Confluence High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Confluence High School
Street	322 Finley Ave.
City, State, Zip	Auburn, CA 95602-9350
Phone Number	530-885-8401
Principal	Rob Hitchcock
E-mail Address	rhitchco@puhsd.k12.ca.us
Web Site	www.confluencehigh.com
CDS Code	31 66894 3131687

District Contact Information	
District Name	Placer Union High School District
Phone Number	530-886-4405
Superintendent	Dr. George Sziraki
E-mail Address	gsziraki@puhsd.k12.ca.us
Web Site	puhsd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Confluence High School is a Continuation high school campus located on the back left corner of Placer High School, downtown Auburn and thirty miles northeast of Sacramento.

Confluence is one of six schools in the Placer Union High School District. Confluence High is a new school serving 'at risk' students in the Placer Union High School District, Confluence has aligned with 'Big Picture Learning' which is a national program designed on providing. a student driven interest program. The key element is an internship placement component, which is designed to team students with a mentor to gain 'real world' work and life skills. The Principal is Rob Hitchcock. Confluence enrollment is resourced at 75 students, as of 12/15/2018 our enrollment is 74 students.

Programs:
Confluence High is a reorganization of Chana High School. 2017-18 is the mid-point in our 6 year WASC accreditation. WASC will be conducting a one day visit this coming spring to provide an evaluation of the 'new' program and then to make an accreditation recommendation moving forward. We have met with a WASC Chair for a one day reorganization strategy, we received a strong non-binding vote of confidence from our WASC Chair regarding the direction, of our program, and look forward to a positive outcome after our spring visitation. Confluence High School places an emphasis on the development of social and interpersonal skills, career skills, Students are provided with ongoing career development opportunities through a variety of enrichment activities, such as campus speakers, field trips. The most critical component of the Confluence Program is an intensive advisory program, which is designed to prepare students for post secondary life. Each continuing student student has completed, a resume and letter of introduction. Students are engaged in mock interviews, which lead to face to face interviews in the community in order to find a mentor. Successfully completing a mentored internship is a PUHSD graduation requirement for Confluence Students. All Confluence students complete a post-secondary education & career planning project. This project consists of career assessment, the selection of a career focus area to research, preparation of research topic papers that address career activities, projected salary and job availability in a chosen geographical region, necessary training or education and costs, financial assistance available, completion of the FAFSA and Cal Grant application, and completion of scholarship and grant applications if a student is in need of financial assistance. Confluence High has the services of a full time Social Worker and and a Community Liaison/Internship Coordinator. The Social Worker Position is essential in serving mental health needs of our students. The Outreach position is critical to connecting with the the community and procuring internships.

Goals:
PHILOSOPHY The Big Picture learning goals are a framework for looking at real-world concepts and abilities necessary to being a successful, well-rounded person. The learning goals are not content oriented curricula, nor are they completely distinct categories. Good project work incorporates many overlapping elements of the Learning Goals.

Goals can be measured by our ability to engage students in the effectiveness in the following categories:
1. Empirical Reasoning: How Do I prove it?
2. Quantitative Reasoning: How do I Measure, compare or represent it?
3. Communication: How do I take in the Express ideas?
4. Social Reasoning: What are others peoples perspective of this?
5. Personal Qualities: What do I bring to this process?

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	12
Grade 11	22
Grade 12	23
Total Enrollment	57

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	8.8
Asian	0.0
Filipino	1.8
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.0
White	68.4
Socioeconomically Disadvantaged	78.9
English Learners	3.5
Students with Disabilities	21.1
Foster Youth	5.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	9	3		
Without Full Credential		0		
Teaching Outside Subject Area of Competence (with full credential)		0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0		

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018-12

All core course textbooks are standards-aligned and District Board adopted. Confluence Integrated math textbooks are California State Board of Education (SBE) adopted and District Board adopted. All textbooks are in good condition and there are sufficient textbooks for each student to have a book. District Board adopted textbooks are purchased with IMFRP categorical funding. Supplemental curriculum which compliments adopted textbooks are also purchased with Instructional Materials Funding Realignment Program (IMFRP) categorical funding. Confluence High School is a Title I school. All students are identified as Title I eligible and are served with instructional materials purchased with Title I funds.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 17, 2013, that each school had to have 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. Confluence 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 2004-2010. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All instructional materials are aligned with the California Department of Education ELA course standards and approved by the District Board of Trustees.	Yes	0
Mathematics	All instructional materials are aligned with the California Department of Education Math course standards and approved by the District Board of Trustees.	Yes	0
Science	All instructional materials are aligned with the California Department of Education Science course standards and approved by the District Board of Trustees.	Yes	0
History-Social Science	All instructional materials are aligned with the California Department of Education History-Social Science course standards and approved by the District Board of Trustees.	Yes	0
Foreign Language	Chana does not provide foreign language coursework. Students that wish to enroll in foreign language courses co-enroll on a district comprehensive campus or take courses at Sierra Community College.	Yes	n/a
Health	All instructional materials are aligned with the California Department of Education Health course standards and approved by the District Board of Trustees.	Yes	0
Visual and Performing Arts	All instructional materials are aligned with the California Department of Education course standards and approved by the District Board of Trustees.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Sufficient science laboratory equipment is available to support science course activities. Laboratory equipment and activities is utilized in the process of supporting curriculum which is aligned with the California Department of Education Science course standards.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

PUHSD takes great efforts to ensure that all district campuses 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. Inspections have been conducted annually each spring since 2011, Our most recent facilities walk was completed in spring of 2016 by a team of district administrators, members of the Board of Trustees, as well as parents and students. This practice will continue on a regular basis.

Confluence is a safe, clean, and attractive facility, portable buildings built in 2000 on the back corner of Placer High.

The Confluence campus is well maintained and receives adequate custodial upkeep on a daily basis. The buildings and classrooms are in good repair. Inspections of the campus facilities are performed on an ongoing basis. 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.

Pest or vermin infestation or abatement of hazardous materials is addressed through the use of outside contractors and Placer County inspections. Maintenance and custodial staff also ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner so that students are provided with a clean, safe, and functional learning environment.

Confluence High School provides a safe, secure, and pleasant environment for learning. All visitors are required to sign in upon arrival on campus. All staff members receive training on safety procedures and are required to wear identification badges.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018-4		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018-4		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018-4	
Overall Rating	**Exemplary**

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2016-17	**2017-18**	**2016-17**	**2017-18**	**2016-17**	**2017-18**
English Language Arts/Literacy (grades 3-8 and 11)	21.0	4.0	78.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	51.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	25	89.29	4.00
Male	22	20	90.91	5.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	11	78.57	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	12	85.71	8.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	23	82.14	0
Male	22	18	81.82	0
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	10	71.43	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	12	85.71	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Confluence High Reorganization School Chana High School is mid-cycle on a 6 year WASC review which concentrated on CTE programs addressing Career and College Readiness. Confluence, will have course availability through CTE programs, through our partnership with Placer High School. Confluence is committed to PUHSD District LCAP Goals including both College and Career readiness.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	4
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Confluence High School uses a variety of strategies to solicit and encourage parent involvement. Parental involvement is a pillar of our student centered education system. Our philosophy is parents are critical partners in the educational process of their students and in the ongoing process of continuous school improvement. As such, ongoing communication with parents informs them of the ways in which they can be actively involved at Confluence High School; and support their students in a variety of aspects. Parents are invited to participate and provide feedback in regards to student exhibitions. Our parent advisory site council, is another avenue for our parents to take an active role in our campus. Parents are informed regarding school activities and information regarding grading, campus presentations, community events that address issues of parenting, education, and assistance with struggling teens and families. Restorative Justice programs are now replacing many traditional discipline strategies, and many times will inclusive of parents in that process.

Specifically, parents are informed regarding school involvement in the following ways:
- Parent newsletters are mailed with student progress reports, with additional letters and bulletins sent home to parents between these times on an as-needed basis.
- The School Messenger service is utilized to contact families regarding school wide events, progress reports, period absences and cuts, snow days, bus schedules, and other information.
- Yearly Family Night will be an ongoing component of the program at Confluence. High.
- Parents are provided teacher e-mail addresses and phone extensions.
- Phone extensions and e-mail addresses are posted on the school's website.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	26.9	34.5	16.7	2.8	2.8	2.1	10.7	9.7	9.1
Graduation Rate	57.7	56.4	64.3	94.1	94.6	93.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	77.1	94.6	88.7
Black or African American	50.0	50.0	82.2
American Indian or Alaska Native	33.3	88.9	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	87.5	93.5
Hispanic or Latino	60.0	93.8	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	95.4	92.1
Two or More Races	33.3	94.4	91.2
Socioeconomically Disadvantaged	68.2	98.0	88.6
English Learners	100.0	73.3	56.7
Students with Disabilities	83.3	73.9	67.1
Foster Youth	0.0	33.3	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	29.2	23.7	28.0	4.7	5.2	4.3	3.7	3.7	3.5
Expulsions	1.2	1.4	1.1	0.4	0.6	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Confluence High has a comprehensive School Safety Plan that is incorporated with the safety plan for Placer High School, this is in accordance with California State Education Code. The School Safety Plan is co-authored by the assistant principal of Placer High with input regarding Confluence roles and differentiation needs. The school resource officer with Site Council and staff input. The latest plan was adopted in the spring in March 2018 by the School Site Council and the elected members of the Board of Trustees of the Placer Union High School District. The Safety Plan is reviewed annually. The School Safety plan addresses all aspects required by the Education Code, including ingress and egress, identification of students and staff, procedures for fire drills and lock-down situations, secondary gathering places in emergency situations, communication capabilities, and first aid procedures. The Safe School Plan is kept for review or emergency in the Confluence High Office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	15.0	7			13.0	8			18.0	2		
Mathematics					5.0	4			17.0	2		
Science	17.0	3			10.0	6			16.0	2		
Social Science	17.0	6	1		16.0	7			23.0	2	1	

Note: 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 (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.08	N/A
Social Worker	.04	N/A
Nurse	.02	N/A
Speech/Language/Hearing Specialist	.04	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.875	N/A

Note: Cells with N/A values 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$32,922	$10,418	$22,503	$74,885
District	N/A	N/A	$ 9,415	$75,972
Percent Difference: School Site and District	N/A	N/A	48.5	-1.4
State	N/A	N/A	$7,125	$79,496
Percent Difference: School Site and State	N/A	N/A	103.8	-6.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Confluence High School s a designated Title I school based on its annual free and reduced lunch participation. As of 12-2-18 during the 2018-19 school year 60% of Confluence students qualified as Title 1.
Title I funds are utilized to support student learning in a variety of applications.

District LCAP funds have been set aside to support 3 critical intervention classes: English, Math, and Life Skills.

Instructional Materials Funding Realignment Program (IMFRP) funds are used to purchase curriculum.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,854	$48,783
Mid-Range Teacher Salary	$67,995	$80,177
Highest Teacher Salary	$93,554	$104,535
Average Principal Salary (Elementary)	$0	$128,506
Average Principal Salary (Middle)	$0	$154,350
Average Principal Salary (High)	$140,433	$133,486
Superintendent Salary	$218,828	$181,868
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

The PUHSD district leadership team has been working with site administration to improve classroom instruction as a main focus. Teaching Coaches have been employed to assist teachers in both curriculum and effective instruction. The underlying focus of all professional development is improved student achievement. Confluence and the Placer Union High School District embrace the concept of continuous professional development. Professional Learning Communities (PLC's) have become part of our infrastructure. Teachers and administrators meet in PLC groups on a weekly basis to plan core curriculum, identify essential learning outcomes, create common formative and sumative assessments within specific course subject areas; using assessment data to quickly identify individual student's needs for academic intervention on clearly defined academic topics or skills. Teachers are regularly exposed to Professional Development opportunities both through the district and site. The annual number of contracted school days dedicated to staff development for the most recent three-year period is three, not including the many Monday afternoon sessions where teachers and administrators meet in PLC groups to continue to hone their focus and specifically address student learning needs. On "PLC Mondays," students receive an early release from school and teachers have an extra hour to devote to group collaboration and attainment of clearly identified goals. Another three paid days are offered during the summer months for certificated staff that choose to participate in the district's annual summer "curriculum camp."

During 2017-18 school year. We have been able to set aside days in the summer, and our PLC time for attention towards learning and implementing the Big Picture Model.

PUHSD: Areas of Focus:
1. The primary areas of focus for staff development are related to rigor and relevance in the classroom (Quadrant D, Webb's Depth of Knowledge, higher order thinking skills) and improving students communication skills through academic discourse, or structured collaborative discussions--these are District-wide initiatives supported by Confluence's staff. Smarter Balanced Assessment scores throughout the District were a driving force behind the focus on structured collaborative discussions as speaking and listening skills were lower than other areas assessed. The emphasis on higher order thinking skills and quadrant D learning aligns with the Common Core State Standards. At the site level, Confluence staff selected two areas of focus two years ago: higher order thinking and literacy skills. These continue to be focus areas in addition to the rigor and relevance framework, and structured collaborative discussions. This area ties in very seamlessly with our learning goals as provided through Big Picture Learning.

Methods:
2. Professional development is delivered through two annual in-service days, which include workshops and guest speakers related to the rigor and relevance framework, and structured collaborative discussions. Professional learning communities (PLC's) also provide staff development in these areas. Confluence's curriculum and instruction coordinator (C & I) is attending California Language and Learning Innovation Collaborations (CALLI), which is a California education partnership that convenes four times annually at conferences and is a three-year commitment. CALLI focuses on improving academic discourse for all students. Strategies from CALLI are shared with colleagues during PLC's. Additional professional development is provided at monthly C & I meetings, which are in turn shared through site-level PLC's. Lastly, an instructional coach from the District is facilitating a small cadre that is focusing on Quad D learning in the classroom, which was a focus area selected by the group based on classroom needs and observations.

Support:
3. Teachers are supported during implementation through site leadership including peer-to-peer observations and teacher mentoring, District learning walks and feedback, administrator observations and coaching, PLC workshops, and teacher-principal meetings. District instructional coach is also working with a cadre of teachers to improve instructional strategies related to quadrant D, or higher order thinking skills. The Big Picture contract has provided 20 days of support coaching on site training. Plans are being finalized for a staff retreat, for our teacher to further develop planning strategies to be implemented during the 2018 spring semester.