

Antelope High School
School Site Council Meeting/ Schoolwide Title 1 SAC
March 18, 2025
6pm-7pm, zoom

Core Values:

1. Students are the center of every decision and action we make. Every student deserves our best.
2. We recognize and celebrate the unique and diverse people on this campus.
3. We work together to serve students, our community, and each other.
4. We work hard, and we celebrate our successes. We have FUN.

Mission:

"Increase the academic achievement of every student."

Members Present: Dustin Thompson, Dana Duncan, Marc Martin, Sandeep Pannu, Lindsey Cutts, Robb Robertson, Megan Buckley, Brit Pearson, Val DeLorge, Gwen Trushkov

Zoom Link: <https://rjuhsd-us.zoom.us/j/99524379852>

Agenda:

1. Welcome/Introductions (Cutts) 2 min
2. Student report (student rep) 3 min
3. Opportunity for Public Comment (Cutts) 3 min
4. [Approval of Minutes \(Cutts\)](#)
* Martin motions, Duncan second. All in favor.
5. Old Business
6. New Business
[- 25-26 SPSA planning](#)
** review goals and metrics for 2025-2026 SPSA
** discuss proposed strategies/activities for 2025-2026

Goal 1: College and Career Readiness

[Dataquest](#)

[Dashboard](#)

- Grad rate 95.6 overall **met goal
- growth in CCI indicator (54.1% to 56.1%) ** met goal
- A-G rate (62% to 62.9%)
- EL A-G rate (29.8% to 36.1%)
- CTE completion rate (27.2% to 31.4%) ** met goal
- EL CTE rate (10.6% to 8.2%)
- African American CTE rate (10.8% to 8.1%)
- AP/DE enrollment (met goal, 41.5% of students taking at least one AP or DE class this year)

Include more subgroups in our data collection (EL students, SWD, etc), especially with CTE completion, AP/DE
How can we have an option for 9th graders who know they want to take more rigorous classes later to get them ready?

Important to allow students to find pathways/classes early on, not just college focused right away.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Graduation rates: Overall, Antelope High School has a consistently high graduation rate. African American, English Learners, and Socioeconomically Disadvantaged students were all in the "green" range on the 2024 California School Dashboard. Asian, Hispanic, White, and Two or More Races students were in the "blue" range. Students With Disabilities was the only group below green, and they were in the "yellow" range, with a graduation rate of 79.4% in 2024, up from 67% in 2023. Increasing the graduation rate for our SWD is a priority at Antelope High School and can be seen in our emphasis on inclusion, including coteaching, Unified Sports, and modified diploma options.

The College/Career Indicator (CCI) shows that over half (56.1%) of Antelope High School's students were considered prepared by this standard in 2024. This is an area of growth overall for the school. By increasing Dual Enrollment opportunities, increasing the pathways for our multilingual students to earn the Seal of Biliteracy, and increasing the number and variety of CTE pathways offered we aim to see more of our students prepared on the CCI. All of our student groups are in the "yellow" or "green" ranges for CCI in 2024.

Antelope High School's A-G rate was 62.9% in 2024, showing a slight increase from 2023. This is also an area of growth schoolwide, paired with increasing our math achievement (most students do not meet this qualification due to Common Core Integrated Math 3).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	95.6% overall SWD: 79.4%	96.5% overall SWD: 83% overall
CCI Indicator	56.1% overall	59% overall
A-G Rate	62.9% overall EL: 36.1%	65% overall EL: 39%
CTE Completion Rate	31.4% overall EL: 8.2% African American: 8.1%	34% overall EL: 12% African American: 12%
AP/DE Enrollment	41.5% overall	44% overall
LTEL Percentage	8.6%	8.0%

Goal 2: High Quality Instruction

[Dashboard](#)

[Math 5x5 report](#)

[English 5x5 report](#)

- Math goal- did not meet
- ELA goal- did not meet
- EL progress- fell 16%
- Science goal- did not meet, maintained
- EL Classification rate- fell 4% (maintained)
- Graduation Rate- met goal
- Percentage of students taking advanced math pathway- unknown

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Math CAASPP: A main reason for this goal is our commitment to raise math achievement scores on the CAASPP test. Overall, 29% of our students met or exceeded standard on the math CAASPP and we are in the "orange" range. This is a decrease from last year (in 2023 36% of students met or exceeded standard). Additionally, four of our student groups are in the "orange" or "red" in this area. Hispanic, Two or More Races, and Socioeconomically Disadvantaged students are in the "orange" and English Learners are in the "red". The focus on research based instructional strategies and professional development is targeted to improve scores for all students, and specifically English Learners, Hispanic, Two or More Races, and Socioeconomically Disadvantaged students.

ELA CAASPP: Our ELA CAASPP scores overall show 53.4% meeting or exceeding standard. This is a decrease from last year (in 2023 59.6% of students met or exceeded standard). One student group is currently in the "red" range (English Learners) and three student groups are in the "orange" range (Asian, Two or More Races, and Socioeconomically Disadvantaged students). The focus on research based instructional strategies and professional development is targeted to improve scores for all students, and specifically our English Learners, Asian, Two or More Races, and Socioeconomically Disadvantaged students.

Suspension rates: Overall, we are in the "orange" for our suspension rates, with 5.1% of our students suspended at least 1 day in 2024. Students must be in school to access this high quality instruction, and our SWD and African American students were in the "red" range for suspensions. Additionally, our English Learners, Long Term English Learners, Two or More Races, Socioeconomically Disadvantaged, and White students were in the "orange" range. By focusing on inclusion classes (ex. cotaught) and more engaging, research based strategies our goal is to decrease the number of days our students are out of school due to suspension.

English Learner Progress: Our English Learner progress declined by 16.5% in 2024 (46.3% of students made progress in 2024). This puts Antelope High School in the "orange" range for English Learner Progress. Specific, research based strategies and extra instructional support in EL and general education classrooms will offer targeted support for our English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP	29% met/exceeded overall Hispanic: 26% Two or More Races: 21% SED: 24% EL: 8%	34% met/exceeded overall Hispanic: 30% Two or More Races: 25% SED: 30% EL: 10%
English CAASPP	53% met/exceeded overall Asian: 53% Two or More Races: 50% SED: 51% EL: 3%	60% met/exceeded overall Asian: 60% Two or More Races: 60% SED: 60% EL: 10%
English Learner Progress	46.3% making progress	65% making progress
Science CAST	29% met/exceeded overall EL: 0% SWD: 0%	33% met/exceeded overall EL: 5% SWD: 5%
EL Reclassification Rate	78%	82%
Graduation Rate	95.6% overall SWD: 79.4%	98.5% overall SWD: 83%
Percentage of Students taking Advanced Math Pathway	** needs to be updated** 89.1% overall African American: 70.5% EL: 67.5% SWD: 26.7%	** needs to be updated** 91% overall African American: 73% EL: 69% SWD: 29%

Goal 3: Engage in partnership with families and the community

Dashboard

-Suspension rate: increased

- Perception data

Perception Data: Antelope High School administers a "perception survey" to parents, students, and staff each year.

There are six data points we use to evaluate how students and parents are feeling about their connection to campus:

Parents:

Perception Data: "I feel welcome at my child's school" (increased)

Perception Data: "I am informed about my child's progress at school" (increased)

Perception Data: "The school clearly communicates how parent volunteers can help" (increased)

Students:

Perception Data: "I feel like I belong at this school" (increased)

Perception Data: "My teachers care about me" (increased)

Perception Data: "I feel successful at school" (increased)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension rates: Overall, we are in the "orange" for our suspension rates, with 5.1% of our students suspended at least 1 day in 2024. Students must be in school to access this high quality instruction, and our SWD and African American students were in the "red" range for suspensions. Additionally, our English Learners, Long Term English Learners, Two or More Races, Socioeconomically Disadvantaged, and White students were in the "orange" range. By focusing on inclusion classes (ex. coltaught) and more engaging, research based strategies our goal is to decrease the number of days our students are out of school due to suspension.

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Parents:

Perception Data: "I feel welcome at my child's school"

Perception Data: "I am informed about my child's progress at school"

Perception Data: "The school clearly communicates how parent volunteers can help"

Students:

Perception Data: "I feel safe at this school"

Perception Data: "I feel like I belong at this school"

Perception Data: "My teachers care about me"

Perception Data: "I feel successful at school"

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	5.1% suspended at least one day overall African American: 13.6% SWD: 13.6% English Learners: 5.9% Long Term English Learners: 10% Two or More Races: 8.9% Socioeconomically Disadvantaged: 6.2% White: 4.3%	3.5% suspended at least one day overall African American: 10% SWD: 10% English Learners: 4% Long Term English Learners: 7% Two or More Races: 5% Socioeconomically Disadvantaged: 4% White: 3%
Perception Data (parents)	"I feel welcome at my child's school" 4.17/5 "I am informed about my child's progress at school" 4.27/5 "The school clearly communicates how parent volunteers can help" 3.64/5 "The school provides adequate information to students about attending college after graduation." 3.88/5 "The school provides adequate information about non-college options after graduation." 3.48/5	"I feel welcome at my child's school" 4.3/5 "I am informed about my child's progress at school" 4.35/5 "The school clearly communicates how parent volunteers can help" 3.75/5 "The school provides adequate information to students about attending college after graduation." 4/5 "The school provides adequate information about non-college options after graduation." 3.6/5
Perception Data (students)	"I feel safe at this school" 3.79/5 "I feel like I belong at this school" 3.66/5 "My teachers care about me" 3.68/5 "I feel successful at school" 3.63/5	"I feel like I belong at this school" 3.75/5 "My teachers care about me" 3.8/5 "I feel successful at school" 3.75/5

Subgroups that consistently get mentioned as in need of attention.

Students feel connected to the school as a whole, but do they see the relevance or connection of classes to themselves? Do they see the bigger picture of why classes are important in the long run? Why it's important to do well in class so that it reflects better on the school as a whole and why it is important to me.

How do we leverage/channel the relationships with academic achievement?

Setting a high bar for students and challenge them to meet that bar- success breeds success. Have supports in place for students so that we can challenge them.

7. Material and Course Feedback (Cutts)

Topic	Supporting Documents
• Revised Courses - All Sites	AP Psychology and AP Chemistry

<ul style="list-style-type: none"> ○ AP Psychology ○ AP Chemistry ● New Courses - All Sites <ul style="list-style-type: none"> ○ Technical Theatre 1 ○ Tech Theatre 2 ○ Musical Theatre Workshop ○ AP Seminar - English 10 ● IB Course Review - OHS and GBHS Only <ul style="list-style-type: none"> ○ IB Physics ○ IB Environmental Systems and Societies ○ IB Biology SL ○ IB Biology HL ○ IB Sports, Exercise, and Health Science HL 	<ul style="list-style-type: none"> - Folder includes both course outlines and slide decks that need to be reviewed. - All Sites - Folder <p>Technical Theatre 1, Musical Theatre Workshop and AP Seminar - English 10</p> <ul style="list-style-type: none"> - Folder includes both course outlines and slide decks that need to be reviewed. - All Sites - Folder <p>Tech Theatre 2</p> <ul style="list-style-type: none"> - Folder includes course outline only - All Sites - Folder <p>IB Courses - ONLY for OHS and GBHS</p> <ul style="list-style-type: none"> - GBHS and OHS ONLY - Folder
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Next Month:

[AnHS Site Council Feedback Form](#)

Upcoming Meetings

April 21