



Antelope High School

7801 Titan Dr. • Antelope, CA 95843 • (916) 726-1400 • Grades 9-12

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<http://www.rjuhsd.us/antelope>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Roseville Joint Union High School District

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School Description

Antelope High School is one of 5 comprehensive high schools in the Roseville Joint Union High School District. It services students from the Dry Creek School district as well as surrounding areas. In spite of its Sacramento County location, Antelope High School belongs to Placer County. Historically speaking, on April 28, 1973, an event took place that changed the Antelope area forever – it basically was blown away due to a large explosion at the Roseville switch yard. The late 1980's gave way to this planned community today. Antelope received its own postmark and recognition as a community by the county on July 1, 1994. Today, the unincorporated area of Sacramento County has a socio-economically and ethnically diverse population of nearly 46,000 middle-income families. Opening in August of 2008, Antelope High School is the result of a \$79 million general obligation bond passed by district residents in 2004. The community of Antelope High School endured two previously failed bond attempts and with a collaborative effort from the superintendent and RJUHS board of trustees, was able to bring a beautiful facility and significant name recognition to the Antelope community. 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, and exceptional outdoor athletic facilities which include a water park/aquatics center. The campus also houses a large library with two computer labs, a TV/media lab, four media computer labs in the S building, and an engineering lab in the T building. AHS is technology-rich with SmartBoards and student chrome carts available to most classrooms, school-wide wifi, along with other audio/video capabilities to support student learning and school-wide communication. The school operates on a 4x4 traditional block schedule, as other 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

Since opening, Antelope High School has seen sustained growth in enrollment (currently just above 1800) and increasing diversity amongst 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, we have students originating from India, Latin America, and several Slavic region countries. The largest ethnic groups are white (54%), Latino (19%), African American (11%), and Asian (10%). Approximately, 43% of AHS students qualify for Free and Reduced Lunch, and 5% of our students are designated as English Language Learners. Antelope High School graduated its first senior class in the spring of 2011.

MISSION STATEMENT: Our mission is to provide all students with a rigorous and relevant education designed to give them the opportunity to acquire, apply, and practice the knowledge, skills, and behaviors needed to fulfill their adult roles and responsibilities in the 21st century.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (916) 726-1400 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	488
Grade 10	457
Grade 11	460
Grade 12	408
Total Enrollment	1,813

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0.5
Asian	10.8
Filipino	2.7
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	1
White	50.1
Two or More Races	5.9
Socioeconomically Disadvantaged	55.4
English Learners	5.4
Students with Disabilities	4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Antelope High School	13-14	14-15	15-16
With Full Credential	73	77	77
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Roseville Joint Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	462
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Antelope High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 02/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EDGE C - Rdg, Wtg, & Language, Kinsella's 3D, Holt Literature & Language Arts (Fifth course) 11, Holt Literature & Language Arts (fourth course) 10, Hold Literature & Language Arts (Sixth course) 12, Holt Literature & Language Arts (Third course) 9, Literature Reading Fiction Poetry & Drama, The Norton Reader The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Calculus Early Transcendentals, Intro to Statistics and Data Analysis, Precalculus with limits a graphing approach The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Biology, Biology/Campbell (AP Edition), Chemistry (AP Edition), College Physics, Conceptual Physics, Earth Science, Environmental Science a Study of Interrelationships (Nasta Edition), Holes Human Anatomy & Physiology (Nasta Binding), Introduction to Wildlife & Fisheries, Physics, Physics Principles with Applications (Nasta Edition), World of Chemistry, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	American Government (AP Edition), The American Pageant, Cultural Landscape an Intro (AP Edition) Economics Principles & Practices, History of Western Society since 1300, Magruders American Government, Psychology, Social Psychology, United States History, World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Realidades 1; Realidades 2; Temas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Art Through the Ages / 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/07/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.80	21.90	48.10

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	71	77	44
Math	36	47	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	63	72	67	70	75	73	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	73
All Student at the School	67
Male	66
Female	66
Black or African American	42
American Indian or Alaska Native	--
Asian	70
Filipino	--
Hispanic or Latino	59
Native Hawaiian or Pacific	--
White	74
Two or More Races	64
Socioeconomically Disadvantaged	0
English Learners	31
Students with Disabilities	60
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	447	443	99.1	7	22	40	32
Male	11		209	46.8	9	29	38	24
Female	11		234	52.3	5	15	41	38
Black or African American	11		49	11.0	12	35	41	12
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		64	14.3	8	19	34	39
Filipino	11		7	1.6	--	--	--	--
Hispanic or Latino	11		80	17.9	10	28	45	18
Native Hawaiian or Pacific Islander	11		8	1.8	--	--	--	--
White	11		196	43.8	5	17	40	38
Two or More Races	11		34	7.6	6	24	29	41
Socioeconomically Disadvantaged	11		259	57.9	10	25	39	25
English Learners	11		16	3.6	56	44	0	0
Students with Disabilities	11		9	2.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	447	443	99.1	32	32	24	12
Male	11		209	46.8	35	31	21	13
Female	11		234	52.3	29	33	27	11
Black or African American	11		49	11.0	55	27	14	4
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		64	14.3	27	27	25	22
Filipino	11		7	1.6	--	--	--	--
Hispanic or Latino	11		80	17.9	46	34	14	6
Native Hawaiian or Pacific Islander	11		8	1.8	--	--	--	--
White	11		196	43.8	21	36	30	13

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		34	7.6	35	26	29	9
Socioeconomically Disadvantaged	11		259	57.9	39	30	21	10
English Learners	11		16	3.6	75	19	0	6
Students with Disabilities	11		9	2.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Antelope High School greatly benefits from its supportive parents and community. Our parents are involved in Titan Advisory Council (previously School Site Council), PAWS (Parents Assisting With Students), BAC (Bilingual Advisory Committee), DELAC (District English Learners Advisory Committee), Athletic Boosters, Band Boosters, Antelope Parent Boosters, School Safety Committee, and a multitude of other programs. All parents have access to their child's attendance and ongoing academic record (online). The site and district offer individual and group guidance to parents to assist in understanding and navigating the school system. Since the 2013-2014 school year, parents have been participating in the implementation of our LCAP, and we continue to evaluate our programs yearly..

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. We believe that adult support and contact on campus leads to a safer, more supportive school environment for our students. AnHS also benefits from several local community partnerships.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Antelope High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan will be reviewed and updated on January 20, 2015 by the School Safety Committee. The Safe School Plan is discussed and reviewed on a monthly basis by the members of the Safe School Committee. The Safe School Committee consists of parents, students, teachers, local police, medical personnel, as well as site administration and maintenance personnel.

All revisions are communicated to both classified and certificated staff. 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. Students are supervised before, during, and after school by teachers, administrators, school resource officers, PAWS parents, and two campus monitors. There is a designated area for student drop off and pick up in the front of the school. The remainder of the campus is locked up during the school day. Visitors are required to check in at the main office prior to entering campus (We are a closed campus).

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	7.59	7.29	7.20
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.08	6.13	5.63
Expulsions Rate	0.01	0.07	0.01
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	33	34	38	7	6	4	9	6	5	21	23	22
Math	33	35	33	1	2	1	11	5	10	16	22	16
Science	35	33	30	2	1	4	4	7	9	16	14	11
SS	44	42	43					2	1	19	22	21

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	305

* 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.

Professional Development provided for Teachers

Professional Development provided for Teachers at Antelope High School: Since the California adoption of the Common Core State Standards in 2010, the Roseville Joint Union High School District has adopted Common Core State Standards and Next Generation Science Standards. District and site leadership provide regularly scheduled (three full-days annually) around curriculum, professional development, instructional resources, and assessment alignment to the standards. Ongoing emphasis focuses on Essential Learning Outcomes and building assessment literacy through improved instructional practices (District Common Assessments).

The specific methods for professional development vary by department (core and applied) with a common theme of accelerating student achievement through technology. Common Core grant funds have been expended on shared strategies in workshops, conferences, professional learning teams, and other forms of professional development as available from Professional Development Specialists and site leaders.

After new staff gain initial awareness and orientation each year (through BTSA or other orientation), staff development implementation includes administrative and peer-teacher coaching in Common Core Advisory Teams, tracking and reporting student performance district and school-wide, as well as other specific professional development strategies that compliment college and career-readiness. These may include close reading, academic vocabulary, collaboration, argumentation, etc. For the most part, all teachers have vetted and revised learning targets across the district. Teachers have piloted instructional materials and assessments needed for full-implementation while preparing students for success on the Smarter Balanced Assessment (SBAC).

Since the California adoption of the Common Core State Standards in 2010, the Roseville Joint Union High School District has adopted Common Core State Standards and Next Generation Science Standards. District and site leadership provide regularly scheduled (three full-days annually) professional development training focused on curriculum implementation, instructional resources, and assessment alignment to the standards. Ongoing emphasis focuses on Essential Learning Outcomes and building assessment literacy through improved instructional practices (District Common Assessments).

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FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,752	\$44,363
Mid-Range Teacher Salary	\$68,753	\$71,768
Highest Teacher Salary	\$90,050	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$135,485	\$133,673
Superintendent Salary	\$198,734	\$210,998
Percent of District Budget		
Teacher Salaries	42%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Types of Services Funded at Antelope High School: 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 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 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 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 Naviance, Equal Opportunity Schools Program, PSAT for all 10th graders and Credit/ A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afterschool hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns.

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 Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,453	\$742	\$4,712	\$73,004
District	♦	♦	\$6,666	\$74,262
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-29.3	-1.7
Percent Difference: School Site/ State			-11.9	-2.5

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	28	27	45	27	44	29
All Students at the School	37	27	36	36	45	20
Male	45	27	28	36	46	18
Female	30	27	43	36	43	21
Black or African American	51	22	27	66	27	7
Asian	31	25	44	22	39	39
Hispanic or Latino	52	28	20	47	40	12
White	29	30	41	28	50	21
Two or More Races	44	17	39	44	36	19
Socioeconomically Disadvantaged	46	30	24	41	42	16
English Learners	83	17		67	28	6

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Students with Disabilities	88	8	4	88	12	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Antelope High School	2012-13	2013-14	2014-15
English-Language Arts	66	65	63
Mathematics	67	66	64
Roseville Joint Union High School	2012-13	2013-14	2014-15
English-Language Arts	72	59	59
Mathematics	76	62	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Antelope High School	2011-12	2012-13	2013-14
Dropout Rate	1.20	1.20	0.20
Graduation Rate	97.20	97.13	98.88
Roseville Joint Union High School	2011-12	2012-13	2013-14
Dropout Rate	4.10	4.10	3.10
Graduation Rate	91.33	92.29	93.69
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	570
% of pupils completing a CTE program and earning a high school diploma	19%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.06	91.41	84.6
Black or African American	97.37	88.37	76
American Indian or Alaska Native	100	89.47	78.07
Asian	96.36	93.01	92.62
Filipino	100	96.2	96.49
Hispanic or Latino	91.46	85.53	81.28
Native Hawaiian/Pacific Islander	100	93.33	83.58
White	96.33	93	89.93
Two or More Races	86.96	89.66	82.8
Socioeconomically Disadvantaged	65	45.89	61.28
English Learners	55.56	24.14	50.76
Students with Disabilities	94.78	89.17	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.5
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	76.52

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	3	♦
Science	1	♦
Social Science	7	♦
All courses	15	37.6

* Where there are student course enrollments.

Career Technical Education Programs

Antelope High School offers the CTE program Project Lead the Way in both the Biomedical Sciences and Engineering. Additionally, Placer County's 49er ROP serves district students with courses in veterinary medicine, automotive technology, business and marketing, computer technology, construction, cosmetology, education, electronics, fire science, graphic communications, and health and medical careers. For information about the district's career technical advisory committee, which includes representatives from local industries including culinary arts, education, and computer technology, please contact John Montgomery at the district office, (916)786-2051 or jmontgomery@rjuhsd.us.

DataQuest

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

Internet Access

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