

Ponderosa High

School Accountability Report Card Reported Using Data from 2013–14 School Year Published During 2014–15

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. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- 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. About This School

District Contact Information (Most Recent Year)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Wehr, Stephen
E-mail Address	storres@eduhd.k12.ca.us
Web Site	www.eduhd.k12.ca.us

School Contact Information (Most Recent Year)

School Name	Ponderosa High
Street	3661 Ponderosa Rd.
City, State, Zip	Shingle Springs, CA 95682-9435
Phone Number	(530) 677-2281
Principal	Lisa Garrett, Principal
E-mail Address	lgarrett@eduhd.k12.ca.us
Web Site	http://bruin.eduhd.k12.ca.us
County-District-School (CDS) Code	09618530936302

School Description and Mission Statement (Most Recent Year)

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving approximately 1800 students. The oak tree lined 40-acre campus is located in a semi-rural community in the foothills of the Sierra Nevada Mountains.

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 work collaboratively, unified in their commitment to provide meaningful learning opportunities for all students. The 2014-15 staff motto, Pride Honor Spirit exemplifies the heart of what makes Ponderosa known as the most spirited, friendly campus in the region. 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.

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 2013. 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.

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 Schoolwide 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	477
Grade 10	468
Grade 11	447
Grade 12	436
Ungraded Secondary	0
Total Enrollment	1828

Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6%	White	80%
American Indian or Alaska Native	0.3%	Two or More Races	3.8%
Asian	2%	Socioeconomically Disadvantaged	17%
Filipino	0.6%	English Learners	1%
Hispanic or Latino	12.1%	Students with Disabilities	9.9%
Native Hawaiian/Pacific Islander	0.4%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	79	81	79	303
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (Most Recent Year)

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p><u>English 1: Collections-Grade 9</u>, Houghton Mifflin Harcourt, 2015, CC (6/10/2014)</p> <p><u>English 2: Holt McDougal Literature-10th Grade</u>, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012)</p> <p><u>English 3: Collections-Grade 11</u>, Houghton Mifflin Harcourt, 2015, CC (6/10/2014)</p> <p><u>English 4: Elements of Literature</u>, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003)</p>	YES	0.0%
Mathematics	<p><u>Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving</u>, Glencoe/McGraw-Hill, 2008 (6/23/2009)</p> <p><u>Algebra 1: Algebra 1</u>, Pearson, 2015, CC, CA Edition (6/10/2014)</p> <p><u>Geometry: Geometry</u>, Pearson, 2012, CC (5/14/2013)</p> <p><u>Algebra 2: Algebra 2</u>, Pearson, 2015, CC, CA Edition (5/13/2014) EDHS, ORHS, PHS, IHS, VA, VHS Glencoe Algebra 2, Glencoe/McGraw-Hill, 2014, CC (5/13/2014) UMHS</p> <p><u>Advanced Algebra 2: Algebra 2</u>, Pearson, 2012, CC (5/8/2012)</p> <p><u>Pre-Calculus: Pre-Calculus</u>, Pearson, 2013, 6th Edition (5/14/2013)</p>	YES	0.0%
Science	<p><u>Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment</u>, Glencoe/McGraw Hill, 2007 (6/12/2007)</p> <p><u>Biology: Biology, Visualizing Life</u> – IHS, CDS, Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – EDHSD, VHS, ORHS, PHS, UMHS, MVHS, VA, Holt Rinehart Winston, 2002 (5/8/2001)</p> <p><u>Chemistry: Chemistry</u>, Prentice Hall, 2005 (6/13/2006)</p> <p><u>Physics: Physics</u>, Holt Rinehart Winston, 2009 (6/23/2009)</p>	YES	0.0%

History-Social Science	<p><u>World History: The Modern World</u>, Prentice Hall, 2007, CA Edition (6/12/2007)</p> <p><u>U.S. History/Geography: Pursuing American Ideals</u>, Teachers' Curriculum Institute, 2007 (6/12/2007)</p> <p><u>American Government: Magruder's American Government</u>, Prentice Hall, 2006, CA Edition (6/13/06)</p> <p><u>Economics: Economics, Principles and Practices</u>, Glencoe/McGraw Hill, 2005, (6/13/2006)</p> <p><u>Sociology: Sociology and You</u>, McGraw-Hill, 2014 (6/11/2013)</p> <p><u>Psychology: Understanding Psychology</u>, McGraw-Hill, 2014 (6/11/2013)</p>	YES	0.0%
Foreign Language	<p><u>Spanish 1-4: ¡Avancemos! – Levels 1-4</u>, Holt McDougal, 2013, (6/11/2013)</p> <p><u>AP Spanish: TEMAS</u>, Vista Higher Learning, 2014 (6/11/2013)</p> <p><u>German 1-2: Deutsch Aktuell – Levels 1-2</u>, EMC/Paradigm, 2004 – 5th Edition (5/12/2009)</p> <p><u>German 3-4: Deutsch Aktuell – Level 3</u>, EMC/Paradigm, 2005 – 5th Edition (5/12/2009)</p> <p><u>French 1-4: T'es branché – Levels 1-3</u>, EMC Publishing, 2014 (5/13/2014)</p> <p><u>Italian 1-4: Oggi in Italia</u>, Houghton Mifflin, 1998 (5/8/2001)</p> <p><u>Japanese 1-4: Supplemental materials</u> (5/8/2001)</p>	YES	0.0%
Health	<u>Health: Glencoe Health</u> , Glencoe/McGraw Hill, 2009 (6/10/2008)	YES	0.0%
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	NA	0.0%
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	0.0%

School Facility Conditions and Planned Improvements - Most Recent Year

EDUHSD continues to be proactive in improving the physical plant at Ponderosa. Recent changes to the campus for the 2014-15 school year include a conversion of the former electronics lab to a facility that houses the District's CSROP Diesel program. Additionally, a welding lab has been developed to support Career Technical Education (CTE) efforts in Agricultural Mechanics classes. The campus security system has been bolstered by additional surveillance cameras in the staff and student parking lots as well as in high foot traffic areas. General ongoing maintenance projects such as door and jamb replacements have occurred. Agricultural students have begun rebuilding exterior storage sheds as a class project. In order to further support of Ponderosa's Special Education population, the site initiated the conversion of two adjoining classroom into a Learning Center with new carpet, paint, furniture and Chromebooks for student use. In partnership with the local youth soccer program, 85,000 square feet of Bermuda sod was installed on campus creating a premium soccer facility with additional seating and drainage. Portable classrooms in need of repair were repaired and repainted. Current improvements planned for Ponderosa include the remodel and conversion of the current Foods and Science classrooms to better meet the needs of the Culinary program and support the rigorous curriculum of the Science Department.

School Facility Good Repair Status - Most Recent Year

Using the most recent 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

System Inspected	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	✓			

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		✓		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science(Grades 5, 8, and 10)	81%	78%	85%	76%	75%	78%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	78%
All Students at the School	85%
Male	84%
Female	85%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	71%
Native Hawaiian/Pacific Islander	no data
White	90%
Two or More Races	87%
Socioeconomically Disadvantaged	71%
English Learners	no data
Students with Disabilities	50%
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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 for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	65%	68%	68%	68%	69%	54%	56%	55%
Mathematics	56%	61%	50%	46%	48%	45%	49%	50%	50%
History-Social Science	69%	67%	65%	65%	66%	66%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	7	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	5	-1	-18
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	-1	37	-32
Native Hawaiian/Pacific Islander	no data	no data	no data
White	5	-1	-13
Two or More Races		no data	no data
Socioeconomically Disadvantaged	49	-18	-21
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" 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.

Career Technical Education Programs (School Year 2013-14)

Ponderosa High School Career Technical Education (CTE) pathways allow students to learn real-world trades and gain the tools necessary to excel in today's workforce. Courses are designed to give students the chance to apply classroom knowledge to real-world applications. Through collaboration with all departments, the pathways are tailored to allow the students to combine classroom lessons from college prep courses with our CTE courses. In collaboration with the Career Technical Education programs offered through our Central Sierra Regional Occupational program, we are able to offer capstone courses for our students throughout the district.

CTE Programs:

AGRICULTURE LEADERSHIP – 5 Elective credits per term

This elective course is designed to improve the leadership skills of students interested in agricultural occupations. In addition to exploring different leadership styles, this course will improve students' skills in the areas of Goal-setting, Organization, Communication, Time and Resource Management, Public Speaking, Career Development, and Conflict Resolution. This course will combine the areas of classroom, FFA, and supervised occupational experience programs for the complete education of future leaders in agriculture.

AGRICULTURE MECHANICS – 5 Elective credits per term

This elective course will offer students who have a career interest in agriculture the opportunity to advance their skills in the area of mechanics. Agriculture Mechanics will include units relevant to all aspects of this industry. Participation in FFA to develop leadership skills and the maintenance of a Supervised Agricultural Experience project to develop hands-on skills outside of class will be integral to this class.

ADVANCED AGRICULTURE MECHANICS - 5 Elective credits per term

Advanced Agriculture mechanics is an extension of and builds upon skills and knowledge learned in Ag Mech. This course will offer sophomores, juniors, and seniors the opportunity to further advance their skill prophecies in the areas of woodworking, metalwork, project planning, tool fitting, electricity and electronic, plumbing, cold metal processes, concrete, welding technology, hydraulic and pneumatic systems and basic construction techniques. Comprehensive understanding and application of current safety standards and procedures will be a component of each study unit. Career planning and leadership development through participation in FFA and the maintenance of supervised agricultural experience (SAE) project will be an integral part of the course.

AGRICULTURE BUSINESS & ECONOMICS – 5 credits per term; Meets UC requirement "G"

This course is designed for students interested in pursuing advanced studies in the field of agriculture. Students will understand and employ basic economic principles as they relate to agriculture business management, production agriculture, and individual consumers. The course will include study of basic economic concepts, vocabulary, the development and operation of the U.S. market economy from both the macroeconomic and microeconomic context, as well as comparative economic systems and the global market economy. Students will be required to develop a "business" to include product management, packaging, price determination, and marketing. Students will keep accounting-based records of expenses, receipts, and profit/losses. At the conclusion of the course, profits will be split equally amongst the partners. The course will also include development of the skills necessary for the preparation of resumes, job applications, interview skills, and college and scholarship applications.

ORNAMENTAL HORTICULTURE – 5 Elective credits per term

This course is offered to students with a desire to learn about the science and skills involved in producing, managing, and selling ornamental crops. Students will be involved in propagation methods in reproducing plants, landscaping, plant nutrition, marketing, and careers involved in the industry of Ornamental Horticulture. FFA and supervised Occupational Experience Program projects are an integral part of this course articulated with Folsom Lake College for Viticulture certificate program.

FLORAL DESIGN – 5 units per term; Meets UC requirement "F"

This course is designed to teach students the theories and principles of artistic design. The students will apply an artistic approach to floral design while exploring and acquiring practical skills. Students will perform 2- and 3-dimensional designs, understand the history of floral art, develop arrangement styles and techniques, and design seasonal and holiday designs. Students will achieve this through using balance, symmetry, harmony, unity, and texture throughout the course. The curriculum will include problem solving, creative thinking, and written and verbal communication skills. This college prep course will meet the VAPA requirement for high school graduations.

FASHION APPAREL AND TEXTILES – 5 Elective credits per term. This course emphasizes factors affecting clothing choices and decisions, and teaches students to be better consumers of ready-to-wear apparel. Construction techniques are practiced in a laboratory environment. Career options in this field will also be studied.

HOUSING AND INTERIOR DESIGN – 5 Elective credits per term This course will emphasize housing options and alternatives, the various components involved in interior design, such as the elements and principles of design, furniture styles, floor plans, and arrangement of furniture. Career options in this field will also be covered.

AUTOMOTIVE TECHNOLOGY I – 5 Elective credits per term

This is an introductory class designed to expose the student to the basic automotive systems and their functions. Information will be presented through lecture, demonstrations, and selected lab activities. Topics to be covered are engine performance, power train components, ignition, fuel, emissions, cooling, and suspension and brake systems. In the

beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

ADVANCED AUTOMOTIVE TECHNOLOGY – 5 Elective credits per term

Advanced auto is an extension of the skills and knowledge acquired in Automotive Technology I. This is a project oriented, hands-on course designed to give the student an opportunity to develop advanced diagnostic, repair, and managerial skills as applied to the automotive industry. In the beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

FOODS AND NUTRITION – 5 Elective credits per term

This course covers the relationship of nutrition to health and well-being; the selection, preparation and care of food, meal management and optimal use of food dollars. In addition, the course demonstrates competencies needed for planning, preparing and serving food attractively and nutritiously within a given time schedule.

CULINARY II – 5 Elective credits per term

This course builds on those units and skills learned in the Foods and Nutrition class. It covers selection, preparation, and care of food in meal management, as well as budgeting. Students prepare and serve meals to staff and/or students during the second semester. In addition, students study and prepare foods from geographic regions in the United States and/or foods of other cultures. Career options and speakers are emphasized in this course.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	728
Percent of pupils completing a CTE program and earning a high school diploma	30%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	71.55%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	46.24%

State Priority: Other Pupil Outcomes

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

Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	74%	76%	76%	76%	75%	54%	56%	57%	56%
Mathematics	84%	78%	80%	81%	79%	58%	58%	60%	62%

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	48	20	42	38
All Students at the School	24	28	48	20	43	37
Male	32	27	41	16	44	40
Female	17	28	55	24	42	35
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	35	27	37	30	49	21
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	21	27	52	17	42	40
Two or More Races	38	24	38	40	35	25
Socioeconomically Disadvantaged	48	30	22	39	48	13
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	76	14	10	70	25	5
Migrant Education Services	no data	no data	no data	no data	no data	no data

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.9%	24.3%	51.7%

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

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 software- 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
- 10th/11th Middle Years 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)
- School Site Council
- Parent/community advisory groups exist for all Regional Occupational Programs/Career Technical Education
- Career Technical Education pathways
- PHS Community Foundation
- Parent volunteer drivers/chaperones to activities, field trips, competitions
- Safe & Sober Grad Night
- Parent volunteer assistance for short and long-term projects
- Remind 101 texting reminders
- Naviance- college and career readiness program
- 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	3.3%	0.9%	2.7%	3.9%	2.4%	4.2%	14.7%	13.1%	11.4%
Graduation Rate	92.17%	94.16%	97.20%	91.64%	93.26%	94.87%	74.77%	76.26%	78.73%

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	Graduating Class of 2013		
	School	District	State
All Students	92.01	94.74	84.56
Black or African American	100.00	104.76	75.90
American Indian or Alaska Native	100.00	106.25	77.82
Asian	100.00	97.22	92.94
Filipino	91.67	92.59	92.20
Hispanic or Latino	78.05	90.17	80.83
Native Hawaiian/Pacific Islander	0.00	87.50	84.06
Two or More Races			
White	93.25	94.86	90.15
Socioeconomically Disadvantaged	100.00	116.84	82.58
English Learners	50.00	45.45	53.68
Students with Disabilities	54.55	69.03	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.8%	9.6%	8.3%	12.2%	10%	8.3%	5.7%	5.1%	4.4%
Expulsions	0.8%	0.3%	0.2%	0.7%	0.3%	0.3%	0.1%	0.1%	0.1%

School Safety Plan - (Most Recent Year)

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. During the past three school years, the school has seen a decline in the overall suspension and expulsion rates. In 2013-2014 the suspension rate was 8.3%, and the expulsion rate was 0.2%. In 2012-2013, the suspension rate was 9.6% and the expulsion rate was 0.3%. In 2011-2012, the suspension rate was 12.8% and expulsions rate was 0.8%.

The school safety committee meets regularly, 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2009-2010
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		no data
Percent of Schools Currently in Program Improvement		66.7

Note: Cells shaded in black do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	30.2	7	19	33	26	19	22	36	23	31	25	29
Mathematics	30.2	7	19	33	27	17	15	37	24	21	30	22
Science	30.2	7	19	33	29	7	22	23	27	8	31	14
Social Science	30.2	7	19	33	27	17	9	34	25	18	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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	457
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	0	
Nurse	.7	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,774	\$1,637	\$6,137	\$73,690
District			\$6,387	\$71,601
Percent Difference: School Site and District			-4%	3%
State			\$5,537	\$71,584
Percent Difference: School Site and State			11%	3%

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 2013-14)

Ponderosa High School received 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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,030	\$42,957
Mid-Range Teacher Salary	\$58,917	\$69,613
Highest Teacher Salary	\$85,479	\$89,407
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$120,526
Average Principal Salary (High)	\$140,511	\$129,506
Superintendent Salary	\$215,174	\$207,044
Percent of Budget for Teacher Salaries	38%	37%
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/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	7	
Fine and Performing Arts	no data	
Foreign Language	1	
Mathematics	6	
Science	4	
Social Science	7	
All courses	25	19.9%

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

Professional Development – Most Recent Three Years

The El Dorado Union High School District has supported professional development opportunities in the areas of technology, Common Core State Standards and implementation of IEP/504s. This support is demonstrated by the number of in-service training offered by the district in the areas of technology – Google Apps for Education, Online Textbook portals and Chromebook implementation. Additionally, teachers have been trained to use new online textbook portals in English, Science, Math and Foreign Language. These district training programs have been made available to all teachers.

In the area of Special Education, teachers and administrators have received quality education at various workshops and conferences throughout the state. These professional development opportunities have been instrumental in school wide implementation of IEP and 504 requirements. In addition to district training opportunities, the site professional development fund has provided teachers in Math, VAPA, Special Education, CTE, Agriculture and Foreign Language with opportunities to attend workshops and conferences on topics such as Flipped classrooms, Leadership and department specific topics. Teachers in all areas have the option to apply for these funds.

The Leadership Team identifies areas of interest, using both student assessment data and WASC goals, at the start of the school year. Teachers are encouraged to attend training, to become Trainers and to share their experiences with colleagues during department collaboration time, cross-curricular collaboration time and as part of the school wide collaboration effort. Teachers present work during break-out sessions to insure that all staff benefit.

This SARC report was compiled on 02/06/2015 with version 15.0.2e by

Multiple Measures, LLC

www.k12multiplemeasures.com