

# Antelope High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Antelope High School
<b>Street</b>	7801 Titan Dr.
<b>City, State, Zip</b>	Antelope, CA 95843
<b>Phone Number</b>	(916) 726-1400
<b>Principal</b>	Lindsey Cutts
<b>Email Address</b>	lcutts@rjuhsd.us
<b>School Website</b>	<a href="https://antelope.rjuhsd.us">https://antelope.rjuhsd.us</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	31 66928 0116459

## 2024-25 District Contact Information

<b>District Name</b>	Roseville Joint Union High School District
<b>Phone Number</b>	(916) 786-2051
<b>Superintendent</b>	John Becker
<b>Email Address</b>	jbecker@rjuhsd.us
<b>District Website</b>	<a href="http://www.rjuhsd.us">www.rjuhsd.us</a>

## 2024-25 School Description and Mission Statement

Antelope High School is one of six comprehensive high schools in the Roseville Joint Union High School District. While Antelope High School is located in Sacramento County, the school actually belongs to Placer County. Antelope High School is the result of a \$79 million general obligation bond passed by district residents in 2004. The Antelope community endured two previously failed bond attempts, but was able to open a beautiful facility in 2008, bringing significant name recognition to the Antelope community. Antelope High School graduated its first senior class in 2011.

The Antelope High School campus is comfortably large and offers students a modern setting. The school covers fifty acres,

## 2024-25 School Description and Mission Statement

including shared facilities with the Sunrise Park and Recreation District. The campus has a college atmosphere with its two-story brick buildings, two gyms, performing arts center and exceptional outdoor athletic facilities which include a water park/aquatics center. The campus also houses a large library, a TV/media lab, four media computer labs, and an engineering lab. Antelope High School is technology-rich with a variety of technology available in classrooms, 1:1 student Chromebooks, and school-wide WiFi.

The school operates on a 4x4 traditional block schedule, as do all other comprehensive schools in the district. The 4x4 traditional block schedule allows students the opportunity to take thirty-two classes during a four-year period. This is an opportunity to complete all UC/CSU admission requirements, while still engaging in other curricular interests such as Visual and Performing Arts and Career Technical Education. Antelope High School offers 19 Advanced Placement classes and six Dual Enrollment classes (partnered with Sierra College). Additionally, Antelope High School has a robust Visual and Performing Arts program and a wide variety of CTE pathways, including a nationally recognized Project Lead the Way program.

Since opening, Antelope High School has seen sustained growth in enrollment (currently 1,820) and increasing diversity among its students. The community consists of families from all over the world, mixed with lifelong area residents which bring together a variety of languages and cultural backgrounds. The largest ethnic groups are white (47%), Latino (25%), Asian (12%), and African American (14%). Approximately 65% of Antelope High school students qualify for Free and Reduced Lunch, and more than 10% of the students are designated as English Language Learners.

MISSION STATEMENT: "Increase the academic achievement of every student."

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	449
Grade 10	475
Grade 11	399
Grade 12	473
<b>Total Enrollment</b>	<b>1,796</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.3
American Indian or Alaska Native	0.7
Asian	13
Black or African American	7.3
Filipino	2.1
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	1.5
Two or More Races	10.5
White	37.4
English Learners	9.5
Foster Youth	0.2
Homeless	4.7
Socioeconomically Disadvantaged	65.4
Students with Disabilities	6.9

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.20	87.15	468.30	86.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	1.30	6.50	1.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.30	8.29	44.40	8.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.40	3.24	17.10	3.19	18854.30	6.86
<b>Total Teaching Positions</b>	76.00	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	71.60	92.60	511.60	90.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.80	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	2.24	8.90	1.58	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.29	16.90	3.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.90	3.86	23.80	4.21	15831.90	5.67
<b>Total Teaching Positions</b>	77.30	100.00	566.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.80	89.74	514.00	89.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.32	3.90	0.68	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	2.29	11.90	2.08	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	0.99	24.60	4.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	4.20	5.65	20.00	3.48	14303.80	5.15
<b>Total Teaching Positions</b>	75.60	100.00	574.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.90	0.00	0.3
<b>Misassignments</b>	0.00	1.70	1.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.90	1.70	1.7

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.5
<b>Local Assignment Options</b>	6.30	1.00	0.2
<b>Total Out-of-Field Teachers</b>	6.30	1.00	0.7

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.7	3.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006  English 9: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 10: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 11: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023  English 12: HMH Into Literature (Houghton, Mifflin, Harcourt) © 2023	Yes	0.0%
<b>Mathematics</b>	Integrated Math 1 (CCIM1): Open Up Resources (Online) © 2022  Integrated Math 2 (CCIM2): Open Up Resources (Online) © 2022  Integrated Math 3 (CCIM3): Open Up Resources (Online) © 2022  Precalculus: Precalculus with Limits (Houghton Mifflin) © 2008  College Algebra: Algebra and Trigonometry (Pearson) © 2018  AP Calculus AB/BC: Calculus: Early Transcendentals (Thompson Brooks/ Cole) © 2003	Yes	0.0%

	AP Statistics: Stats: Modeling the world (Pearson) © 2015		
<b>Science</b>	<p>NGSS Biology: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Physics: CK12 Flexbooks (Online) © 2022</p> <p>NGSS Chemistry: CK12 Flexbooks (Online) © 2022</p> <p>AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019</p> <p>AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005</p> <p>AP Physics: College Physics (10th edition) (Cengage) © 2015</p>	Yes	0.0%
<b>History-Social Science</b>	<p>World Studies: World History the Modern World (Pearson) © 2007</p> <p>US History: United States History Modern America (Prentice Hall) © 2008</p> <p>Government: Magruder's American Government (Pearson) © 2019</p> <p>Economics: TCI Econ Alive! The Power to Choose (Online) © 2022</p> <p>AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018</p> <p>AP Human Geography: Human Geography: For the AP Course, Bedford, Freeman, Worth, First Edition © 2021</p> <p>AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009</p> <p>AP Government: American Government: Stories of a Nation For the AP® Course with Foundational Documents with Court Cases Reader, Bedford, Freeman, Worth, First Edition © 2021</p>	Yes	0.0%
<b>Foreign Language</b>	<p>Spanish 1: Senderos 1 (Vista Higher Learning) © 2023</p> <p>Spanish 2: Senderos 2 (Vista Higher Learning) © 2023</p> <p>Spanish 3: Senderos 3 (Vista Higher Learning) © 2023</p> <p>AP Spanish: TEMAS, Vista Higher Learning, Third Edition © 2024</p> <p>American Sign Language 1 &amp; 2 Signing Naturally (DawnSignPress) © 2008, 2014, 1992</p>	Yes	0.0%
<b>Health</b>	Glencoe Health (McGraw-Hill) © 2011	Yes	0.0%
<b>Visual and Performing Arts</b>	<p>Choir: Successful Warm-Ups, Books 1&amp;2, Kjos Music Company © 1995</p> <p>Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010</p>	Yes	0.0%

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

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

## School Facility Conditions and Planned Improvements

Antelope High School was originally constructed in 2008 and is comprised of 62 classrooms, 5 modular buildings, 2 gymnasiums, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, a dance room, and state of the art athletic facilities.

Administrators and staff work daily with the custodial staff of 5 employees to ensure that cleaning of the school is maintained to provide for a clean and safe environment for our students. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, helping to provide a positive learning environment that students and staff can take pride in.

**Year and month of the most recent FIT report** 4/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Repairs were noted and work orders were made. L105 hole in the wall, boys locker room-door broken off,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Repairs were noted and work orders were made. L110-exposed wires on east wall,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. gym foyer- right fountain doesn't work.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	53	62	57	46	47
<b>Mathematics</b> (grades 3-8 and 11)	32	29	36	36	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	390	379	97.18	2.82	53.30
<b>Female</b>	190	182	95.79	4.21	62.64
<b>Male</b>	199	196	98.49	1.51	44.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	45	95.74	4.26	53.33
<b>Black or African American</b>	20	20	100.00	0.00	30.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	97	97.00	3.00	52.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	42	95.45	4.55	50.00
<b>White</b>	156	152	97.44	2.56	57.24
<b>English Learners</b>	40	36	90.00	10.00	2.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	19	18	94.74	5.26	44.44
<b>Military</b>	32	31	96.88	3.12	54.84
<b>Socioeconomically Disadvantaged</b>	249	241	96.79	3.21	50.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	20	100.00	0.00	0.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	390	381	97.69	2.31	28.61
<b>Female</b>	190	182	95.79	4.21	30.22
<b>Male</b>	199	198	99.50	0.50	27.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	46	97.87	2.13	30.43
<b>Black or African American</b>	20	20	100.00	0.00	20.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	97	97.00	3.00	25.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	42	95.45	4.55	21.43
<b>White</b>	156	153	98.08	1.92	33.99
<b>English Learners</b>	40	39	97.50	2.50	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	19	19	100.00	0.00	10.53
<b>Military</b>	32	31	96.88	3.12	9.68
<b>Socioeconomically Disadvantaged</b>	249	245	98.39	1.61	23.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	19	95.00	5.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	39.40	34.03	46.26	44.53	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	843	812	96.32	3.68	33.87
<b>Female</b>	395	377	95.44	4.56	32.89
<b>Male</b>	447	434	97.09	2.91	34.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	116	110	94.83	5.17	43.64
<b>Black or African American</b>	55	52	94.55	5.45	23.08
<b>Filipino</b>	21	20	95.24	4.76	50.00
<b>Hispanic or Latino</b>	209	201	96.17	3.83	26.87
<b>Native Hawaiian or Pacific Islander</b>	15	15	100.00	0.00	33.33
<b>Two or More Races</b>	108	105	97.22	2.78	37.14
<b>White</b>	312	302	96.79	3.21	34.77
<b>English Learners</b>	65	60	92.31	7.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	20	90.91	9.09	15.00
<b>Military</b>	73	71	97.26	2.74	32.39
<b>Socioeconomically Disadvantaged</b>	432	411	95.14	4.86	25.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	0.00

## 2023-24 Career Technical Education Programs

Antelope High School offers the following CTE programs:

Project Lead the Way Biomedical Sciences (Principles of Biomedical Science, Human Body Systems, Medical Interventions, Biomedical Innovation)  
 Project Lead the Way Engineering (Introduction to Engineering Design, Environmental Sustainability, Engineering Design and Development)  
 Project Lead the Way Computer Science (Computer Science Essentials, AP Computer Science Principles, AP Computer Science A)  
 Professional Photography (ProPhoto 1, ProPhoto2, ProPhoto3)  
 Technical Theater (Theater Tech 1, Theater Tech 2)  
 Media (Media 1)

District wide internships are offered for students at all schools.

For information about the district's career technical advisory committee, which includes representatives from local industries, please contact Director of CTE & Assessment, Shane Waggoner at the district office, (916) 786-2051 or [swaggoner@rjuhsd.us](mailto:swaggoner@rjuhsd.us).

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	844
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	96.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	67.6

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.6%	97.3%	98%	97.3%	96.80%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Antelope High School is a place of pride for the community, and the school greatly benefits from the support from Titan parents. Titan parents are involved in giving input during School Site Council and the WASC accreditation process, as well as English Learner Advisory Committee (ELAC) and District English Learners Advisory Committee (DELAC). Parents aid in extra curricular activities as well in the Athletic Boosters, Band Boosters, Dance Boosters, and general Antelope Parent Boosters

## 2024-25 Opportunities for Parental Involvement

organizations. All parents have access to their child's attendance and ongoing academic record online through Aeries Parent Portal and through Canvas Parent Observer Accounts. Antelope High School counselors work closely with parents to support student success, including annual academic planning meetings with students and parents. AnHS counselors also host college application workshops and FAFSA workshops for students and parents. Since the 2013-2014 school year, parents have been participating in the annual creation and implementation of the district LCAP.

Additionally, AnHS has a strong base of parent volunteers who assist with daily school activities, student government/ASB activities, work as proctors for state and district assessments, and supervise extracurricular activities. Parents are always welcome on campus, and they are encouraged to join one or more of the above programs. Antelope High School believes that adult support and contact on campus leads to a safer, more supportive school environment for students. Any Titan parent looking to get more involved is encouraged to contact the school for more information about volunteer opportunities.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	4.4	4.7	3.2	5.8	6.5	5.4	7.8	8.2	8.9
<b>Graduation Rate</b>	92.8	93.6	95.6	90.9	91.8	93.4	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	472	451	95.6
<b>Female</b>	216	209	96.8
<b>Male</b>	255	241	94.5
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	74	71	95.9
<b>Black or African American</b>	37	34	91.9
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	108	105	97.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	50	48	96.0
<b>White</b>	168	162	96.4
<b>English Learners</b>	59	54	91.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	18	16	88.9
<b>Socioeconomically Disadvantaged</b>	330	313	94.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	33	26	78.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	5.52	3.74	5.13	3.63	4.09	3.62	3.17	3.60	3.28
<b>Expulsions</b>	0.00	0.00	0.00	0.02	0.08	0.02	0.07	0.08	0.07

### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.13	0.00
<b>Female</b>	1.51	0.00
<b>Male</b>	8.25	0.00
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	7.69	0.00
<b>Asian</b>	2.03	0.00
<b>Black or African American</b>	13.57	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	3.87	0.00
<b>Native Hawaiian or Pacific Islander</b>	7.14	0.00
<b>Two or More Races</b>	8.33	0.00
<b>White</b>	4.26	0.00
<b>English Learners</b>	5.88	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	15.31	0.00
<b>Socioeconomically Disadvantaged</b>	6.16	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	13.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Safety of students and staff is of primary concern of Antelope High School. Antelope High School employs a full time nurse and a consistent rotation of School Resource Officers from the Sacramento Sheriff's Department. Antelope High School's campus is closed, meaning students must be "checked out" by an approved adult to leave campus before the end of the day, and that they must check in through the front office if they arrive after the start of school. There is only one entry point to the campus during school hours, through the main office doors. All visitors must sign in when entering through the Raptor Technologies School Safety Check in system (implemented in January 2019). Students are supervised before, during, and after school by teachers, administrators, school resource officers, and three full-time campus monitors. There is a designated area for student drop off and pick up in the front and back of the school.

The Comprehensive School Safety Plan is discussed on a monthly basis by the members of the School Safety Committee and approved by different committees annually. The School Safety Committee consists of Antelope staff members, including administrators, campus monitors, teachers, the athletic director and office staff. The Comprehensive School Safety Plan is communicated to both classified and certificated staff annually. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The District-wide "I Love You Guys" procedures were implemented in the 2022-2023 school year. Hold, Secure, Shelter, Lockdown and Evacuation drills are conducted throughout the school year and followed up with Safety meetings to understand strengths and where adjustments can be made in each plan. In addition to these plans, Antelope has implemented Restorative Practices and Positive Behavior Intervention and Support (PBIS) program. These programs provide students with clear expectations for behavior on a daily basis. Restorative Practices focuses on positive relationship building, positive community building, and repairing harm when done. The PBIS program is integrated in academics, athletics and school activities.

As part of a district initiative, Antelope High School implemented an emergency management system called "Catapult" during the 2016-2017 school year. Catapult allows the School Safety Team to communicate easily with staff, students, district office personnel, families, students, and local law enforcement during a safety incident. Catapult allows teachers to account for students during an evacuation in a timely and consistent manner, as well as receiving real time updates.

The School Safety Plan for the 2024-2025 school year was adopted on January 24, 2024 and approved by the RJUHSD Board.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	7	20
Mathematics	28	8	10	15
Science	29	3	10	11
Social Science	32	2	3	23

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	15	12	14
Mathematics	31	4	6	21
Science	32	2	6	12
Social Science	32	3	3	21

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	6	23
Mathematics	30	5	14	13
Science	29	2	15	6
Social Science	29	4	8	16

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	299.33

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	1
<b>Other</b>	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,436	\$1,498	\$7,938	\$93,080
<b>District</b>	N/A	N/A	\$10,696	\$101,980
<b>Percent Difference - School Site and District</b>	N/A	N/A	-29.6	-9.1
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.3	-12.3

## Fiscal Year 2023-24 Types of Services Funded

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan has three goals for comprehensive school sites: College, Career, and Life-Readiness; Student Access and Achievement, and Student Support and Parent Involvement.

English Learners are provided support through on-going teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters. The EL Coordinator position was introduced in the 2022-2023 school year. Additionally, a Learning Support Specialist and two Parent Ambassador positions were added in Fall 2022 and two Academic Tutor part-time positions were added Fall of 2023 to support English Learners, with a focus on newcomer students.

Antelope High School provides academic and social/emotional interventions and supports for all students. These programs include extended after school tutoring hours in the library, freshmen mentoring, home visits, and a comprehensive counseling staff and Wellness Center. AnHS uses an IRT (Intervention Response Team) model to identify and plan supports for struggling students.

Antelope High School funds ongoing teacher professional development and training in a variety of areas, including technology,

## Fiscal Year 2023-24 Types of Services Funded

English Language Development, Special Education, highly effective instructional strategies such as Building Thinking Classrooms, and many more.

Positive and inclusive school culture is a huge piece of Antelope High School's success. Antelope engages the parents and community through sporting events, Performing Arts shows, and Back to School nights during the school year. Community events have been a priority after COVID, including a Haunted House/ Trunk or Treat in October, a "Titan Take Off" event in August, and an "Open House" in April.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$62,569	\$62,635
<b>Mid-Range Teacher Salary</b>	\$93,015	\$101,698
<b>Highest Teacher Salary</b>	\$121,826	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$162,013
<b>Average Principal Salary (High)</b>	\$179,517	\$182,697
<b>Superintendent Salary</b>	\$281,027	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	33%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	18.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	4
Science	2
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	13

## Professional Development

In the 2024-2025 school year, RJUHSD and Antelope High School has three days dedicated to staff Professional Development. These days have been focused on Building Thinking Classrooms and Canvas implementation, as well as continuing to develop and refine district wide Essential Learning Outcomes (ELOs) for each course.

Additionally, AnHS staff meetings have been entirely focused on Professional Development. Each staff meeting provides instruction on an element of Building Thinking Classrooms and on tools for gathering and analyzing student learning data in PLTs.

All AnHS faculty is supported with release time to develop and refine curriculum and instructional practices. Co-teaching teams have both site and district release days to collaborate on best practices for supporting struggling students. ELD teachers have both site and district release days to collaborate and learn about supports for English Learners and Long Term English Learners.

New teachers are supported with an induction coach through the district, and district TOSAs (Teachers on Special Assignment) work closely with school sites to provide coaching cycles or professional development to both individual and groups of teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3