Phoenix High School

870 J Street • Lincoln, CA 95648 • (916) 645-6395 • Grades 9-12
Chuck Whitecotton, Principal
cwhitecotton@wpusd.k12.ca.us
http://phs.wpusd.k12.ca.us/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

600 6th Street, Suite #400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.k12.ca.us

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Assistant Superintendent - Educational Services

Audrey Kilpatrick
Assistant Superintendent - Business

Gabe Simon
Assistant Superintendent - HR

School Description

Our vision statement: "where caring leads to success in learning" is clear, focused and sets the tone for building the culture of our school. It is our mission to create a program in which staff, students, parents, and the community work collaboratively to foster and encourage student learning. Phoenix's curricular emphasis is based on the state's common-core standards while focused on the various learning styles and achievement levels of our students. Student Outcomes or (ESLER's) are the motivating force in curricular development and teaching methodology. The Student Outcomes are intended to encourage and challenge students to become the following:

• Responsible citizens
• Effective communicators
• Academic achievers
• Career planners
• Healthy individuals

Students complete assignments, portfolios and projects that measure progress in meeting our Outcome goals. To ensure completion, a senior project based on the ESLER's is required for graduation. The administration and staff have high expectations for our students and strive to give them the opportunity to be successful and return to the comprehensive high school or graduate from Phoenix. The choice is always theirs.

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, 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	1
Grade 10	3
Grade 11	16
Grade 12	53
Total Enrollment	73

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.4
American Indian or Alaska Native	1.4
Asian	0
Filipino	1.4
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0
White	57.5
Two or More Races	0
Socioeconomically Disadvantaged	53.4
English Learners	11
Students with Disabilities	0
Foster Youth	2.7

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			
Phoenix High School	**15-16**	**16-17**	**17-18**
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	345
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Phoenix High School	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McDougall Littell Language of Literature, (Adopted 2002) (State Waiver 2010); Hampton Brown EDGE (Intervention/ELD); other teacher-developed materials.
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little, Practical Mathematics by Holt. Adopted in 2007; other teacher-developed materials.
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Adopted in 2007; other teacher-developed materials.
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	TCI: Geography Alive Regions & People; McDougal Littell: Modern World History Patterns of Interaction & The Americans Reconstruction to the 21st Century; Prentice Hall: American Government – adopted 2008; other teacher developed materials.
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces		X		Classroom 4: Damaged ceiling tiles, Low pressure to drinking fountain Classroom 1: Damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	X			There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/17

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Classroom 4: Damaged ceiling tiles, Low pressure to drinking fountain classroom 3: Damaged ceiling tiles Restrooms: outside drinking fountains have low water pressure
Safety: Fire Safety, Hazardous Materials	X			The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional.Emergency exit signs function as designed, exits are unobstructed.There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X			Office: Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	23	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	2016-17 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	38	56	53	54	48	48
Math	3	4	37	39	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	13	13	100.0	23.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	25	86.21	56
Male	18	17	94.44	64.71
Female	11	8	72.73	37.5
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	9	81.82	33.33
White	15	13	86.67	76.92
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	25	86.21	4
Male	18	17	94.44	5.88
Female	11	8	72.73	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	9	81.82	0
White	15	13	86.67	7.69
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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.

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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
• Initial meeting and orientation with Principal and counselor during the enrollment process.
• Student, parent and teacher meetings
• Career Fair Day
• Back-to-School and Open House events
• SBAC testing results are mailed to each parent.
• School-wide phone messaging system, notification of up-coming events.
• School Site Council
• Parent conferencing
• Student celebration activities
• Graduation ceremonies

PHS emphasizes ongoing collaboration with students and their families.

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
Goal:
To create and facilitate a positive, safe, and caring learning environment in which all students feel safe, experience success, and build self-esteem.

Objectives:
To provide and facilitate an engaging learning environment that is free of distractions, with the discipline policy applied fairly, consistently, and timely; and allows for personal growth.

Related activities:
a. Revised 2017-18 PHS School Handbook delivered to all students
b. Consistently enforce the discipline policy and model appropriate classroom behaviors.
c. Explain the District's attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly.
d. PHS Period Schedule: students assigned to content area classrooms each period.
e. Counselor on campus every Monday.
f. School-wide meetings every Friday, to make announcements, celebrate successes, and discuss any campus concerns.
g. Celebrate students academic, attendance and citizenship successes
h. Weekly (2) credits with extended day consequences.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	28.9	17.4	8.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist	.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	75

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	9	7	7	9	12	16	1	1				
Mathematics	3	3	2	20	16	27						
Science	5	3	4	8	10	9						
Social Science	6	4	3	14	19	26						

* 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 provided for Teachers

Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. Through their constant monitoring of student progress levels, the staffs is flexible in their delivery methods and are always looking for better ways of providing our students with a quality educational program.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$37,519	$46,511
Mid-Range Teacher Salary	$70,300	$73,293
Highest Teacher Salary	$92,445	$92,082
Average Principal Salary (ES)	$108,030	$113,263
Average Principal Salary (MS)	$110,193	$120,172
Average Principal Salary (HS)	$126,014	$131,203
Superintendent Salary	$186,983	$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$13,598	$2,077	$11,521	$88,500
District	♦	♦	$7,328	$77,040
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			57.2	14.9
Percent Difference: School Site/ State			75.3	18.8

* Cells with ♦ do not require data.

Types of Services Funded

Phoenix High School uses the majority of its Title 1 funding to help provide extra tutoring opportunities before and after school. This allows our students to earn academic credits and improve their core academic skills in language arts, math, social studies and science. In addition, the programs provide students access to interventions, remediation, and preparation for the GED test. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchases will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Phoenix High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	34.3	30	22
Graduation Rate	31.43	35	41.46
Western Placer Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.7	6.1	6.1
Graduation Rate	87.27	88.5	87.47
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	71.23
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
	Graduating Class of 2016		
Group	School	District	State
All Students	59.57	83.72	87.11
Black or African American	0	60	79.19
American Indian or Alaska Native	0	66.67	80.17
Asian	50	86.36	94.42
Filipino	100	100	93.76
Hispanic or Latino	61.9	82.38	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	65	85.71	90.99
Two or More Races	0	78.13	90.59
Socioeconomically Disadvantaged	59.09	82.82	85.45
English Learners	16.67	50	55.44
Students with Disabilities	0	59.79	63.9
Foster Youth	100	100	68.19

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 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).

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.