

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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 webpage 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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and 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 webpage 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. 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 2011-12)

School		District	
<b>School Name</b>	Placer High School	<b>District Name</b>	Placer Union High School District
<b>Street</b>	275 Orange St.	<b>Phone Number</b>	530-886-4400
<b>City, State, Zip</b>	Auburn, CA 95603-5115	<b>Web Site</b>	<a href="http://www.puhsd.k12.ca.us">www.puhsd.k12.ca.us</a>
<b>Phone Number</b>	530-885-4581	<b>Superintendent</b>	Dave Horsey
<b>Principal</b>	Peter Efstathiou	<b>E-mail Address</b>	<a href="mailto:dhorsey@puhsd.k12.ca.us">dhorsey@puhsd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:pefstath@puhsd.k12.ca.us">pefstath@puhsd.k12.ca.us</a>	<b>CDS Code</b>	31668943135704

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Placer High School (PHS) has its origins in 1897 with 17 students attending school in a building leased from the Sierra Normal College on the site of the present campus. Today, approximately 1368 students attend PHS from the city of Auburn and surrounding communities. PHS is one of the six high schools, which comprise the Placer Union High School District, whose geographic area encompasses communities clustered along Interstate I-80 from Loomis to Dutch Flat, and now includes the community of Foresthill.

Placer High School is proud of its rich history which provides a strong sense of tradition and school spirit to the students, teachers, administrators and community/business members who are all part of what makes Placer such a valuable resource today. PHS is proud of the opportunities that are provided for its students athletically, academically and extracurricular. PHS has claimed over 50 Section Championships and the PVL (Pioneer Valley League) All-Sport Award three years running. Courses offered range from art to welding, numerous AP courses, the AVID program, and college prep classes. School Spirit is evidenced by the outstanding rallies presented by the Student Leadership class, over 25 clubs students can participate in, and the long-standing Hill Friday BBQ's.

Placer High School's mission statement is reflective of our current beliefs and philosophy regarding culture and student learning. Staff and leadership groups, School Site Council and the Friends of Placer High group provided input, and surveys were posted on the iCohere Web page that ultimately resulted in eleven mission statements from which to choose. The following mission statement was ultimately agreed upon:

"Placer High School is a learning community devoted to maximizing student potential."

The six Placer High School Expected School Wide Learning Results (ESLRs) are: Problem solvers, Life-long learners, Academically responsible students, Computer literate students, Effective communicators and Responsible citizens. The ESLRs and the exemplary performance indicators are outlined in the student handbook and are reinforced through classroom instruction and school culture. PHS teachers are entering into their third year working with Professional Learning Communities (PLC's). Monday PLC collaboration time is spent meeting in PLC teams that focus on three questions to help increase student achievement;

Helping students learn at higher levels  
Build a collaborative culture through high performing teams  
Focus on results to foster continuous improvement

Community service clubs are actively involved with the success of our students, providing scholarships, monetary assistance for programs and facilities, as well as human resources to help run the programs. The superintendent is a member of Rotary. Student organizations, Interact Club, Key Club and Leo Club are corresponding groups, which work in conjunction with these organizations.

Placer High is proud of its Senior Project Program, initiated in 1990. Our program is the third oldest program of this type in the nation. More than 4000 graduates have successfully completed the four components of Senior Project. These components, a project, a research paper, a portfolio and a presentation, are designed to give students an opportunity to demonstrate academic and personal skills. Senior Project aligns with many of the California Language Arts Standards. More than 250 staff and community members contribute to the success of the students by serving as project mentors and judges for senior boards at year's end. The Senior Project Program will end with the school year 2011-2012 as a result of a decision by the Placer Union High School District School Board to remove Senior Project as a district graduation requirement. The District will be looking into an alternative capstone requirement.

Our last WASC evaluation was in 2006-2007 when we received a six-year accreditation with a three-year review. In this new accreditation it showed that Placer High School and its staff made strides towards meeting the goals of the three-year review conducted in 2003-2004. In the 2006-2007 review the visiting team recommended we target strategies to help our at-risk population be more successful. Traits in the past that are consistent with our staff are that we are "a staff aware of our purpose to provide students with the maximum learning opportunities aligned with state standards and expected school wide learning results (ESLR's)." The staff has a strong commitment to self-evaluation and continually reflects on the goal to promote student learning. We are dedicated and enthusiastic with the momentum necessary for continuing school wide changes and improvement. In summary, PHS is in an excellent position to fulfill its goals. PHS completed the WASC three year review in 2009-2010 and the visiting committee noted that the school has given appropriate attention to the critical areas for follow-up by the previous visiting committee. Placer High School's accreditation was reaffirmed through the end of the six year term ending in June 2013.

#### **Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Placer High School has a thriving school community represented by over 100 years of tradition. Reflecting the community at large, PHS enjoys a parental community who actively participates in school events. The Friends of Placer High School (FOPHS) supports teachers and communicates with parents and community. FOPHS's focus is to support PHS library and classroom needs to further insure student excellence. In addition, the FOPHS publishes the monthly School Newsletter which is emailed directly to designated families and various community members and is available on-line. Recognizing the need for classroom instructional supplies and equipment, the FOPHS implemented the "teacher wish list" to aid in the purchase of requested classroom materials hard to acquire during difficult budget times. The funding for this program was generated from FOPHS activities and membership drive. During its first year of implementation, the FOPHS awarded fifteen teachers a total of \$2,200 in supplies. Due to the program's success, FOPHS recognized the increased classroom needs and made this program a priority for the 2005-2006 school year. FOPHS awarded twenty-five teachers a total of \$6,754 in supplies. For the 2010-2011 School year, FOPHS has allocated nearly \$10,000 towards teacher requests. The Friends of Placer High can be contacted at [www.fophsd.org](http://www.fophsd.org).

The community is informed of students' progress through the PHS web site, Parent Portal (online grading), School Messenger, monthly parent newsletter, phone and email contacts, Back-to-School Night, the Youth.Ink page in the Auburn Journal, college nights, 8th grade orientation night, School Site Council, and Friends of Placer High. The community is able to view and evaluate student achievement during Senior Project Boards, student visual and performing arts, exhibitions, FFA competitions, musicals and drama performances.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	350
Grade 10	356
Grade 11	337
Grade 12	325
<b>Total Enrollment</b>	<b>1,368</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	75.7
American Indian or Alaska Native	1.2	Two or More Races	5.5
Asian	1.5	Socioeconomically Disadvantaged	28.6
Filipino	0.6	English Learners	6.2
Hispanic or Latino	14.8	Students with Disabilities	9.1
Native Hawaiian/Pacific Islander	0.1		

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

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.3	15	1	15	23.8	16	26	15	29	6	8	14
Mathematics	25.1	17	2	8	23.5	11	17	22	27.7	7	8	9
Science	31.5	0	8	9	31	1	29	8	33.6	0	5	11
Social Science	31	2	4	13	29	7	24	13	33.2	3	2	12

\* 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 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We maintain safety standards on our campus through our School Safety Committee. Their goal is to monitor the upkeep, repair, and construction of the site facilities to insure the creation and to maintain a safe physical education environment. Placer High School has developed a system in which all repairs to facilities will be processed. The addressing of such facilities improvements and cleanliness with site and district responsibilities is organized and addressed through the site assistant principals, site operations and district maintenance offices. The improvement and upgrading of existing facilities with regard to classroom configurations, building integrity, changing needs for program implementation, and course requirement needs must be addressed with cooperation of students, staff, departments, site and district guidelines. With the passing of Measure W (Placer Union High School District bond), Placer High School was given the opportunity to implement major facility improvements and new construction needs. The organization and prioritization of such needs has taken place within the past five years.

The existing surface streets which run through the upper and lower campus have continually caused concerns with ingress and egress from school. The surface streets surrounding the campus are narrow causing traffic problems, and there is limited parking and drop off /pick up zones. The organization of parking and drop off zones are addressed annually with the city of Auburn traffic committee and school resource officer.

To acquire full cooperation of the student body, staff and parent organization, the administration clearly communicates the annual updated information of our student handbook, safety preparedness manual, crisis response procedures, and campus security. The overall safety of our campus is increasing due to the participation, attitude and response of all of the members of our educational community. Increasing the scope of our school safety plan, the development of procedures to be followed, and the incorporation of common avenues for expressing concerns and receiving guidance should an individual or group crisis occur. Our goals are addressed annually by the committee which is organized and led up by one of the assistant principals.

**Suspensions and Expulsions**

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	13.72	12.76	17.76	12.57	13.23	16.15
<b>Expulsions</b>	0.22	0	0.44	0.13	0.2	0.33

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2011-12)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** 2011-5

The PUHSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the District Office at 13000 New Airport Road. An inspection was conducted in May of 2011, and another inspection is planned for the spring of 2012.

A master plan has been developed for the improvement and upgrading of facilities on campus. The Auburn area community supported and passed a bond measure for the renovation and updating of our campus. Placer High opened the 2003/04 year with a new building housing Science labs, Music and Social Science classrooms. Phase III included the remodel of the Foreign Language classrooms in the summer of 2004. The Administration Wing and Student Services center completed construction in January, 2005. Construction of new restroom facilities were planned to be added to the lower campus and completed in the fall of 2007. A renovation of the lower gym, including new floor, lighting and equipment, was completed summer 2008.

By 2011, a new scoreboard for the football stadium was installed by the District through a generous donation by the Hillmen Foundation. Improvements to the parking area in front of the cafeteria and ADA access was completed as well.

Students, staff and community take pride in the campus as evidenced by little or no graffiti. A community foundation has been set up for campus beautification and facilities upgrades. We have two full time grounds keepers in addition to our custodial crew. Routine checks of the campus facilities take place to determine if repairs are necessary. District maintenance staff is able to address 1) gas leaks, 2) non-functioning heating, ventilation, fire sprinklers, or air conditioning systems, 3) electrical power failures, 4) major sewer line stoppages, 5) broken windows or exterior doors or gates that will not lock and that pose a security risk, and 6) structural damage creating a hazardous or uninhabitable condition. Major pest or vermin infestation, or abatement of hazardous materials is addressed through outside contractors. Maintenance and custodial staff also ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner to ensure that students are provided with a clean, safe, and functional learning environment.

The campus is supervised by a part time school resource officer (SRO), two campus monitors, and three administrators. Administrators, the school resource officer, coaches, teachers, custodians, and parent volunteers supervise athletic and co-curricular activities. All visitors are required to sign in at the front office, visitors who have not been pre-approved are not allowed access to Placer High School, its students or staff.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	62	65	57	198
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<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

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)**

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* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	97.32	2.68
All Schools in District	94.2	5.8
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	92.57	7.43

\* 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 2010-11)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	488.5
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1.21	---
Social Worker	0	---
Nurse	.42	---
Speech/Language/Hearing Specialist	.95	---
Resource Specialist (non-teaching)	0	---
Other	0	---

\* 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 2011-12)**

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 instruction 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:** 2011-9

Placer High School currently has a planned rotation of departments to insure that textbooks are adopted and updated when financially possible.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 6, 2011, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to be given their own textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Placer High School currently has implemented and utilizes standards aligned textbooks and materials in all core classes. Our textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopted texts between 2004-2008. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Mathematics	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
History-Social Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Foreign Language	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Health	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Visual and Performing Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science Laboratory Equipment (grades 9-12)	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7662.56	1854.18	5808.38	65883
District	---	---	7787.47	63743
Percent Difference: School Site and District	---	---	98.40%	103.36%
State	---	---	8750	71766.00
Percent Difference: School Site and State	---	---	87.57%	91.80%

\* **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 webpage 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 webpage 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 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I, II, III, IV, and V, School Improvement Program, Economic Impact Aid - English Learner, 10th Grade Counseling, Peer Assistance Review, Carl Perkins Act, Special Education.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,135	\$42,954
Mid-Range Teacher Salary	\$57,578	\$69,905
Highest Teacher Salary	\$79,221	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$116,336	\$128,348
Superintendent Salary	\$152,958	\$205,119
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	7%	5%

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

## IX. Student Performance

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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	60	56	61	62	64	66	49	52	54
Mathematics	25	25	28	30	34	37	46	48	50
Science	53	44	56	61	56	65	50	54	57
History-Social Science	55	52	55	53	54	55	41	44	48

\* 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	66	37	65	55
All Student at the School	61	28	56	55
Male	57	31	51	57
Female	65	25	61	53
Black or African American	0	0	0	0
American Indian or Alaska Native	57	17	0	45
Asian	73	40	0	91
Filipino	0	0	0	0
Hispanic or Latino	37	17	34	36
Native Hawaiian/Pacific Islander				
White	66	31	61	59
Two or More Races	62	28	56	52
Socioeconomically Disadvantaged	42	20	35	39
English Learners	12	5	8	17
Students with Disabilities	35	25	8	16
Students Receiving Migrant Education Services				

\* 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 Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	67	67	74	72	70	78	52	54	59
Mathematics	67	61	71	72	68	79	53	54	56

\* 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**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	22	30	48	21	47	33
All Students at the School	26	28	45	29	48	24
Male	38	24	38	28	47	25
Female	13	34	53	30	48	22
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	37	31	32	39	41	20
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	23	29	48	26	50	24
Two or More Races	41	29	29	19	50	31
Socioeconomically Disadvantaged	45	28	27	42	45	14
English Learners	73	20	7	64	36	0
Students with Disabilities	87	7	7	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* 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 2010-11)**

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 webpage 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
9	21.2	22.2	45.2

\* 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 webpage 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	2008	2009	2010
Statewide	8	8	7
Similar Schools	3	3	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-1	-15	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-1	46
Native Hawaiian/Pacific Islander			
White	-3	-13	28
Two or More Races	N/D		
Socioeconomically Disadvantaged	25	-23	43
English Learners			
Students with Disabilities			

\* "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 - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	972	804	3,163	822	4,683,676	778
Black or African American	4		12	803	317,856	696
American Indian or Alaska Native	12	769	41	750	33,774	733
Asian	15	859	32	876	398,869	898
Filipino	7		9		123,245	859
Hispanic or Latino	161	734	361	753	2,406,749	729
Native Hawaiian/Pacific Islander	0		4		26,953	764
White	724	818	2,545	832	1,258,831	845
Two or More Races	49	821	158	840	76,766	836
Socioeconomically Disadvantaged	294	729	738	736	2,731,843	726
English Learners	65	658	83	663	1,521,844	707
Students with Disabilities	86	550	261	557	521,815	595

### 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

## 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 webpage 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.7	0.6	0.7	1.9	1.3	1.5	4.9	5.7	4.6
Graduation Rate	97.6	97.63	95.61	91.9	94.06	93.18	80.21	78.59	80.44

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 2011		
	School	District	State
All Students	93%	93%	N/D
Black or African American	n/a	n/a	N/D
American Indian or Alaska Native	n/a	n/a	N/D
Asian	n/a	n/a	N/D
Filipino	n/a	n/a	N/D
Hispanic or Latino	n/a	83%	N/D
Native Hawaiian/Pacific Islander	n/a	n/a	N/D
White	98%	92%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	70%	81%	N/D
English Learners	n/a	n/a	N/D
Students with Disabilities	n/a	80%	N/D

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

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The Placer Union High School District offers sequenced CTE courses that create clear CTE programs at each District high school. These programs are supported by the four core academic areas: English, math, science, and social studies. District CTE programs address the eleven industry sectors identified by CDE.

The sequenced programs offered at Placer High School are:

- Architectural and Structural Engineering
- Cabinet Making and Wood Products
- Forestry and Natural Resources
- Information Support and Services
- Integrated Graphics Technology
- Mechatronics
- Media and Design Arts
- Media Support and Services
- Programming and Systems Development
- Vehicle Maintenance, Service, and Repair
- Welding Technology

A program sequence in CTE has three parts: (1) a foundation course, (2) one or more intermediate courses, and (3) a capstone course. These capstone courses may be offered through the school, ROP, and /or Adult Education, and may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, several of the capstone courses meet the "A-G" college entrance requirements for preparation to enter the UC or CSU system. A coherent sequence of courses will allow students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, allows students to select related courses from another program in the industry sector, enables students to complete pathway courses which have been articulated with the community college in a Tech-Prep 2+2 pathway (2 years of high school CTE and 2010-11 School Accountability Report Card

academics with 2 years of postsecondary education), and provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification.

**Career Technical Education Participation (School Year 2010-11)**

Measure	CTE Program Participation
Number of pupils participating in CTE	788
% of pupils completing a CTE program and earning a high school diploma	20
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	46

**Courses for University of California and/or California State University Admission (School Year 2009-10)**

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60.8
Graduates Who Completed All Courses Required for UC/CSU Admission	37.5

**Advanced Placement Courses (School Year 2010-11)**

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	2	---
Science	1	---
Social Science	2	---
All courses	8	28

**XII. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Staff members, like their colleagues in the District, enjoy opportunities for professional growth through the Quality Schools/PLC (professional learning community) movement. Teachers have aligned their curricular programs with State and District standards, participated in curriculum camps in the summer, attended 2-3 day PLC conferences, and currently utilize PLC Mondays, which are designated days and times used for collaboration by teachers district wide. All schools within the District share the Collaboration Monday.

The focus of all professional development is improved student achievement. Our yearly focus is developed in a collaborative manner, with New Teacher Mentors, Curriculum and Instruction Mentors, Department Chairs, as well as District Office personnel's input, with an overriding emphasis on PLC's. Student Achievement data such as STAR test results, CAHSEE results, graduation rate, and subject matter formative assessments give direction to our plan as well as an emphasis on new teacher support.

Currently at Placer High School, the staff in it the third year of Professional Learning Communities (PLC), a collaborative program designed by Richard Dufour. The goal is to allow teachers and staff time to collaborate and produce SMART Goals, Expected Learning outcomes, (ELO), common formative and summative assessments, to collect data from these assessments, and implement methods of intervention so as so ensure that all students can be successful and proficient based on state standards.