Antelope High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.
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.

2022-23 School Contact Information

School Name	Antelope High School
Street	7801 Titan Dr.
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 726-1400
Principal	Lindsey Cutts
Email Address	lcutts@rjuhsd.us
School Website	https://anhs.rjuhsd.us
County-District-School (CDS) Code	31 66928 0116459

2022-23 District Contact Information

District Name	Roseville Joint Union High School District
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website Address	www.rjuhsd.us

2022-23 School Overview

Antelope High School is one of six comprehensive high schools in the Roseville Joint Union High School District. The city of Antelope is located about 15 miles northeast of downtown Sacramento, and received its own postmark and recognition as a community by Sacramento county on July 1, 1994. Today, Antelope has a socio-economically and ethnically diverse population of nearly 46,000 middle-income families. While Antelope High School is located in Sacramento County, the school actually belongs to Placer County. Antelope High School services students from the Dry Creek School district as well as surrounding areas. 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, 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 has a robust Visual and Performing Arts program and a nationally recognized Project Lead the Way program.

Since opening, Antelope High School has seen sustained growth in enrollment (currently just below 1800) 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. Primarily, Antelope High School has students originating from Latin America, and several Slavic region countries. The largest ethnic groups are white (40%), Latino (25%), Asian (11%), and African American (7%). Approximately 48% of Antelope High school students qualify for Free and Reduced Lunch, and almost 6% of the students are designated as English Language Learners.

2022-23 School Overview

MISSION STATEMENT: Increase the academic achievement of every student.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	384
Grade 10	495
Grade 11	455
Grade 12	424
Total Enrollment	1,758

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.4
American Indian or Alaska Native	0.5
Asian	11.9
Black or African American	7.5
Filipino	2.3
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.7
White	39.9
English Learners	6.0
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	39.9
Students with Disabilities	7.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.20	87.15	468.30	86.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.30	6.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.30	8.29	44.40	8.25	12115.80	4.41
Unknown	2.40	3.24	17.10	3.19	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.60	92.60	511.60	90.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	2.24	8.90	1.58	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.29	16.90	3.00	11953.10	4.28
Unknown	2.90	3.86	23.80	4.21	15831.90	5.67
Total Teaching Positions	77.30	100.00	566.30	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.90	0.00
Misassignments	0.00	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	1.70

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	6.30	1.00
Total Out-of-Field Teachers	6.30	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	ELD/SPED: EDGE Reading, Writing, and Language Series (Hampton- Brown) © 2006 English 9: Literature & Language Arts, 3rd course (Holt) © 2003 English 10: Literature & Language Arts, 4th course (Holt) © 2003 English 11: Literature & Language Arts, 5th course (Holt) © 2003 English 12: Literature & Language Arts, 6th course (Holt) © 2010 AP English Literature: Perrine's Literature: Structure, Sound and Sense © 2006	Yes	0.0%
Mathematics	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 AP Statistics: Stats: Modeling the world (Pearson) © 2015	Yes	0.0%
Science	NGSS Biology: CK12 Flexbooks (Online) © 2022 NGSS Physics: CK12 Flexbooks (Online) © 2022 NGSS Chemistry: CK12 Flexbooks (Online) © 2022 AP Biology: Campbell Biology in Focus AP Edition, 3rd Edition © 2019 AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005 AP Physics: College Physics (10th edition) (Cengage) © 2015	Yes	0.0%
History-Social Science	World Studies: World History the Modern World (Pearson) © 2007 US History: United States History Modern America (Prentice Hall) © 2008 Government: Magruder's American Government (Pearson) © 2019 Economics: TCI Econ Alive! The Power to Choose (Online) © 2022	Yes	0.0%

| | AP European History: Western Civilization Since 1300, 10th Edition (Cengage Learning) © 2018

AP Human Geography: The Cultural Landscape: An Introduction to Human Geography, 11th Edition (Pearson) © 2014

AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009

AP Government: American Government Institutions and Policies, 14th Edition (Cengage) © 2015 | | |
|---|---|---|---|
| **Foreign Language** | Spanish 1: Realidades 1 (Pearson) © 2011

Spanish 2: Realidades 2 (Pearson) © 2011

Spanish 3: Realidades 2 (Pearson) © 2011

AP Spanish: Temas (Vista Higher Learning) © 2014

American Sign Language 1 & 2 Signing Naturally (DawnSignPress) © 2008, 2014, 1992 | Yes | 0.0% |
| **Health** | Glencoe Health (McGraw-Hill) © 2011 | Yes | 0.0% |
| **Visual and Performing Arts** | Choir: Successful Warm-Ups, Books 1&2, Kjos Music Company © 1995
Choir: One-Minute Site Singing, Beg/Interm/Adv, Kjos Music Company © 2010 | Yes | 0.0% |
| **Science Laboratory Equipment (grades 9-12)** | RJUHSD does not adopt laboratory equipment. Antelope High School uses equipment and supplies from a variety of vendors. | | 0.0% |

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 provid a positive learning environment that students and staff can take pride daily.

Year and month of the most recent FIT report				4/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Repairs were noted and work orders were made. A207 carpet squares loose on east wall, M3 carpet split at seam
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repairs were noted and work orders were made. M5 fountain not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	39	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	423	390	92.20	7.80	68.21
Female	208	192	92.31	7.69	71.88
Male	214	197	92.06	7.94	64.47
American Indian or Alaska Native	--	--	--	--	--
Asian	55	54	98.18	1.82	74.07
Black or African American	38	31	81.58	18.42	67.74
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	108	103	95.37	4.63	58.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	34	85.00	15.00	67.65
White	163	152	93.25	6.75	74.34
English Learners	17	17	100.00	0.00	17.65
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	167	151	90.42	9.58	64.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	22	91.67	8.33	9.09

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	423	380	89.83	10.17	32.89
Female	208	191	91.83	8.17	31.41
Male	214	188	87.85	12.15	34.57
American Indian or Alaska Native	--	--	--	--	--
Asian	55	54	98.18	1.82	42.59
Black or African American	38	28	73.68	26.32	21.43
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	108	103	95.37	4.63	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	32	80.00	20.00	37.50
White	163	147	90.18	9.82	40.14
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	167	147	88.02	11.98	27.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	21	87.50	12.50	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	37.87	39.35	46.88	46.73	28.5	29.47

2021-22 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
All Students	851	765	89.89	10.11	39.35
Female	423	382	90.31	9.69	40.05
Male	427	382	89.46	10.54	38.74
American Indian or Alaska Native	--	--	--	--	--
Asian	114	104	91.23	8.77	52.88
Black or African American	73	56	76.71	23.29	23.21
Filipino	23	20	86.96	13.04	35
Hispanic or Latino	209	196	93.78	6.22	29.59
Native Hawaiian or Pacific Islander	11	9	81.82	18.18	--
Two or More Races	96	83	86.46	13.54	38.55
White	321	293	91.28	8.72	46.42
English Learners	28	26	92.86	7.14	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	348	305	87.64	12.36	31.8
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	35	85.37	14.63	2.86

2021-22 Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of Programs of Study at all of our school sites. Programs are managed through a collaboration between teacher, site and administration ensuring that programs meet the 11 High Quality Indicators for a Program of Study. Courses in the programs are taught by CTE credentialed teachers and follow the CTE Model Curriculum Standards. CTE funds from Perkins, CTEIG, and K-12 Strong Workforce Program provide over $1,500,000 a year to support RJUHSD CTE programs.

Antelope High School offers the CTE program Project Lead the Way in all three available areas: Biomedical Sciences (Principles of Biomedical Science, Human Body Systems, Medical Interventions, Biomedical Innovation), Engineering (Introduction to Engineering Design, Environmental Sustainability, Engineering Design and Development), and Computer Science (Computer Science Essentials, AP Computer Science Principles, Cybersecurity). Professional Photography is the fourth CTE pathway, and a fifth pathway was approved in the fall of 2022 - Technical Theater (currently just in the introductory course phase). All four complete pathways have fully credentialed CTE teachers. Additionally, work-based learning in the form of internships and job shadows is offered for students who qualify and are successful in an interview for positions. 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	901
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	93.3
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.30
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	62.06

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required 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	98.5%	100.0%	99.7%	99.1%	99.4%

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.

2022-23 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 School Safety Committee, 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 Booster, Band Booster, Dance Booster, and general Antelope Parent Booster organizations. All parents have access to their child's attendance and ongoing academic record online through Homelink. 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 Cash for College workshops, 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. In the Fall of 2022, Antelope High School started conducting quarterly Parent Forums, meetings for parents to ask questions and brainstorm about different activities on campus.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.9	4.4		8.5	5.8		8.9	7.8
Graduation Rate		94.9	92.8		90.1	90.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	428	397	92.8
Female	221	210	95.0
Male	207	187	90.3
American Indian or Alaska Native	--	--	--
Asian	58	56	96.6
Black or African American	31	27	87.1
Filipino	12	11	91.7
Hispanic or Latino	97	90	92.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	46	44	95.7
White	171	158	92.4
English Learners	26	22	84.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	256	234	91.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	25	69.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1847	1801	494	27.4
Female	890	861	257	29.8
Male	954	937	235	25.1
American Indian or Alaska Native	10	10	3	30.0
Asian	213	211	35	16.6
Black or African American	140	137	53	38.7
Filipino	41	41	10	24.4
Hispanic or Latino	461	454	112	24.7
Native Hawaiian or Pacific Islander	22	21	6	28.6
Two or More Races	179	176	58	33.0
White	745	715	210	29.4
English Learners	125	115	37	32.2
Foster Youth	6	6	4	66.7
Homeless	15	13	6	46.2
Socioeconomically Disadvantaged	836	810	261	32.2
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	150	149	58	38.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.82	2.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.68	5.52	0.69	3.63	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.52	0.00
Female	4.61	0.00
Male	6.39	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.88	0.00
Black or African American	13.57	0.00
Filipino	4.88	0.00
Hispanic or Latino	6.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.94	0.00
White	3.36	0.00
English Learners	3.20	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	7.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.00	0.00

2022-23 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. 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). Also in January 2020, the office was reorganized, moving the attendance office to the immediate front of the main office, lessening the amount of foot traffic into the back of the office. Students are supervised before, during, and after school by teachers, administrators, school resource officers, and two full-time campus monitors. There is a designated area for student drop off and pick up in the front of the school as well as the back of the school.

The School Site 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 the school nurse, administrators, campus monitors, teachers, athletic director and office staff. The School Site 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. Fire, Lock-down and Shelter-in-Place 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 three tiered PBIS program at Antelope is called "Titan Pride" and 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 Committee to communicate easily with staff, students, district office personnel, 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 21-22 school year was adopted on January 31, 2022, approved on February 24th by the RJUHSD Board and maintained throughout the 2021-22 school year. The School Safety Plan for the 22-23 school year is currently being vetted and will be signed off in early 2023.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	28	10	3	24
Mathematics	30	8	7	22
Science	32	1	8	15
Social Science	32	1	7	18

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	27	15	2	24
Mathematics	31	4	18	13
Science	34		8	14
Social Science	32	3	3	22

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

2021-22 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	293

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	$7,265	$1,031	$6,234	$80,223
District	N/A	N/A	$9,242	$91,127
Percent Difference - School Site and District	N/A	N/A	-38.9	-12.7
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	-5.6	-15.9

2021-22 Types of Services Funded

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also occasionally have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions.

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. Additionally, a Learning Support Specialist and two Parent Ambassador positions were added in Fall 2022 to support English Learners, with a focus on newcomer students.

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Equal Opportunity Schools Program, Virtual College Visits and College representatives on campus during lunch time, PSAT for all 10th graders and credit/a-g recovery to ensure students leave Antelope as "academic qualifiers" if they choose to continue into higher education.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. These programs include extended after school tutoring hours in the library, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns, provided in our Wellness Center.

In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Restorative Practices and Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support. Antelope has begun issuing "Titan bucks" to students caught doing positive acts or displaying positive behavior to their peers and the campus.

Antelope High School continues to fund teacher training in a variety of areas, including technology, English Language Development, Special Education, highly effective instructional strategies such as Learner Driven Instruction (LDI), and many more. Funding for technology equipment continues to be a priority at Antelope High School. This includes chromebooks, chromeboxes, cameras, microphones and projection systems.

School culture is a huge piece of Antelope High School's success. Maintaining the school culture is supported by funding guest speakers each year for the first day of school (Fall & Winter) and other activities for students such as Breaking Down the Walls. Antelope engages the parents and community through sporting events, Performing Arts shows, and Back to School nights during the school year.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$55,974	$55,947
Mid-Range Teacher Salary	$83,212	$90,080
Highest Teacher Salary	$108,986	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$161,631	$164,633
Superintendent Salary	$252,500	$261,984
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.2

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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	4
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

The Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full days annually) professional development training focused on curriculum implementation, instructional strategies, and assessments aligned to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing district common assessments in order to analyze results to determine best instructional practices and interventions to support learning.

The RJUHSD has recently taken on other professional development areas that addresses student wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement, especially for students who have historically struggled in school.Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. The RJUHSD focus on digital equity ensures that every student had a personal digital device for learning by the 2020-21 school year. Regular professional development opportunities abound throughout the school year. In addition to the three full-day district led events, our Content Teacher Leaders, Professional Learning Specialists, Content Coaches and Coordinators sponsor, support or lead training events after school, weekends and during the summer. Canvas trainings have increased as a main focus of technology professional development with the transition to the new platform in progress since the summer of 2022. In addition, a huge emphasis on Learner Driven Instruction (LDI) has taken place district wide and at Antelope High School. DigiCOACH is a newly adopted teacher coaching platform used for informal classroom walkthroughs.

New staff gain initial awareness of district professional development priorities each year through the New Teacher Induction program led by Professional Learning Specialists. Content Teacher Leaders guide general staff professional development from each school site. Professional development includes but is not limited to; administrative and peer coaching, tracking and analyzing student learning results, targeted classroom instructional strategies that increase student engagement and applications of technology in the classroom. For the most part all teachers have developed and implemented Essential Learning Outcomes across the district. Teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides. Heads from each site in Science, specifically Biology, Chemistry, and Physics, are currently working together to update the Science framework and curriculum guides for each subject.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3