

Phoenix High School

870 J Street • Lincoln, CA 95648 • (916) 645-6395 • Grades 9-12

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



Western Placer Unified School District

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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 is clear, focused: "where caring leads to success in learning" 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 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) 645-6395 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	27
Grade 12	45
Total Enrollment	74

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Hispanic or Latino	48.6
White	48.6
Two or More Races	1.4
Socioeconomically Disadvantaged	54.1
English Learners	14.9
Students with Disabilities	1.4

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

Phoenix High School	13-14	14-15	15-16
With Full Credential	5	4	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	303
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	4

Teacher Misassignments and Vacant Teacher Positions at this School

Phoenix 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	76.5	23.5
Districtwide		
All Schools	32.3	67.7
High-Poverty Schools	25.8	74.2
Low-Poverty Schools	97.9	2.1

* 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: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007; 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2016

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	Damaged ceiling tiles in three classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Electrical: Electrical		X		There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Floor surface is uneven in boys restrooms and low pressure to the drinking fountain in one classroom and outside the restroom. One restroom is being used for storage.
Safety: Fire Safety, Hazardous Materials	X			No fire extinguisher in one classroom, and fire pull blocked in Cafeteria. Work order submitted and to be corrected immediately

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Stained ceiling tile in Office.
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.
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

* 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 by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Students with Disabilities	--
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.

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	28	50	44
Math	0	40	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	--	15	--	67	68	67	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.

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	32	29	90.6	41	28	28	0
Male	11		21	65.6	43	29	24	0

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
Female	11		8	25.0	--	--	--	--
Black or African American	11		1	3.1	--	--	--	--
Hispanic or Latino	11		16	50.0	38	31	25	0
White	11		11	34.4	36	27	36	0
Two or More Races	11		1	3.1	--	--	--	--
Socioeconomically Disadvantaged	11		14	43.8	43	21	29	0
English Learners	11		5	15.6	--	--	--	--
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	32	28	87.5	89	11	0	0
Male	11		20	62.5	100	0	0	0
Female	11		8	25.0	--	--	--	--
Black or African American	11		1	3.1	--	--	--	--
Hispanic or Latino	11		15	46.9	93	7	0	0
White	11		11	34.4	82	18	0	0
Two or More Races	11		1	3.1	--	--	--	--
Socioeconomically Disadvantaged	11		13	40.6	77	23	0	0
English Learners	11		5	15.6	--	--	--	--
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

- Initial meeting and orientation with Principal and counselor during the enrollment process.
- Student, parent and teacher meetings
- 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 School Climate State Priority (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:

- Revised 2015-16 PHS School Handbook delivered to all students
- Consistently enforce the discipline policy and model appropriate classroom behaviors.
- Explain the District’s attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly.
- Continue to enforce tardy policy: if a student is late, then he/she will serve a day detention (12:40pm – 1:45pm, Tues & Thurs).
- PHS Period Schedule: students assigned to content area classrooms each period.
- Counselor on campus every Monday.
- School-wide meetings every Friday, to make announcements, celebrate successes, and discuss any campus concerns.
- Celebrate students academic, attendance and citizenship successes
- Weekly (2) credits with extended day consequences.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	47.50	39.66	28.93
Expulsions Rate	0.00	0.86	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
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	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	31	10	9	1	8	9			1	2		
Math		4	3		13	20						
Science		3	5		8	8						
SS		4	6		16	14						

* 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	.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.

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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

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

Types of Services Funded

Phoenix High School uses the majority of its Title 1/EIA funding to purchase On- Line/Credit Recovery Programs. This allows our students to choose other pathways 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 and CAHSEE tests. Last year, thirty-five percent of all credits earned by Phoenix students were obtained on-line. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchased will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13934	1982	11952	76913
District	♦	♦	\$5,672	\$68,795
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			110.7	11.8
Percent Difference: School Site/ State			123.5	11.1

* 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	39	29	32	49	36	15
All Students at the School	0	0	0	0	0	

* 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			
Phoenix High School	2012-13	2013-14	2014-15
English-Language Arts		27	
Mathematics		17	
Western Placer Unified School District	2012-13	2013-14	2014-15
English-Language Arts	58	34	61
Mathematics	57	33	51
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)			
Phoenix High School	2011-12	2012-13	2013-14
Dropout Rate	6.20	7.50	7.70
Graduation Rate	90.05	87.67	87.27
Western Placer Unified School District	2011-12	2012-13	2013-14
Dropout Rate	6.20	7.50	7.70
Graduation Rate	90.05	87.67	87.27
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	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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	42.55	81.37	84.6
Black or African American		62.5	76
American Indian or Alaska Native		92.86	78.07
Asian		100	92.62
Filipino		85.71	96.49
Hispanic or Latino	37.5	75.25	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	47.62	84.17	89.93
Two or More Races	50	90.91	82.8
Socioeconomically Disadvantaged	66.67	64.89	61.28
English Learners	20	67.44	50.76
Students with Disabilities	44.12	97.67	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	93.15
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

* Where there are student course enrollments.

Career Technical Education Programs

N/A

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.