

# Placer 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>	Placer High School
<b>Street</b>	275 Orange St
<b>City, State, Zip</b>	Auburn, CA 95603-5115
<b>Phone Number</b>	(530) 885-4581
<b>Principal</b>	Steve Caminiti
<b>Email Address</b>	scaminiti@puhsd.k12.ca.us
<b>Website</b>	<a href="http://www.puhsd.k12.ca.us/placer">www.puhsd.k12.ca.us/placer</a>
<b>County-District-School (CDS) Code</b>	31668943135704

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	www.puhsd.k12.ca.us

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

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 1340 students attend PHS from the city of Auburn and surrounding communities. PHS is one of six high schools that 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 80 Section Championships and the PVL (Pioneer Valley League) All-Sport Award 8 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 and over 25 clubs in which students can participate.

Placer High School's mission statement has been recently revamped to reflect the changing need of our students and a new Vision Statement: Staff and leadership groups, School Site Council and the Friends of Placer High group provided input, and surveys were conducted that ultimately resulted in eleven mission statements from which to choose. The following Vision and Mission statement was ultimately agreed upon:

Vision: To prepare all students to be College, Career and Life Ready.

Mission: Through a supportive learning environment, PHS is committed to creating a platform for all generations of students while still honoring the traditions of our school and community.

With the advent of LCFF (Local Control Funding Formula), LCAP (Local Control Accountability Plan), and SBAC Test (Smarter Balanced Assessment Consortium), Placer High School has embraced three educational goals that are embedded into our School Site Plan. Each goal is aligned with the school district and measured with our accounting practices.

Goal 1: Increase the number of students who are career, college, and life ready.

Goal 2: Strengthen the achievement of all students including special populations

Goal 3: Provide a safe, healthy, and engaged learning environment for all

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. Student organizations work in conjunction with Interact Club (Rotary), Key Club (Kiwanis), and Leo Club (Lions).

Our last WASC evaluation was in the Spring of 2019, when we received a six-year accreditation with a one day visit mid-cycle. This new accreditation showed that Placer High School and its staff made excellent strides towards meeting the goals of the three-year review conducted in 2013. 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.

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

Grade Level	Number of Students
Grade 9	342
Grade 10	339
Grade 11	316
Grade 12	343
<b>Total Enrollment</b>	<b>1,340</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.7
Asian	1
Filipino	0.9
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.1
White	70.1
Two or More Races	5
Socioeconomically Disadvantaged	33.4
English Learners	4
Students with Disabilities	12.2
Foster Youth	0.3
Homeless	1.8

## 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	60	60	58	176
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	1	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: 2018-2019

Placer High School currently has a planned rotation of departments to ensure 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, 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 adopts texts and on an as-needed basis. 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
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

## School Facility Conditions and Planned Improvements (Most Recent Year)

PUHSD makes great effort 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 in the spring of 2012. In the spring of 2014, a team of district administrators, members of the Board of Trustees, parents and students, conducted a "Facility Walk" to ensure the facility met expected criteria. This practice will reoccur on a regular basis, with spring 2018 scheduled for the next facility walk.

A master plan has been developed for the improvement and upgrading of facilities on campus and Auburn area community recently supported and passed a 41M bond measure (November 2018) for the renovation and updating of our campus. Based on the Facilities Master Plan, vital school improvements will be made in the areas of improving and renovating classrooms and facilities to meet the demands of 21st Century Learning needs, and currently in early stages of construction plans and planning to respond to the many needs of Placer High School and aging facilities.

Students, staff, and community take pride in the campus. A community foundation has been set up for campus beautification and facilities upgrades. We have two full-time groundskeepers 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 ensure that 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.

The campus is supervised by a part-time school resource officer (SRO), two campus monitors, and 3 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 (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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	71	67	75	69	50	50
<b>Mathematics (grades 3-8 and 11)</b>	45	38	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
<b>All Students</b>	306	303	99.02	0.98	67.33
<b>Male</b>	161	161	100.00	0.00	62.11
<b>Female</b>	145	142	97.93	2.07	73.24
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	11	10	90.91	9.09	30.00
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	50.82
Native Hawaiian or Pacific Islander					
White	213	211	99.06	0.94	72.99
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	90	89	98.89	1.11	50.56
English Learners	11	11	100.00	0.00	18.18
Students with Disabilities	32	32	100.00	0.00	15.63
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
All Students	306	303	99.02	0.98	37.95
Male	161	161	100.00	0.00	36.02
Female	145	142	97.93	2.07	40.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	11	10	90.91	9.09	0.00
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	14.75
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	213	211	99.06	0.94	45.02
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	90	89	98.89	1.11	19.10
English Learners	11	11	100.00	0.00	0.00
Students with Disabilities	32	32	100.00	0.00	3.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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)

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:

- Ag Science
- Cabinet Making and Wood Products
- Information Communication Technology
- Vehicle Maintenance, Service, and Repair
- Ag Mechanics
- Business
- Video Production



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 academics with 2 years of post-secondary education), and provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification. Students also have the chance of earning dual credit with Sierra College in Woodshop and Mechatronics.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	675
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	42.6

### 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	94.62
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.88

### 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
9	19.3	17.5	51.3

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)

Placer High School has a thriving school community represented by over 115 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 ensure student excellence. In addition, the FOPHS publishes the monthly School Newsletter which is emailed directly to 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 every school year. FOPHS has awarded on average nearly \$8000 every year to the Teacher Wish List. The Friends of Placer High can be contacted at [www.fophs.org](http://www.fophs.org).

Placer High school has also received support from the Hillmen Foundation, our alumni group which has been active for nearly 20 years. The foundation has been instrumental in purchasing materials and supplies for the teachers and their classroom, providing scholarships for graduating seniors, and equipment for athletics and clubs. A yearly fundraiser, known as "Hillfest" is held on the Placer campus, on the football field, to raise funds for the Foundation. Since its inception, the Hillmen Foundation has given just over \$500,000 to Placer High School.

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, college nights, 8th grade orientation night, School Site Council, and Friends of Placer High. The community is able to view and evaluate student achievement through performing arts including musicals and drama performances as well as exhibitions in the "Dungeon" (school art gallery) and FFA competitions.

Placer High School conducts an annual LCAP Community Forum where stakeholders can provide input, comment on progress, and analyze strengths and weaknesses. Placer will be conducting its annual forum in February of 2020 with a wide range of participants invited to attend, with representation from Parents, Staff, Students and Community Members. With PHS subgroups present and participating.

### 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
Dropout Rate	0.9	0.9	1	2.8	2.1	2.1	9.7	9.1	9.6
Graduation Rate	97.2	95.5	94	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>	4.6	5.2	3.8	5.2	4.3	4.0	3.6	3.5	3.5
<b>Expulsions</b>	0.6	0.1	0.4	0.6	0.3	0.3	0.1	0.1	0.1

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

We maintain safety standards on our campus through our School Safety Committee. Their goal is to monitor the upkeep, repair, and construction of site facilities in order to insure and 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 the cooperation of students, staff, departments, site, and district guidelines. Placer High School is in need of major facility improvements and new construction needs. 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 organizations, the PHS administration clearly communicates its annual updated information through the 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. We are Increasing the scope of our School Safety plan to incorporate common avenues for expressing concerns and receiving guidance should an individual or group crisis occur. Placer High School is constantly adjusting its School Safety Plan to remain relevant and flexible, and to reflect current trends and issues facing student safety today. Current revisions include response to active shooter/violent intruder training, mental health crisis support team, parent and student education on digital citizenship, crisis management through the use of phone applications to have school plans accessible to stakeholders. Our goals are addressed annually by the committee which is organized and led up by one of the assistant principals. New to 19-20 is staff-wide training in ALICE active shooter training that focuses on evolving strategies and procedures for addressing an active shooter.

### 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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	27	8	5	14	29	4	11	10	25	8	12	10
Mathematics	30	3	9	14	30	4	9	10	29	3	18	5
Science	29	4	7	8	30	3	8	6	33		6	8
Social Science	31	4	3	16	31	2	8	12	28	5	5	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.

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

Title	Ratio
Academic Counselors*	446.7

\*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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$12,646	\$3,359	\$9,287,	\$79,634
District	N/A	N/A	\$9,662	\$76,898.00
Percent Difference - School Site and District	N/A	N/A	-4.0	3.5
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	21.2	-0.1

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)

Title I, English Learner, AVID, State Categorical Tier III, Special Education, Supplemental for Intervention Programs, Diploma Bound Special Day Class, Functional Skills and Independent Living Special Education Programs.

## 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	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	10	15.3

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

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 collaboration 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 teacher instruction/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 and standardized test results, graduation rates, a-g completion rates, and subject matter formative assessments help give direction to staff development plans, as well as an emphasis on new teacher support.

Placer High School models the essence 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, learning outcomes, (LO's), common formative and summative assessments, and to collect data from these assessments, using this data to design and implement methods of intervention to ensure that all students can be successful and proficient based on state standards.

Placer High works collaboratively with the District in the implementation of the common core state standards. Inservice Days at the beginning of school, mid-year, and in March serve as staff development days for the teaching staff to continue with the implementation of the CCCSS and Smarter Balanced testing. Teachers are currently utilizing collaboration Mondays to redesign the curriculum to address the CCSS. Placer High has implemented the Integrated Math sequence series district-wide, taking the place of the traditional Algebra 1, Geometry, Algebra model. CPM has been adopted as the curriculum and all math teachers in the District are currently using Staff Days and Mondays to continue with this implementation, with the final series (Integrated Math 3). Also included is the development of an inclusion model for all RSP students, so as to completely mainstream all students in to the regular curriculum, aided by support when needed. Teachers school-wide have participated in workshops presented by Placer County Office of Education, Mattos, Callahan, Elk Grove Unified School District, and within Placer Union High School District, most recently with Linda Jordan and the Rigor Relevance Framework, and new professional development in the area of grading practices with Joe Feldman.

New staff development in the area of fair and equitable grading practices has seen 40 teachers from Placer High School learning and practicing with data-informed decisions about grading practices. Placer High School also has created site-level SMART goals that are aligned to our LCAP:

2019-2020 SMART Goals aligned and designed by data-informed decisions based on the following metrics:

1. PUHSD LCAP
2. California Dashboard
3. Placer High School WASC Spring 2019 accreditation

Over 40 staff members have taken part in a year-long Grading Cohort under Joe Feldman to evaluate best practices for fair and equitable grading practices. In addition, there are various staff level involvement in year-long staff development in: Restorative Practices, Essential Learning Outcomes, Structured Collaborative Discussion Practices, On-Track Graduation Task Force, and Teacher Evaluation Cohort to improve staff evaluation system.