



Antelope High School

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, Principal

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<https://www.rjuhsd.us/Page/416>

2019-20 School Accountability Report Card Published During the 2020-21 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, with the sixth on the way. 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. AHS 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 above 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 (46%), Latino (20%), African American (11%), and Asian (10%). Approximately 48% of Antelope High school students qualify for Free and Reduced Lunch, and almost 6% of our students are designated as English Language Learners.

MISSION STATEMENT: Antelope High School will challenge every student to attain academic and personal success through a rigorous and relevant curriculum that is supported by positive relationships.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	480
Grade 10	478
Grade 11	443
Grade 12	418
Total Enrollment	1,819

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.3
Asian	11.8
Filipino	2.5
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	1.3
White	42.3
Two or More Races	9.9
Socioeconomically Disadvantaged	55.3
English Learners	5.4
Students with Disabilities	5.7
Foster Youth	0.1
Homeless	3

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

Teacher Credentials for Antelope High School	18-19	19-20	20-21
With Full Credential	74		75
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roseville Joint Union	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Antelope High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>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) © 2003 AP English Literature: Approaches to Literature (DiYanni) (c) 2006 Various Novels and Supplemental materials</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>Integrated Math 1 (CCIM1): Integrated Math 1 (Carnegie) © 2018 Integrated Math 2 (CCIM2): Integrated Math 2 (Carnegie) © 2018 Integrated Math 3 (CCIM3): Integrated Math 3 (Carnegie) © 2016 AP Calculus AB/BC: Calculus: Early Transcendentals (Thompson Brooks/ Cole) © 2003 AP Statistics: Stats: Modeling the world (Pearson) © 2015 Pre-Calculus: Pre-Calculus with Limits (Houghton Mifflin) © 2008 College Algebra: Algebra and Trigonometry (Pearson) copyright 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>NGSS Biology: Biology (Holt) © 2004 NGSS Physics: Conceptual Physics (Prentice Hall) 2002 AP Biology: Biology (Pearson) © 2008 Chemistry: World of Chemistry (McDougal-Littell) © 2002 AP Chemistry: Chemistry (7th edition) (Houghton Mifflin) © 2005 AP Physics: College Physics (10th edition) (Cengage) © 2015 AP Environmental Science: Environmental Science (A Study of Interrelationships) 12th Ed. (Glencoe/McGraw Hill) © 2010 Fish and Wildlife: Introduction to Wildlife (Freeman and Company) © 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>History-Social Science</p>	<p>World Studies: World History the Modern World (Pearson) © 2007 AP European History: A History of Western Society, 9th Edition (Houghton Mifflin) © 2008 AP Human Geography: The Cultural Landscape: An Introduction to Human Geography, 11th Edition (Pearson) © 2014 Our Stories in Our Voices (Kendall Hunt) US History AP US History: The American Pageant, 14th Edition (Wadsworth) © 2009 Government: Online eTextbook only - California Magruder's American Government Economics: Economics: Principles and Practices (Glencoe) © 2008 AP Government: American Government Institutions and Policies, 14th Edition (Cengage) © 2015 Social Psychology: Sociology, 8th Edition (Pearson) © 2013 AP Psychology: Psychology, 8th Edition (Worth) © 2007 Dual Enrollment US History - https://www.americanyawp.com/ (Volume 2, online text)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Foreign Language</p>	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe Health (McGraw-Hill) © 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	RJUHSD does not adopt laboratory equipment. Antelope High School uses equipment and supplies from a variety of vendors. Percent of students lacking their own assigned textbook: 0.0%

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

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, helping to provide a positive learning environment that students and staff can take pride daily.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 07/1/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Repairs were noted and work orders were made. L108 missing outlet cover, L110 missing outlet cover near library wall side, M3 missing outlet cover on west wall near door. CTE4a missing outlet cover on wall moulding, CTE4b missing outlet cover on shared wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Repairs were noted and work orders were made. S102 vacuum breaker leaking-SW teachers sink, S107 vacuum breaker leaking-lab 2,5,9,8
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	Repairs were noted and work orders have been made

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	74	N/A	50	N/A
Math	34	N/A	48	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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 School Site Council, ELAC (English Learner Advisory Committee), DELAC (District English Learners Advisory Committee), Athletic Boosters, Band Boosters, Dance 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 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.

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.

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.

School Safety Plan (School Year 2020-2021)

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. Also during COVID times, students are filling out an online health screener, indicating if they are healthy and can attend in person learning. Should someone come into contact with a COVID positive person, the school will use the screener, along with seating charts to determine contact tracing and implement quarantine protocols.

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. In addition to these plans, Antelope has implemented Restorative Practices and Positive Behavior Intervention and Support (PBIS) program to provide students with clear expectations for behavior on a daily basis and to work on relationships and repairing harm. 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, district office personnel, and local law enforcement during a safety incident. Catapult also allows teachers to account for students during an evacuation in a timely and consistent manner.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	3.5	4.7	3.2	3.5	3.5
Expulsions	0.2	0.2	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.65%	2.87%	2.5
Expulsions	0%	0.01%	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	303.2

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	30	6	9	23	28	11	6	22	28	10	3	24
Mathematics	33	4	3	23	33	5	3	23	30	8	7	22
Science	33		11	10	36		3	18	32	1	8	15
Social Science	34		12	17	33	1	9	17	32	1	7	18

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 RJUHS has recently taken on other professional development areas that addresses social emotional learning and wellness. Research continues to show providing students and staff positive, supportive and affirming learning environments increases student engagement and achievement. Especially so for students who have historically struggled in school. The RJUHS is in the process of acquiring, developing and implementing two approaches that

address school climate; Culturally Responsive Teaching and Restorative Practices. We believe by incorporating these two approaches we can do a better job of closing the achievement gap with key student groups. 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 will have a personal digital device for learning by the 2020-21 school year. Regular professional development opportunities abound throughout the school year. For the 2019-2020 school year and into subsequent years, AnHS is working on their Continual School Improvement plan (CSI) to identify school goals through collaborative efforts of all staff. 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.

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. However, teachers continue to revamp and adjust their curriculum to address evolving state frameworks and curriculum guides.

In addition to the work within the teaching staff, AnHS teachers attend various conferences and trainings to stay up to date on educational best practices.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,010	\$52,670
Mid-Range Teacher Salary	\$79,902	\$89,660
Highest Teacher Salary	\$104,652	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$153,863	\$158,074
Superintendent Salary	\$247,200	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	32.0
Administrative Salaries	5.0	5.0

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

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 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.

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, College Visits, 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, 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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,719	\$917	\$6,801	\$88,562
District	N/A	N/A	\$1,927	\$89,424
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	111.7	-1.0
School Site/ State	-13.0	-1.9

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

Antelope High School continues to fund teacher training in a variety of areas, including technology, English Language Development, Special Education, highly effective instructional strategies (UDL), and many more. Antelope High School also continues to fund necessary equipment for technology in the classroom, including chromebooks and projection systems. School culture is a huge piece of Antelope High School's success, and is supported by funding guest speakers and other activities for students (ex. Breaking Down the Walls) and parents throughout the school year.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Antelope High School	2016-17	2017-18	2018-19
Dropout Rate	2.3	2.9	1.8
Graduation Rate	96.3	95	95.4

Rate for Roseville Joint Union High	2016-17	2017-18	2018-19
Dropout Rate	6.3	9.2	6.8
Graduation Rate	90.1	89.6	89.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	931
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10

Career Technical Education Programs

Career Technical Education in Roseville Joint Union High School district consists of Programs of Study at each of our five comprehensive 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. Support for the programs in the district have come from Carl Perkins funds and site funds. Recently, this has been augmented with CTE Incentive Grant funds and K-12 Strong Workforce grants. Currently, CTEIG and Perkins funds provide over \$125,000 to each comprehensive school to build and maintain their CTE programs.

Antelope High School offers the CTE program Project Lead the Way in all three available areas: Biomedical Sciences, Engineering, Computer Science and Professional Photography. 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 & Data Analysis, Shane Waggoner at the district office, (916) 786-2051 or swaggoner@rjuhsd.us.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.18
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	72.54

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	10	N/A
All courses	22	28.4

*Where there are student course enrollments of at least one student.

