

# Confluence High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Confluence High School
<b>Street</b>	332 Finley Ave.
<b>City, State, Zip</b>	Auburn, CA 95602-9350
<b>Phone Number</b>	530-537-2527
<b>Principal</b>	Trenton Wilson
<b>Email Address</b>	twilson@puhsd.k12.ca.us
<b>Website</b>	www.confluencehigh.com
<b>County-District-School (CDS) Code</b>	31 66894 3131687

Entity	Contact Information
District Name	Placer Union High School District
Phone Number	530-886-4405
Superintendent	Dr. George Sziraki
Email Address	gsziraki@puhsd.k12.ca.us
Website	puhsd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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. Confluence enrollment is resourced at 75 students, and fluctuates between 65-75 students. Confluence current staffing includes 3 advisors (teachers), one halftime RSP teacher, an Internship/Outreach Coordinator, a Mental Health Specialist, a Counselor/Assistant Principal and Principal.

#### Programs:

Confluence High School's Learning Through Internships (LTI) program is unique within the Placer Union High School District (PUHSD), in that it provides students the opportunity to spend two days a week pursuing their interests, developing academic skills, and learning about careers outside of the four walls of a typical classroom, in the real world. Students learn and work best when they are passionate and interested in what they are doing. Having students explore their interests is an important step in helping them figure out who they are and what kinds of work and learning will motivate them. Once students begin their internships, they'll work with professionals such as yourself to learn from you and develop project work that addresses real-world concerns. This will take their learning to an entirely new plane, as they begin crafting solutions to complex problems, through application of academic and interpersonal skills. Along with the internship program, Confluence students are able to access different courses from Placer High. These courses include CTE, dual enrollment, and VAPA.

Mission: To develop student agency by providing relevant learning experiences and community based internships

Vision: CHS will establish, promote, and maintain a culture of Respect, Community, and Exploration

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	4
Grade 11	31
Grade 12	37
Total Enrollment	72

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	5.6
Filipino	1.4
Hispanic or Latino	30.6
White	56.9
Two or More Races	5.6
Socioeconomically Disadvantaged	65.3
English Learners	8.3
Students with Disabilities	20.8
Foster Youth	1.4
Homeless	5.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	3	
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019-12

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 3, 2019, 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 2004-2020. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All instructional materials are aligned with the California Department of Education ELA course standards and approved by the District Board of Trustees.	Yes	0
<b>Mathematics</b>	All instructional materials are aligned with the California Department of Education Math course standards and approved by the District Board of Trustees.	Yes	0
<b>Science</b>	All instructional materials are aligned with the California Department of Education Science course standards and approved by the District Board of Trustees.	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	All instructional materials are aligned with the California Department of Education Health course standards and approved by the District Board of Trustees.	Yes	0
<b>Visual and Performing Arts</b>	All instructional materials are aligned with the California Department of Education course standards and approved by the District Board of Trustees.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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

**Year and month of the most recent FIT report:** 2019-4

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

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	4	22	75	69	50	50
Mathematics (grades 3-8 and 11)	0	0	46	38	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	23	74.19	25.81	21.74
Male	18	15	83.33	16.67	13.33
Female	13	8	61.54	38.46	37.50
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	21	15	71.43	28.57	20.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	21	14	66.67	33.33	14.29
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	32	24	75.00	25.00	0.00
<b>Male</b>	19	15	78.95	21.05	0.00
<b>Female</b>	13	9	69.23	30.77	0.00
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	21	13	61.90	38.10	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	21	14	66.67	33.33	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--



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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

Confluence High is located on the campus of Placer High School and as such, Confluence High School students have access to the CTE programs at Placer High School. The following is a list of CTE Pathways that are offered through Placer High:

- Ag Sciences
- Cabinet Making and Wood Products
- Mechatronics
- Vehicle Maintenance, Service, and Repair
- Welding Technology
- Soon to be implemented: Business/Entrepreneurship, Video Broadcasting, and Computer Science

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	87
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	13.3

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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 2019-20)

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	34.5	16.7	31.4	2.8	2.1	2.1	9.7	9.1	9.6
<b>Graduation Rate</b>	56.4	64.3	45.7	94.6	93.8	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	23.7	28.0	14.7	5.2	4.3	4.0	3.6	3.5	3.5
<b>Expulsions</b>	1.4	1.1	1.1	0.6	0.3	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 2019 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	13	8			18	2			25	1	1	
<b>Mathematics</b>	5	4			17	2			24		2	
<b>Science</b>	10	6			16	2			22	1	1	
<b>Social Science</b>	16	7			23	2	1		7	11		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	72.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,196	\$5,712	\$20,484	\$67,288
District	N/A	N/A	\$ 9,662	\$76,898.00
Percent Difference - School Site and District	N/A	N/A	48.5	-13.3
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	92.7	-16.9

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 2018-19)

Confluence High School is 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,854	\$48,684
Mid-Range Teacher Salary	\$67,995	\$78,920
Highest Teacher Salary	\$93,554	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$140,433	\$134,157
Superintendent Salary	\$218,828	\$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 summative 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. Additional professional development is provided at monthly C & I meetings, which are in turn shared through site-level PLC's.

### 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. 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.