

# Executive Summary School Accountability Report Card, 2011–12

## For Phoenix High (Continuation)

<b>Address:</b>	870 J St., Lincoln, CA, 95648-1757	<b>Phone:</b>	(916) 645-6395
<b>Principal:</b>	Principal Mike Doherty, Principal	<b>Grade Span:</b>	10-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Phoenix High School serves as the off-site continuation-alternative education high school for the Western Placer Unified School District. It provides a variety educational programs and opportunities for students in grades 10 through 12 or ages 16 to 18+ who need to earn or recover credits for graduation. Student enrollment fluctuates in number throughout the school year as students enroll, recover credits and return to Lincoln High School or graduate from PHS. However, our average enrollment is approximately 75 students. The School is located adjacent to the comprehensive high school, in the city of Lincoln, fifteen miles NE of Roseville, California in Placer County.

Phoenix High School is comprised of portable buildings consisting of 8 classrooms, administrative offices, restroom facilities and a new double unit multi-use (library/career education and assembly) room. The campus is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking. PHS shares the campus with other Alternative Education Programs offering GED preparation, beginning and advance EL classes for our Hispanic population in the evenings, and Independent Study Programs.

## Student Enrollment

Group	Enrollment
Number of students	79

<b>Black or African American</b>	1.3%
<b>American Indian or Alaska Native</b>	1.3%
<b>Asian</b>	2.5%
<b>Filipino</b>	1.3%
<b>Hispanic or Latino</b>	45.6%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	45.6%
<b>Two or More Races</b>	1.3%
<b>Socioeconomically Disadvantaged</b>	48.1%
<b>English Learners</b>	20.3%
<b>Students with Disabilities</b>	22.8%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	4
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	17%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	22%

\* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	
<b>Statewide Rank (from 2011 Base API Report)</b>	B
<b>Met All 2012 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 4 of 4
<b>2012–13 Program Improvement Status (PI Year)</b>	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

The most recent facilities/maintenance inspection of the Phoenix High School site resulted in the status of "Good".

### Repairs Needed

Nothing major.

### Corrective Actions Taken or Planned

None

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,579
District	\$6,369
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	44.4%

## Postsecondary Preparation

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Measure	Percent
<b>Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma</b>	0.0%
<b>Graduates Who Completed All Courses Required for University of California or California State University Admission</b>	0.0%

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Phoenix High (Continuation)	<b>District Name</b>	Western Placer Unified
<b>Street</b>	870 J St.	<b>Phone Number</b>	(916) 645-6350
<b>City, State, Zip</b>	Lincoln, CA, 95648-1757	<b>Web Site</b>	www.wpusd.k12.ca.us
<b>Phone Number</b>	(916) 645-6395	<b>Superintendent</b>	Scott Leaman
<b>Principal</b>	Michael Doherty, Principal	<b>E-mail Address</b>	sleaman@wpusd.k12.ca.us
<b>E-mail Address</b>	mdoherty@wpusd.k12.ca.us	<b>CDS Code</b>	31669513130036

### School Description and Mission Statement (School Year 2011–12)

#### School Mission and Vision

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 to 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.

### Opportunities for Parental Involvement (School Year 2011–12)

- Initial meeting and orientation with Principal during the enrollment process.
- Mandatory student, parent and teacher meeting held within the first 2-3 wks to develop SLP
- Back-to-School and Open House events
- Results of CST and CASHEE testing are mailed to each parent.
- School welcome back letter and on-going newsletter

- School-wide phone messaging system, notification of up-coming events.
- School Site Counsel membership
- Re-visit Student Learning Plan conference (SLP)
- Parent conferencing
- Student celebration activities, STEP rewards
- Graduation ceremonies

As a staff, we are constantly working to increase parental involvement, planning creative events to encourage participation. However, with our ever changing student population each year presents a new set of challenges.

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	2
Grade 4	0	Grade 11	14
Grade 5	0	Grade 12	63
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	79

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	1.3%
Asian	2.5%
Filipino	1.3%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	0.0%
White	45.6%
Two or More Races	1.3%

<b>Socioeconomically Disadvantaged</b>	48.1%
<b>English Learners</b>	20.3%
<b>Students with Disabilities</b>	22.8%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	N/A											
<b>1</b>	N/A											
<b>2</b>	N/A											
<b>3</b>	N/A											
<b>4</b>	N/A											
<b>5</b>	N/A											
<b>6</b>	N/A											
<b>Other</b>	N/A											

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	19	1			19	2	0	0	19	1	0	0
<b>Mathematics</b>	19	1			19	1	0	0	19	1	0	0
<b>Science</b>	19	1			19	1	0	0	19	1	0	0
<b>Social</b>												

<b>Science</b>	19	1			19	1	0	0	18	1	0	0
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- 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.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

<p><b>Goal:</b></p> <p><i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe, experience success, and build self-esteem.</i></p>
<p><b>Objectives:</b></p> <p><i>To provide and foster a proper learning environment that: is free of distractions, has a discipline policy applied fairly consistently, and timely; and allows for personal growth.</i></p>
<p><b>Related activities:</b></p> <ol style="list-style-type: none"> <li>Revised 2012-13 PHS School Handbook delivered to all students</li> <li>Consistently enforce the discipline policy and model desired classroom behaviors.</li> <li>Explain the District's attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly.</li> <li>Continue to enforce tardy policy: if a student is late, then he/she will serve a same day detention (12:45 – 1:15 pm).</li> <li>PHS Period Schedule: students assigned to content area classrooms each period.</li> <li>Counselor on campus every Wednesday (8:00 am – 12:00 pm) emphasis on school to career counseling – exposing students to the opportunities available.</li> <li>Prompt rewards and recognition for student achievement by S.T.E.P. periods and trimesters.</li> <li>Celebrate students academic, attendance and citizenship successes</li> <li>Weekly (2) credits check on 18 year olds with extended day consequences. Expand to all students, the weekly credit check.</li> <li>Develop a sports program to increase student participation in extra curricular activities, develop self-esteem and collaboration with other students.</li> </ol>

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	.85	2.0	1.92	12.4	N/A	.057



<b>Expulsions</b>	0	.047	.025	.3	.002	.005
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\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

<p><b>Physical Environment</b></p> <p><b>Goal :</b></p> <p><i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.</i></p>
<p><b>Objectives:</b></p> <p><i>To continue to improve, upgrade and evaluate the school facilities to foster a safe learning environment.</i></p>
<p><b>Related activities:</b></p> <ol style="list-style-type: none"> <li>a. Continue to improve facilities as needed for growth and safety.</li> <li>b. Immediate action taken to remove evidence of graffiti, gang symbols, etc.</li> <li>c. Students are monitored upon entrance and exit of school (Phoenix High School is a closed campus).</li> <li>d. Dress code enforced as per student handbook.</li> <li>e. Adequate custodial service and site maintenance. <ul style="list-style-type: none"> <li>• Work with students to take pride and respect in PHS/facilities.</li> <li>• Start PHS garden – student project.</li> </ul> </li> <li>f. Utilize the additions of Rooms #2 &amp; 3: <ul style="list-style-type: none"> <li>• School-wide assemblies, group meetings, social gathering @ lunch</li> <li>• Career Counseling Center &amp; Library</li> <li>• Multi-Use: district in-service, staff development, guest speakers etc...</li> </ul> </li> <li>.....g...Install School-Wide (Wi-Fi) intercom/paging system: <ul style="list-style-type: none"> <li>• Morning AM announcements</li> <li>• Character Building</li> <li>• Emergency situations</li> </ul> </li> </ol>

## School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Ramp re-surfacing Scheduled for SS-2013
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	7	6	4	311
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	5

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
<b>Misassignments of Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments*</b>	0	0	1
<b>Vacant Teacher Positions</b>	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*.

### Core Academic Classes Taught by Highly Qualified Teacher(School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as

having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0
<b>All Schools in District</b>	97%	3%
<b>High-Poverty Schools in District</b>	97%	3%
<b>Low-Poverty Schools in District</b>	0	0

Note: 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	.2	75
<b>Counselor (Social/Behavioral or Career Development)</b>	.2	
<b>Library Media Teacher (librarian)</b>	0	
<b>Library Media Services Staff (paraprofessional)</b>	0	
<b>Psychologist</b>	.2	
<b>Social Worker</b>	0	
<b>Nurse</b>	.2	
<b>Speech/Language/Hearing Specialist</b>	0	
<b>Resource Specialist (non-teaching)</b>	.2	
<b>Other</b>		

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Little Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007; other teacher-developed materials.	YES	0%
Mathematics	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little, Practical Mathematics by Holt. Adopted in 2007; other teacher-developed materials.	YES	0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Adopted in 2007; other teacher-developed materials.	YES	0%
History-Social Science	TCI: Geography Alive Regions & People; McDougal Little: Modern World History Patterns of Interaction & The Americans Reconstruction to the 21 <sup>st</sup> Century; Prentice Hall: American Government – adopted 2008; other teacher-developed materials.	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	<a href="#">Microscopes</a> , <a href="#">Anatomical Models</a> , <a href="#">Eyeglass UV sanitation Cabinet/Storage</a> , <a href="#">Scales/Balances</a> , <a href="#">Bunsen Burners</a> ; <a href="#">Virtual Labs</a>	YES	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$13,775	\$1,790	\$11,579	\$67,515
District			\$6,369	\$67,291
Percent Difference –			82%	12%

<b>School Site and District</b>				
<b>State</b>			\$5,455	\$66,336
<b>Percent Difference – School Site and State</b>			112%	13%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

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.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$34,771	\$40,656
<b>Mid-Range Teacher Salary</b>	\$65,153	\$64,181
<b>Highest Teacher Salary</b>	\$85,676	\$82,486
<b>Average Principal Salary (Elementary)</b>	\$101,800	\$102,165
<b>Average Principal Salary (Middle)</b>	\$105,021	\$108,480
<b>Average Principal Salary (High)</b>	\$116,787	\$117,845
<b>Superintendent Salary</b>	\$158,442	\$181,081
<b>Percent of Budget for Teacher Salaries</b>	43.00%	40.00%
<b>Percent of Budget for Administrative</b>		

<b>Salaries</b>	6.00%	6.00%
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Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	10%	15%	17%	56%	59%	62%	52%	54%	56%
<b>Mathematics</b>	0%	0%	0%	49%	51%	51%	48%	50%	51%
<b>Science</b>	10%	0%	0%	58%	62%	63%	54%	57%	60%
<b>History-Social Science</b>	11%	27%	22%	45%	46%	50%	44%	48%	49%

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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	17%	0%	0%	22%
Male	11%	0%	0%	19%
Female	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	8%
Native Hawaiian or Pacific Islander				
White	28%	0%	0%	31%
Two or More Races				
Socioeconomically Disadvantaged	11%	0%	0%	31%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12

<b>English-Language Arts</b>	11%	9%		57%	61%	59%	54%	59%	56%
<b>Mathematics</b>	5%	8%		50%	53%	54%	54%	56%	58%

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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	41%	26%	33%	46%	37%	16%
<b>All Students at the School</b>						
<b>Male</b>						
<b>Female</b>						
<b>Black or African American</b>						
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic or Latino</b>						
<b>Native Hawaiian or Pacific Islander</b>						
<b>White</b>						
<b>Two or More Races</b>						
<b>Socioeconomically Disadvantaged</b>						
<b>English Learners</b>						
<b>Students with Disabilities</b>						
<b>Students Receiving Migrant Education Services</b>						

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.



## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	21	86	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			4,720	826	4,664,264	788
Black or African American			69	763	313,201	710
American Indian or Alaska Native			59	811	31,606	742
Asian			173	887	404,670	905
Filipino			131	877	124,824	869
Hispanic or Latino			1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander			30	812	26,563	775
White			2,759	845	1,221,860	853
Two or More Races			154	855	88,428	849
Socioeconomically Disadvantaged			1,653	759	2,779,680	737
English Learners			695	716	1,530,297	716
Students with						

<b>Disabilities</b>			664	653	530,935	607
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### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	N/A	Yes
<b>Met Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>		3
<b>Percent of Schools Currently in Program Improvement</b>		23.1%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants.

Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		12.7	7.4		12.7	7.4		16.6	14.4
Graduation Rate					83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	44.5%	N/D	N/D
Black or African American	0	N/D	N/D
American Indian or Alaska Native	0	N/D	N/D

<b>Asian</b>	0	N/D	N/D
<b>Filipino</b>	1%	N/D	N/D
<b>Hispanic or Latino</b>	19%	N/D	N/D
<b>Native Hawaiian or Pacific Islander</b>	0	N/D	N/D
<b>White</b>	24%	N/D	N/D
<b>Two or More Races</b>	N/A	N/D	N/D
<b>Socioeconomically Disadvantaged</b>	40%	N/D	N/D
<b>English Learners</b>	15%	N/D	N/D
<b>Students with Disabilities</b>	5%	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2011–12)

N/A
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### Career Technical Education Participation (School Year 2011–12)

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

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	9.7%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	

**All courses**

0

0.0%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. The staff, as a group, attends the yearly CCEA conference, which address the unique and ongoing needs of continuation school 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.

**Phoenix High (Continuation)**

**School Accountability Report Card, 2011-2012**

Western Placer Unified

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