Ponderosa High

School Accountability Report Card
Reported Using Data from 2011–12 School Year
Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

- *This report has been compiled by **Multiple Measures, LLC** (http://www.multiplemeasures.com).*
- *The data were acquired from both the school and the CDE (http://www.cde.ca.gov/ta/ac/sa).*
- *A single asterisk in a cell (*) means that the size of the group was numerically insignificant.*

I. Data and Access

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

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

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

II. About This School

Contact Information (School Year 2012-13)

School		District	
School Name	Ponderosa High	District Name	El Dorado Union High
Street	3661 Ponderosa Rd.	Phone Number	(530) 622-5081
City, State, Zip	Shingle Springs, CA, 95682-9435	Web Site	www.eduhsd.k12.ca.us
Phone Number	(530) 677-2281	Superintendent	Chris, Hoffman
Principal	Lisa Garrett, Principal	E-mail Address	choffman@eduhsd.net
E-mail Address	lgarrett@eduhsd.k12.ca.us	CDS Code	09618530936302

School Description and Mission Statement (School Year 2011-12)

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving 1857 students. The oak tree lined 40-acre campus is located in a semirural community in the foothills of the Sierra Nevada Mountains. Campus facilities renovation includes an expanded gymnasium and theater that opened during the 2010-11 school year; stadium seating capacity was expanded, with the football playing field and track upgraded with synthetic surfaces. In 2011-12, a new science lab was added to the site, with other buildings refurbished. A new eight-classroom addition will open January 2013.

Ponderosa High School has high expectations of students to become college and/or career ready, with the mantra of "Each Student, Every Day". Through the power of "we" or team, the Ponderosa staff "stands together", where 75 certificated and 43 classified work collaboratively, unified in their commitment to provide meaningful opportunities for all students to experience success. The master schedule is a seven period-modified block with three traditional days and two block days weekly. The average class size at Ponderosa High is 32 students per teacher in all core academic areas. Ponderosa High School's Academic Performance Index (API) is 856.

The Ponderosa High School "Bruin" learning community enjoys offering extracurricular opportunities for students. Student Leadership, yearbook, music (band and choral), drama, and Future Farmers of America (FFA) programs are integral components of the Ponderosa campus. Extracurricular activities include a full program of boys' and girls' athletics, Cheer, Academic Decathlon, California Scholarship Federation, Key Club, Link Crew, Interact, and Speech and Debate. Parents participate in school governance by being elected to serve on the School Site Council; with many more opportunities to connect with and become a vital part of the school learning community.

The Western Association of Schools and Colleges (WASC) accreditation team awarded Ponderosa High School a full six-year accreditation term in 2007. Accreditation impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students. Ponderosa is just completing a comprehensive self-study for an upcoming WASC visitation in March 2013.

The shared vision of the Ponderosa High School learning community is to create and maintain outstanding educational programs that focus on the individual student in the classroom and to provide all students with the opportunity to develop their academic, aesthetic, and social talents. The Ponderosa High School students will acquire an appreciation of their own and other cultures as they work to become productive citizens.

To accomplish the school's vision the following Expected School-wide Learning Results have been established--

Ponderosa High School Graduating Seniors Will Be…
Self-Directed, Reflective Learners who:
- Analyze and apply pertinent information from multiple sources for problem solving and decision-making
- Apply new ideas, concepts, and strategies
- Exhibit self-discipline and personal responsibility by working efficiently, independently, and cooperatively to complete tasks by deadline

Effective Communicators who:
- Read various texts with comprehension, interpret, and apply knowledge gained
- Write and speak clearly and effectively for an intended purpose and audience
- Actively listen and respond appropriately

Collaborative, Respectful Citizens who:
- Exhibit respectful and appropriate interactions
- Actively engage and contribute to their school and community

Technologically Literate Individuals who:
- Use technology to access, present, and exchange information to accomplish curricular goals
- Develop technology skills necessary for transition to post-secondary education or the workplace

Opportunities for Parental Involvement (School Year 2011-12)

Parent involvement is considered a vital element in the success of all students at Ponderosa High School. There are many parent communication and opportunities for school involvement/connections provided:

- Aeries Browser Interface (ABI) for checking student progress, grade reports, transcripts, and class schedules.
- Ponderosa High School website
- Email and telephone correspondence
- Parent/Teacher/Student conferences
- Student Study Teams
- Individual Education Plans
- 504 Plans
- Parent surveys
- 8th Grade Parent Night
- Open House
- Back to School Night/Freshman Parent Orientation
- Freshman and Sophomore Success Nights
- PIQE- Parent Institute for Quality Education
- Counseling and Career Center notifications
- Automated dialer/email notifications
- Digital marquee
- Parent Booster Clubs—Athletics, Music/Band, Future Farmers of America (FFA)
- Parents of Ponderosa (POP)
- School Site Council
- Parent/community advisory groups exist for all Regional Occupational Programs/Career Technical Education (ROP/CTE) pathways
- PHS Community Foundation
- Parent Surveys
- Parent volunteer drivers/chaperones to activities, fieldtrips, competitions
- Safe & Sober Grad Night
- Parent volunteer assistance for short and long-term projects

Administration encourages parents to support their student in communicating with teachers directly, in addressing educational concerns. School Site Council is an opportunity for parents to become involved in school governance.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	501
Grade 10	477
Grade 11	442
Grade 12	468
Ungraded Secondary	0
Total Enrollment	1890

Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7%	**White**	82.3%
American Indian or Alaska Native	0.5%	**Two or More Races**	1.8%
Asian	2.1%	**Socioeconomically Disadvantaged**	14.9%
Filipino	1.2%	**English Learners**	1.6%
Hispanic or Latino	10.6%	**Students with Disabilities**	8%
Native Hawaiian/Pacific Islander	0.2%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	no data	no data	no data	no data	30.7	5	23	32	30.7	5	23	32
Mathematics	no data	no data	no data	no data	29.9	4	28	22	29.9	4	28	22
Science	no data	no data	no data	no data	29.7	3	31	13	29.7	3	31	13
Social Science	no data	no data	no data	no data	29.7	5	18	25	29.7	5	18	25

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)

Ponderosa High School students enjoy a safe, orderly school environment conducive to student learning. Student behavior and interactions reflect the positive values of the community we serve. To insure the maintenance of our positive school atmosphere, Ponderosa employs three campus monitors, four counselors, and four administrators who provide campus supervision at lunch and before/after school. In 2011-2012, the suspension rate was 11% and the expulsion rate was 0.01%. In 2010-2011, the suspension rate was 11% and expulsions rate was 0.6%. In 2009-2010, the suspension rate was 13%, and the expulsion rate was 0.3%.

The school safety committee meets and updates the school safety plan each fall semester. The safety plan is approved by the school's Site Council. The facets of that plan are clearly communicated to staff and students, and safety drills are practiced every semester. Emergency bags containing safety supplies and first-aid kits are available in all rooms and offices. Ponderosa has use of a full-function automated dialing system enabling emergency communications and notifications.

In cooperation with the El Dorado County Sheriff's office, Ponderosa participates in the School Resource Officer program. Since January of 2002, a sheriff's deputy has been assigned to our campus. In addition to being an active member of the site safety committee, this officer has been an invaluable resource in the prevention and solution of on campus discipline issues. The safety and orderliness of the campus has been enhanced by our participation in this program. In addition to cooperation with the Sheriff's Department, the El Dorado County Probation Department has assigned an officer to the school to work with students.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	13%	11%	11%	17%	14%	13%
Expulsions	0.3%	0.6%	0.01%	0.9%	0.7%	0.1%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

EDUHSD continues to be proactive in improving the physical plant at Ponderosa. An extensive tear out and re-pouring of the concrete and stairs adjacent to the cafeteria and administration buildings has been completed improving access and safety. An additional science/chemistry lab has been added in 2011, replacing a portable structure. Improvements have been made to the small engines and electronics labs. Roofline eaves were enclosed in the 'K' building and the building was painted to match the rest of the campus. In January 2013, a permanent eight classroom building was opened and houses seven math teachers and a computer lab. In addition to the new building, portable classrooms were refurbished and modernized. With the addition of the new building, an outdoor quad and seating area was created. A large structure was installed along with student seating. New HVAC units were installed in the small gymnasium. The administration building received an extensive remodel improving the student health center and providing accessibility for those with disabilities. Signage has been added to improve the flow of foot traffic. The counseling office area has been remodeled with improved office and conference space as well as student access. Currently, an extensive remodel of the cafeteria kitchen and student eating areas is in the planning stages.

School Facility Good Repair Status (School Year 2012-13)

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Overall Rating	✓			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	82	80	78.3	290.24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	**Non-Highly Qualified Teachers**
This School	98.88%	1.12%
All Schools in District	98.57%	1.43%
High-Poverty Schools in District	81.63%	18.37%
Low-Poverty Schools in District	99.51%	0.49%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	472
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0	
Nurse	0.61	
Speech/Language/Hearing Specialist	County Provided	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

* * One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 25, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	English 1: **Literature**, McDougal Littell, 2009 - 9th Edition (6/23/2009) English 2: **Holt McDougal Literature**, Common Core-10th Grade, Holt McDougal, 2012 (5/8/2012) English 3: **The Language of Literature**, McDougal Littell, 2002 (6/8/2004) English 4: **Elements of Literature**, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); **Literature and Language Arts** – UMHS, Holt Rinehart Winston, 2003 (5/20/2003).	Yes	0

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	Algebra Foundations: **CA Algebra Readiness: Concepts, Skills, & Problem Solving**, Glencoe, 2008 (6/23/2009) Algebra 1: **Algebra 1**, Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: **Geometry**, McDougal Littell, 2001 - 1st Edition (4/2000) Algebra 2: **Algebra 2: Concepts, Skills, & Problem Solving**, Glencoe, 2008 (6/23/2009) Advanced Algebra 2: **Algebra 2 Common Core**, Pearson, 2012 (5/8/2012) Math Analysis: **Pre-Calculus a Graphing Approach,** Holt Rinehart Winston, 2002 (5/20/2003)	Yes	0
Science	Physical/Earth Science: **Glencoe Science: Earth Science, Geology, the Environment**, Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: **Biology, Visualizing Life** – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); **Modern Biology** – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: **Chemistry**, Prentice Hall, 2005 (6/13/2006) Physics: **Physics**, Holt Rinehart Winston, 2009 (6/23/2009)	Yes	0
History-Social Science	World History: **The Modern World**, Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: **Pursuing American Ideals,** Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: **Magruder's American Government**, Prentice Hall, 2006 – CA Edition (6/13/06) Economics: **Economics, Principles and Practices**, Glencoe, 2005, (6/13/2006) Sociology: **Sociology and You**, Glencoe, 2003 (6/14/2005) Psychology: **Understanding Psychology**, Glencoe, 2003 (6/14/2005)	Yes	0
Foreign Language	Spanish 1-3: **Realidades – Books 1-3**, Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: **Nuevas Vistas**, Holt Rinehart Winston, 2005 (6/14/2005) German 1-2: **Deutsch Aktuell – Levels 1-2,** EMC/Paradigm, 2004 (5/12/2009) German 3-4: **Deutsch Aktuell – Level 3,** EMC/Paradigm, 2005 (5/12/2009) French 1-4: **Discovering French Nouveau, Levels 1-3**, McDougal Littell, 2004 (6/14/2005) Italian 1-4: **Oggi in Italia**, Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	Yes	0
Health	Health: **Glencoe Health**, Glencoe/McGraw Hill, 2009 (6/15/2008)	Yes	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	NA	0

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	NA	0

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,357	$1,553	$5,804	$71,148
District			$7,590	$69,893
Percent Difference: School Site and District			-24%	2%
State			$5,455	$70,792
Percent Difference: School Site and State			6%	1%

Note: Cells shaded in gray do not require data.

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

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

Types of Services Funded (Fiscal Year 2011-12)
This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Ponderosa High School receives General Fund and Title III support for school programs. Money is allocated to promote student achievement, preserve extracurricular and co-curricular opportunities, and maintain technology, equipment, and facilities.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,424	$42,660
Mid-Range Teacher Salary	$58,043	$69,198
Highest Teacher Salary	$84,216	$88,943
Average Principal Salary (Elementary)	no data	no data
Average Principal Salary (Middle)	no data	$121,140
Average Principal Salary (High)	$138,434	$127,707
Superintendent Salary	$196,000	$202,123
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

➢ **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

➢ **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

➢ **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	69%	68%	65%	68%	68%	68%	52%	54%	56%
Mathematics	53%	56%	61%	42%	46%	48%	48%	50%	51%
Science	77%	82%	81%	68%	72%	76%	54%	57%	60%
History-Social Science	65%	69%	67%	63%	65%	65%	44%	48%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68%	48%	76%	65%
All Students at the School	65%	61%	81%	67%
Male	62%	63%	85%	74%
Female	69%	58%	77%	59%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	60%	76%	0%	64%
Filipino	53%	59%	0%	73%
Hispanic or Latino	55%	54%	73%	58%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	68%	62%	83%	68%
Two or More Races	57%	43%	0%	0%
Socioeconomically Disadvantaged	52%	47%	72%	53%
English Learners	0%	0%	0%	0%
Students with Disabilities	27%	25%	25%	23%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	74%	82%	74%	72%	80%	76%	54%	59%	56%
Mathematics	80%	81%	84%	77%	77%	80%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	30	46	20	43	36
All Students at the School	26	32	42	16	48	35
Male	29	32	39	15	44	42
Female	22	31	46	18	54	28
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	38	40	22	36	44	20
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	24	32	44	14	48	38
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	42	36	22	30	50	20
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	86	7	7	no data	no data	no data
Migrant Education Services	no data	no data	no data	no data	no data	no data

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

California Physical Fitness Test Results (School Year 2011-12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.6%	30.7%	39.7%

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

X. Accountability

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

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

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

API Rank	2009	2010	2011
Statewide	10	9	9
Similar Schools	8	6	7

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-2	5	-1
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	-19	no data	37
Native Hawaiian/Pacific Islander	no data	no data	no data
White	-2	5	-1
Two or More Races		no data	no data
Socioeconomically Disadvantaged	7	46	-18
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

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

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

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1322	856	4871	840	4664264	788
Black or African American	9	no data	62	809	313201	710
American Indian or Alaska Native	5	no data	47	773	31606	742
Asian	29	832	180	911	404670	905
Filipino	17	880	48	895	124824	869
Hispanic or Latino	137	822	514	778	2425230	740
Native Hawaiian/Pacific Islander	3	no data	20	746	26563	775
White	1095	862	3840	845	1221860	853
Two or More Races	24	810	132	855	88428	849
Socioeconomically Disadvantaged	207	784	913	757	2779680	737
English Learners	26	677	121	684	1530297	716
Students with Disabilities	97	539	407	541	530935	607

Adequate Yearly Progress

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

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2012-13)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		30

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	no data	5.2%	3.3%	no data	5.4%	4.2%	no data	16.6%	14.4%
Graduation Rate	95.03%	95.82%	94.21%	92.64%	95.06%	93.58%	80.21%	78.59%	80.44%

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	88%	92%	
Black or African American	100%	95%	
American Indian or Alaska Native	100%	93%	
Asian	100%	100%	
Filipino	100%	92%	
Hispanic or Latino	80%	96%	
Native Hawaiian/Pacific Islander	100%	100%	
White	97%	98%	
Socioeconomically Disadvantaged	96%	92%	
English Learners	100%	100%	
Students with Disabilities	84%	91%	

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2011-12)

The California Department of Education defines Career Technical Education (CTE) as --"a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers." The Regional Occupational Program (ROP) is part of the public education system and an important component in the continuum of sequenced CTE classes. CTE coursework often leads to ROP courses, providing more focused, advanced capstone courses to prepare for entry-level jobs or to make a transition to postsecondary education, technical training, or apprenticeships. The purpose of ROP is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The ROP delivery system is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

To ensure that the skills taught and the context covered better match industry expectations and standards, industry input is required prior to Board approval of any CTE course revision and adoption process. CTE course curriculum are reviewed and approved by the El Dorado Union High School District's (EDUHSD) Standards and Instructional Leadership Team (SILT) committee, and the EDUHSD CTE Advisory Board. Some ROP courses are articulated with local California community college districts. ROP provides high-quality CTE programs and contributes to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. Students receive a competency based certificate upon successful completion of the ROP program. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

In 2011-12, seventy-eight percent of 12th grade CTE concentrators met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Seventy-nine percent met the proficient or advanced level on the mathematics portion of the CAHSEE. Students identified from special populations are provided with resources appropriate to their specific need. Instructional technicians, interpreters, and financial assistance referrals are among services provided to students from special populations. The percentage of CTE participants from underrepresented gender groups increased in the 2010-11 school year to over 29%. Nearly 34% of CTE concentrators from this group enrolled in a capstone CTE course that led to employment in a nontraditional field, and received a received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

District CTE teachers held a minimum of two industry specific advisory committee meetings during the 2011-12 school-year. Each committee consists of a minimum of five members from industry, one student member, and one faculty member who generally serves as secretary to the committee. During fall and/or spring, course curriculum, outlines, and projects were reviewed to ensure current industry standards are incorporated in student performance learning. The District also has a CTE Advisory Board which consists of a local business representative from each of the individual industry sector advisory committees; students; local community college, and university administrators; a representative from the CA State Employment Development Department; and district CTE faculty and administrators.

Several CTE teachers participated in the SB70 funded 2012 Summer Institute offered by the El Dorado County Career Technical Partnership. The teacher industry-based externship program increased teacher knowledge and their ability to apply core academic and career technical education content standards into their curriculum. A team of two teachers and one agency representative worked together to create contextual lessons/modules that relate to their industry. The teachers worked as "externs" with a local agency or business and learned first-hand the skills and qualities necessary to secure and keep jobs with local employers. Upon completion of the 40-hour externship, the team of three collaborators used the externship experience and the partner's in-depth knowledge of the business or industry to create contextual lessons or modules that the teachers delivered in their classrooms.

The end of the school year assessment is two-fold comprised of 1) CTE teachers self-assessment based on California teaching standards and the eleven (11) elements of a highly effective CTE program, and; 2) a student survey identifying attainment of student career goals. These survey results are reviewed by the district CTE advisory committee board, administrators, instructors, and the school Board of Trustees.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	856
Percent of pupils completing a CTE program and earning a high school diploma	33%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	70.6%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	44.8%

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	6	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	6	
Science	3	
Social Science	3	
All courses	18	4.9%

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

The district has supported professional development opportunities in a variety of ways. For the past four years, teachers have been supported in acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing as well as working with other agencies in organizing and facilitating teacher trainings. Technology-related professional development has included training all Math, Science, English and Social Science teachers on the use of SmartBoards, training Math and Science on the use of the Student Responses Systems and has included advanced training for a cadre of "teacher trainers". Beyond the district level training, each site is allocated funds to support staff development opportunities at the site level. Principals work with a site committee to identify appropriate trainings; these have included Professional Learning Community trainings for teachers and administrators, Common Core training for Math and English, Advanced Placement trainings and attendance at conferences in various curricular areas.

As resources for professional development have decreased the past few years, EDUHSD has maintained a commitment to the continued professional development of our staff members.