formative and summative assessments.





Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (1–2 pages maximum)

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.
E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.
E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p>Antelope High School is a special place. Before the first bell rings we strive to show every Titan they are special and they belong here. Schedule pickup is not a mundane procedure, but a Titan Take Off event with food trucks out front and music playing across the campus. The halls are open for Titans to find their new classes and a personal tour is given to new students and their families. Antelope High School’s commitment to our entire student community is further reflected in learning opportunities. We are proud that the demographics of students enrolled in AP and DE classes reflects that of the campus as a whole. Every student and their family have a one-on-one meeting with their counselor annually where they learn about their educational opportunities and how they can choose the right path to their own dreams.</p> <p>The pride in Antelope High School’s diversity is no more apparent than in the collaboratively created Core Values and Collective Commitments. Antelope staff worked together to create this vision of what every student and family can expect from their time at Antelope High School. Antelope High School parents are invited on campus through the counselor meetings, Titan Family Nights, Back to School Nights, College/Financial Aid nights, School Site Council, ELAC, LCAP meetings, athletic events and banquets, performing arts shows, and academic awards nights- just to name a few.</p> <p>Antelope High School was the first school in the district to offer Dual Enrollment Ethnic Studies, and is one of only a few hundred schools in the country offering AP African American Studies this year (which was the result of a student bringing it to the attention of administration and advocating for the course!). Our World Language</p>	<p>Schedule Pick Up event (“Titan Take Off”)</p> <p>AP/DE Enrollment</p> <p>Enrollment Data</p> <p>Counselor Meetings (Freshman, Sophomore, Junior, Senior)</p> <p>Core Values and Collective Commitments</p> <p>Master Schedule</p>



department expanded from solely Spanish to include American Sign Language several years ago, and both of these frameworks include intentional teaching and learning around cultural awareness. Our student body is home to a myriad of clubs focused on bringing cultural awareness and celebration to campus.

Our ELD department has expanded in the last several years, both in the number of students and the number of teachers involved in the program. This year, our student population speaks more than 40 languages other than English at home! Many of our new EL students are refugees, having left their homes and moved across the world. Our counselors work with the Wellness Center and the ELD coordinator to meet individual student needs. Whenever possible the student is given a personal school tour in their native language. In addition to using Parent Square to communicate with all families, we have access to a comprehensive language line. Community and Parent Liaison positions have been created and staffed with individuals who speak our most common home languages.

As important as communication and academic opportunity are, students cannot enjoy their benefits without a sense of trust and belonging. Titans are taught to be respectful, responsible and proud. Our pride can be seen in the diversity of clubs we have on campus. A number of staff members form an equity team who regularly educates the staff on culturally responsive terminology, pronouns and norms. In turn our staff models, educates and enforces these standards for our students. For many Titans this learning process starts long before they reach high school. We coordinate with our partner schools to host orientation and informational events each spring. Many programs reach out years before that. Athletic programs host local youth sports teams of all ages and our Titan Dance camp had over 70 participants this year. Clubs and organizations volunteer at field days and festivals at our local elementary schools. Our dance, choir and drama shows highlight elements from all across our students' cultures and fill the theater with friends, family and neighbors of all ages and walks of life. As a cultural leader in the community, Antelope High School is committed to setting an example that values the identities of all individuals.

Summary: Antelope High School is fortunate to be a very diverse and inclusive community. This is evident in our class enrollments and the variety of courses offered. We have a wide range of co-curricular and extra-curricular activities that reflect and embrace the array of interests and backgrounds we have. Our commitment to inclusion extends beyond the classroom with a number of opportunities for family involvement and tools to communicate. We are proud that so many cultures and communities call Antelope their home.

[ELD Coordinator](#) (line 25-26) and [Learning Support Specialists dedicated to EL program](#)

[Over 40 different home languages spoken at Antelope High School](#)

[Parent Square](#) and [language line](#)

Community and [Parent Ambassador](#) positions

[ASB Approved Clubs](#)

[Hosted GSA summit spring 2023](#)

[Multicultural fair](#) in the Spring

[Equity team](#)



Criterion E2: School Culture and Environment

Directions

1. Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.
E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.
E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>The foundation of any successful school is safety. If students don’t feel physically and emotionally safe, they will not be able to fully engage in their education. Through the leadership of our School Safety Team, Standard Response Protocols (SRP) are taught and practiced as required by state law. Every staff member is trained on safety procedures, disease prevention and appropriate interpersonal interactions through mandatory online training. Beyond these trainings, a commitment to safety cannot happen without a welcoming environment and a culture of “See Something, Say Something.” At lunchtime and passing periods administration and staff are highly visible and positively interacting with students. It is a campus norm that teachers stand at their doors to greet students as they enter class each period.</p> <p>Each term starts with “Class Talks”, a time for school administration to review important policies and procedures with students one grade level at a time. These “Class Talks” are reinforced with schoolwide behavior videos during Titan Time in the first few weeks of school. Throughout the term, behavior expectations are revisited through our PBIS practice of being “Respectful, Responsible, and Proud”. Students are visually reminded throughout campus by posters and through “Titan Points” rewards for their positive behavior choices.</p> <p>The commitment to safety extends to technology. Students and staff sign a technology agreement prior to using any school issued technology. The RJUHSD Technology department provides a number of anti-phishing measures and a two-factor authentication for all students and staff to ensure that student data is safe. GoGuardian is used to monitor student computer use and proactively alerts counselors and administration if students are making internet searches that indicate they might need support.</p>	<p>Standard Response Protocols (SRP)</p> <p>Doors locked at all times</p> <p>Catapult EMS</p> <p>Keenan trainings</p> <p>Class Talks</p> <p>Access to GoGuardian</p>



One outstanding way Antelope High School creates a positive and inclusive culture is through our Unified Sports program. Our school has been a participating partner with Special Olympics for six years. We have become a Champion School, meaning we participate in a Unified Sports event, provide youth leadership opportunities and promote whole school engagement. Each of the past two years we have hosted a Unified Softball event. The stands have been filled with classes full of supporting students cheering on the athletes. Unified Sports has allowed us to play a major role in impacting over 3,000 students district wide. The positivity and purpose exemplified by our Unified Sports program is reflective of our school values as a whole.

The Antelope High School Student Government program is exceptional, and a leader in the Titan spirit that is so well known. They organize school events, plan spirit weeks and organize energetic, spirited rallies. As the leaders of our student section at sporting events they set the standard. We only cheer for our team, never against the opponent. Positivity and safety are the top priorities.

At Antelope, our school culture is taught and modeled on day one. Link Crew, a group comprised of the friendliest and most welcoming students you will ever meet, welcomes our freshmen before school even starts. This orientation is more than the introductions, activities and school tours. They play games to make sure school can be fun and do community circles to show everyone their voice deserves to be heard. It is a day immersed in a culture of positivity and pride.

Students are recognized for their excellence in a multitude of ways. At the end of each school year there is a ceremony for our Academic Merit Awards to highlight success in the classroom. Each term, teachers nominate students for a Titan Pride Award to highlight those who exemplify respect, responsibility and pride in and out of the classroom. Graduating seniors are recognized as valedictorian and salutatorian, and also as "Top Titans"- students who went above and beyond to be respectful, responsible, and proud.

Summary: At Antelope High School we strive to create a safe and productive learning environment. We do this at a physical level by ensuring the staff and students are trained on all safety procedures and routines. To build trust and sense of belonging we offer a number of fun, positive and inclusive organizations for students. As students embrace the respectful, responsible and proud qualities of being a Titan we recognise and reward those behaviors. There is nothing more important to us than building a culture that gives each student a sense of belonging and the room they need to grow.

[Unified Sports](#)

Positive Behavioral Intervention and Supports (PBIS) ([Titan Points](#)) ([store](#))

Link crew ([timeline](#)) ([handbook](#)) ([training](#))

[AMAs](#), [Titan Pride Awards](#) ([list](#))



Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1–2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

<p>E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.</p> <p>E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p>Educator Ignacia Estrada once said “If a child can’t learn the way we teach, maybe we should teach the way they learn.” When one of our students is not experiencing success in a traditional setting, we take an adaptive and individualized approach to address this with personal, socio-emotional and academic support options. Our first resource is always our counseling team. Antelope High School hosts a diverse and knowledgeable counseling team that is second to none. Another great resource available to our students is our on campus Wellness Center. The Wellness Center is staffed with both district employees and different levels of interns. Between the counselors, wellness center, administrators, and teachers, students have a wraparound level of support to help them with anything that might arise. The Intervention Response Team (IRT) consists of wellness staff, counselors, and administrators and meets regularly to discuss systems of support for struggling students. IEPs, 504s, and student study teams are held with students and families to discuss specific student needs and implement supports and accommodations.</p> <p>In addition to our goal of meeting students’ personal and socio-emotional needs, Antelope High School provides a number of academic supports both in and out of the classroom. Each week, every class has an embedded intervention period to support our regular instruction. There is no new instruction during this “Titan Time,” it is reserved for review, preview, practice and small group instruction. Outside of class, there are opportunities for peer tutoring with the Antelope Learning Lab, AP tutors, and Freshmen Mentors.</p>	<p>Counselor Meetings (Freshman, Sophomore, Junior, Senior)</p> <p>College Information Nights</p> <p>Wellness services</p> <p>Wellness Survey: 60 kids rate the helpfulness of the services provided on a 1-5 scale. Average response 4.7. We have six full time counselors, with a ratio of just over 300 students per counselor.</p> <p>Titan Time</p> <p>Antelope Learning Lab: 10 tutors for core classes, 5 tutors for AP classes</p>



For students who need more individualized support we have a variety of credit recovery and support courses. Credit Recovery embedded within students' regular schedule is offered in English and Math. These classes have smaller enrollments, are self-paced and, in addition to the classroom teacher, have extra support from Learning Support Specialists, professional tutors, and student tutors.. Another way we empower students who struggle in a traditional classroom environment is our Positive Power course. This is a support class with a low student to educator ratio that does regular grade checks, teaches study skills and provides subject specific tutoring in class. The courses are dedicated to creating an academic culture of positivity and perseverance.

In recent years we have noticed freshmen having a particularly hard time transitioning to high school. In order to further support our freshmen students, Link Crew no longer stops as the school starts but continues throughout the year. Freshmen students reunite with their Link Leader and the rest of their orientation group regularly during the year to discuss how the year is going and if there is anything they need to make their experience at Antelope better. This year we have established an Academic Culture Coordinator to specifically address academic success for our incoming freshmen. This person tracks classroom data to identify struggling students. These students will then be assigned to small groups, led by an Academic Mentor who will help facilitate tutoring and teach classroom success skills. The Academic Culture Coordinator serves as a conduit connecting the classroom teachers and these mentors to ensure the same skills are taught and reinforced continuously.

The strong culture at Antelope High School also encourages students to embrace connection with a sport, program, club, or whatever else might hold their interest. Visual Arts, Performing Arts, CTE, and Student Government (to name just a few) all have co-curricular components to keep students engaged both within and outside of the school day. Two Club Rush events (one fall, one spring) give students the opportunity to learn about and sign up to be part of the myriad of clubs on campus. Visual Arts shows, Performing Arts events, and CTE showcases all give students the chance to celebrate and highlight their achievements to their families and peers.

As our students approach graduation they must determine what comes next. It is their choice to make, but our responsibility to put them in the best position to make it. Our College and Career Center works in conjunction with our counselors and both site and district administration to provide students with information and opportunities. Students and their families are invited to college information nights, college and career fairs, FAFSA workshops and more. Representatives from community colleges, four year colleges and military recruiters visit campus regularly to meet students and present options. CTE and Dual Enrollment courses help to create a culture where students not only think about their future but are empowered to choose their path to it. Both site and district internship programs partner with local businesses to give students internship opportunities in professions like computer science, engineering, photography and the biomedical field.

On ground credit recovery: [Integrated Math 1](#), [Integrated Math 2](#) and [English \(courses offered\)](#).

[Positive Power](#)

Link Crew ([timeline](#)) ([handbook](#)) ([training](#))

[Academic Culture Coordinator](#) (line 29)

[College and Career Center](#)

[Visiting Colleges](#)

[RJUHSD Internship Program](#)



Summary: Antelope High School strives to create an environment where each student is met where they are and given a path to success that works for them. Our dedicated teachers and administrators collaborate closely with counselors, the Wellness Center and support staff to adapt to specific students' needs. We offer supports in and out of the classroom. We have several co-teaching teams and Learning Support Specialists embedded within traditional and support courses. Beyond the classroom we have peer tutoring, academic culture building programs for our freshmen and organizations that provide year-long check-ins and assistance.



ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Titans are proud of our diversity. Antelope students come all over the world and make this their home. Students and staff genuinely care about one another and want to be here.
2. Antelope High School supports students' academic and socio-emotional wellness and growth. This campus is filled with programs and, more importantly, people, who want everyone to be included, heard and empowered.
3. Antelope High School's co-curricular and extracurricular student activities programs provide a myriad of ways for students to get involved in something they are passionate about. Student government, athletics, performing arts and a wide variety of service and interest-based clubs are just some of the many ways students can feel a sense of belonging and pursue their interests.

Areas of Growth

1. We are proud of our many interventions and supports, but many of these programs are still developing. This year we redesigned Titan Time intervention and added the position of Academic Culture Coordinator. We will continue to hone and grow these programs to allow them to reach their full potential.
2. Continue to find ways to motivate and empower less involved students. We provide many supports but need to ensure the students who need them are identified and utilizing them.
3. We are still facing many of the challenges that come with rebuilding our school culture over the past few years. We are happy to welcome more new students than ever before, from more places and backgrounds than ever before. We need to continue to grow the number of ways students can find interest and involvement so every Titan feels the sense of positivity and belonging we take such pride in.





Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Continue on the PLC/PLT journey, and focus on strengthening its development and value across campus, as well as working vertically and creatively in order to support singletons, electives, and inter-departmental courses.
- We are proud of our many interventions and supports, but many of these programs are still developing. This year we redesigned Titan Time intervention, added the position of Academic Culture Coordinator, and expanded our after school tutoring options. We will continue to hone and grow these programs to allow them to reach their full potential.
- We need to continue to grow the number of ways students can find interest and involvement both inside and outside the classroom so every Titan feels the sense of positivity and belonging we take such pride in. Students should feel more ownership over their learning, and more empowered to make decisions about their education. While students have access to college prep courses, we have an opportunity to grow more vocational courses (CTE).





Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

	Areas of Strength	Areas of Growth
Category A	Strong sense of interdependence, collaboration, and shared decision-making among all staff.	Continue on the PLC/PLT journey, and focus on strengthening its development and value across campus, as well as vertically and creatively in order to support singletons, electives, and inter-departmental courses.
Category B	There is a culture of collaboration and shared resources across the site and community; PLTs share common goals and assessments.	While students have access to college prep courses, we have an opportunity to grow more vocational courses (CTE).
Category C	Teachers maximize technology as they work to differentiate instruction and utilize a wide variety of strategies to support students.	A more consistent level of rigor should be seen in all classes.
Category D	Course outlines with clear learning targets and major learning activities developed.	Providing data-driven individualized feedback.
Category E	Titans are proud of our diversity. Antelope students come all over the world and make this their home. Students and staff genuinely care about one another and want to be here.	We are proud of our many interventions and supports, but many of these programs are still developing. This year we redesigned Titan Time intervention and added the position of Academic Culture Coordinator. We will continue to hone and grow these programs to allow them to reach their full potential.

Our analysis of our programs confirms our identified student learner needs identified below:

- Continue on the PLC/PLT journey, and focus on strengthening its development and value across campus, as well as vertically and creatively in order to support singletons, electives, and inter-departmental courses.
- We are proud of our many interventions and supports, but many of these programs are still developing. This year we redesigned Titan Time intervention and added the position of Academic Culture Coordinator. We will continue to hone and grow these programs to allow them to reach their full potential.
- While students have access to college prep courses, we have an opportunity to grow more vocational courses (CTE).



As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

- 1) Provide comprehensive social-emotional support to all of our students in order to promote academic achievement.
- 2) Continue building our Titan culture with a focus on creating a safe, inclusive, and welcoming learning environment for all students, staff, and community.
- 3) Ensure all students graduate from high school ready for college, career and life, prepared to pursue the future of their choosing.
- 4) Implement a comprehensive instructional program that engages students and provides for timely intervention for all students.
- 5) Improve parent involvement and engagement by improving communication to parents and to the community while also engaging parents more in the educational outcomes of their students.

The schoolwide learner needs are met through the schoolwide growth areas seen below. These schoolwide growth areas are consistent with our School Plan for Student Achievement and our district LCAP plan. Our SPSA goals are the foundation for allocating resources on site, including our general fund, Title 1 funds, CTEIG funding, and prop 28 funding.

Our first schoolwide learner need (although they are in no particular order) is to continue our PLT journey. The SPSA goal for implementation of a comprehensive instructional program will help us meet this need through a focus on constant professional development through the PLT process. This focus will directly or indirectly impact first instruction, assessment, and data analysis on campus. It will also allow faculty to spend time aligning curriculum and student work with CAASPP, which is a need evidenced in our data.

Our second schoolwide learner need is to continue honing and growing our intervention programs and supports. The SPSA goals for building our Titan culture, providing social-emotional support, and ensuring that all students graduate from high school ready for college, career, and life will ensure that this need is addressed. This focus will close the gap in achievement and graduation rates with some of our at risk students, shown as a need in our data.

Our final schoolwide learner need is to continue growing our CTE course opportunities. The SPSA goals for building our Titan culture, providing social-emotional support, and ensuring that all students graduate from high school ready for college, career, and life will allow us to continue looking for ways to provide these opportunities to our students. More CTE pathways will give students more opportunities to achieve College and Career Readiness according to the California Dashboard, an area of need shown in our data.

The metrics and accountability built into the SPSA will make certain that our schoolwide learner needs are addressed and prioritized through our school plan.



Chapter 5: Schoolwide Action Plan/SPSA

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals.
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.

[Schoolwide Action Plan](#) (last updated June 2023) / [focused SPSA summary](#) (updated January 2024)

[SPSA/LCAP Alignment](#)

Include hyperlinks to relevant evidence:

- [Local Control and Accountability Plan \(LCAP\)](#): This includes an annual update at the beginning of the LCAP.
- [California School Dashboard Summary](#) performance indicators
- [Results of student questionnaire/interviews](#)
- [Results of parent/community questionnaire/interviews](#)
- The most recent [California Healthy Kids Survey Summary Results](#)
- [Master schedule](#)
- Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- [School accountability report card](#) (SARC)
- [Graduation requirements](#)
- Summary of [School Budget](#)
- [Glossary of terms unique to the school](#)