

# Ponderosa High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Ponderosa High
<b>Street</b>	3661 Ponderosa Rd
<b>City, State, Zip</b>	Shingle Springs, Ca, 95682-9435
<b>Phone Number</b>	530-677-2281
<b>Principal</b>	Lisa Garrett
<b>E-mail Address</b>	lgarrett@eduhdsd.k12.ca.us
<b>Web Site</b>	<a href="http://bruin.eduhdsd.k12.ca.us/">http://bruin.eduhdsd.k12.ca.us/</a>
<b>CDS Code</b>	09618530936302

<b>District Contact Information</b>	
<b>District Name</b>	El Dorado Union High School District
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Stephen Wehr
<b>E-mail Address</b>	supt@eduhds.net
<b>Web Site</b>	www.eduhds.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

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. This year's school wide theme is "Better Together", where each person is valued as an integral "Piece of the Ponderosa Puzzle". 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 school motto, "Pride Honor Spirit" exemplifies the heart of what makes Ponderosa a school of excellence. PRIDE in preparing students with 21st Century skills, offering Advanced Placement and Career Technical Education courses; HONOR in making good things happen for other people, honoring respectful relationships and valuing two-way communication; SPIRIT in cultivating social and emotional intelligence. PHS has a long-standing reputation 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 co-curricular opportunities for students. Student Leadership; Yearbook; Visual & Performing Arts classes (band, choir, drama, art); and Career Technical Education courses including Agriculture/Future Farmers of America (FFA), Culinary, Fashion & Design, Child Development, ROP Animal Health, and ROP Diesel programs are integral components of the Ponderosa campus. The implementation of AVID provides students with resources for post-secondary education. 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, 2013-2017. 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 2015-16)**

Grade Level	Number of Students
Grade 9	466
Grade 10	441
Grade 11	442
Grade 12	429
<b>Total Enrollment</b>	<b>1,778</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	0.9
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.2
White	77.6
Two or More Races	4.9
Socioeconomically Disadvantaged	15.2
English Learners	1
Students with Disabilities	10.7
Foster Youth	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 pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	79	79	79	303
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	2	2	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by 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 (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0.0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning, LLC/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS,</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS  Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)  Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)		
<b>Science</b>	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)  Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)  Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)  Physics: Physics, Holt Rinehart W inston, 2009 (6/23/2009 Board Adopted)  Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted)	Yes	0.0
<b>History-Social Science</b>	World History: The Modern Era, Pearson, (6/28/2016 Board Adopted)  U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted)  American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, CA Edition (12/08/2015 Board Adopted)  Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)  Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)  Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)	Yes	0.0
<b>Foreign Language</b>	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)  AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)  German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)  French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)  Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)  Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
<b>Health</b>	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
<b>Visual and Performing Arts</b>	Miscellaneous Supplemental Instructional Materials	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

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

EDUHSD continues to be proactive in improving the physical plant at Ponderosa. Recent improvements to the campus for the 2016-17 school year include modernization of the former Science (J) building to an upgraded facility with improved science labs. Additionally, in the J building an expanded Culinary classroom was created. This modern facility houses commercial grade appliances and new equipment. The campus security system continues to be bolstered by 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. Ponderosa Maintenance staff has repainted student lockers, created storage areas for furniture, and built a containment facility for ballpark and top soils. The staff also converted a former classroom to a more usable space containing two offices and a conference room. New grass was planted along the access road to the Ponderosa upper parking lot. Safety improvements to the visitor side bleachers were completed for the fall football season. LED retrofits were completed in the music building and continue throughout the campus. Exterior painting of the eaves was completed by the District's facility department.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	74	79	75	81	44	48
<b>Mathematics</b>	59	61	54	58	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>11</b>	439	408	92.9	79.4
<b>Male</b>	<b>11</b>	229	218	95.2	76.6
<b>Female</b>	<b>11</b>	210	190	90.5	82.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	53	47	88.7	71.7
White	11	351	328	93.5	79.4
Two or More Races	11	19	18	94.7	94.1
Socioeconomically Disadvantaged	11	76	69	90.8	57.6
Students with Disabilities	11	58	44	75.9	36.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	439	394	89.8	60.9
Male	11	229	209	91.3	62.1
Female	11	210	185	88.1	59.6
Hispanic or Latino	11	53	46	86.8	47.8
White	11	351	315	89.7	61.6
Two or More Races	11	19	18	94.7	66.7
Socioeconomically Disadvantaged	11	76	66	86.8	34.9
Students with Disabilities	11	58	40	69.0	25.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	84	79	77	77	75	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	435	409	94.0	77.3
<b>Male</b>	225	214	95.1	74.3
<b>Female</b>	210	195	92.9	80.5
<b>Hispanic or Latino</b>	63	57	90.5	66.7
<b>White</b>	325	308	94.8	77.9
<b>Two or More Races</b>	26	24	92.3	83.3
<b>Socioeconomically Disadvantaged</b>	68	63	92.7	63.5
<b>Students with Disabilities</b>	40	29	72.5	37.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### Career Technical Education Programs (School Year 2015-16)

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.

**ANIMAL SCIENCE** – 5 Elective credits per term. This course will expand on Animal Science knowledge that was learned in Agriculture Science. Students will learn scientific concepts related to animals and apply these in hands-on situations. The FFA leadership organization and Supervised Agricultural Experience Projects are an integral part of this class.

**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

**EXPLORING COMPUTER SCIENCE** - 5 Elective credits per term. Exploring Computer Science is a hands-on introduction to computer architecture, programming, and using the computer as a creative tool. The class is taught in the computer lab and is project-based, rather than textbook-based. The class is divided into six basic units. Units consist of: a survey of computer architecture and human/computer interaction, algorithmic problem-solving, web site development, program design and development using Scratch, data analysis, and robotics. Each unit uses a series of projects of increasing complexity to introduce, refine, and integrate programming and development concepts, culminating with a “capstone” projects as a unit final.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	756
% of pupils completing a CTE program and earning a high school diploma	42.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18.0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.6

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12	31.2	44.1

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 schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parent involvement is considered a vital element in the success of all students at Ponderosa High School. Administration encourages parents to support their student in communicating with teachers directly, in addressing both educational and social concerns.

**There are many parent communication and opportunities for school involvement/connections provided:**

- New Parent Orientation Meeting
- 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
- School Site Council
- Parent/community advisory groups exist for all Regional Occupational Programs/Career Technical Education
- 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
- School Site Council

**Parent Booster Clubs include:**

Choir  
 Email: phschoirboostersclub@gmail.com  
 Web: <http://bruinchoir.com>  
 Mailing Address:  
 PVMPBC c/o Erin Bailey  
 3661 Ponderosa Road  
 Shingle Springs, CA 95682

**Band and Color Guard**

Email: booster\_pres@pondoband.org  
 Contact Lori Burne at email address above for more information or to volunteer.  
 Web: pondoband.org

Web: Bruin Den  
 Email: ponderosabruinden@gmail.com  
 Facebook: <https://www.facebook.com/PonderosaFootballBruinDen>  
 Mailing Address:  
 Ponderosa High School Football  
 PO Box 2214  
 Shingle Springs, CA 95682

**Athletic Boosters**

<http://www.ponderosaathleticboosters.com/index.html>  
 Contact: <http://www.ponderosaathleticboosters.com/contact-us.html>  
 President: Jamie Hall

**Basketball Boosters**

Email: admin@phsbasketball.org  
 Or Contact Laura Witzka – Communications @ <http://www.phsbasketball.org/#!contact--information/cnv>  
 Web: <http://www.phsbasketball.org/>

**Ponderosa Wrestling**

Facebook: <https://www.facebook.com/Ponderosa-Wrestling-121894621180208/?fref=ts>

**Ag Boosters**

Facebook: [https://www.facebook.com/phsffaboosters/about/?entry\\_point=page\\_nav\\_about\\_item&ref=page\\_internal](https://www.facebook.com/phsffaboosters/about/?entry_point=page_nav_about_item&ref=page_internal)

**Ponderosa FFA**

Facebook: <https://www.facebook.com/pondoffa/?fref=ts>

**Sober Grad Night**

Email: committee@phssobergradnight.org  
 Web: <http://www.phssobergradnight.org/>  
 President: Ron Crook  
 530-677-2281 X 2375

**Ponderosa Foundation**

Web: <http://bruin.eduhsd.k12.ca.us/AcademicsDepartments/Departments/PHS-Foundation/index.html>

Contact: Jennifer Sands (530)621-1009

**Athletic boosters**

<http://www.ponderosaathleticboosters.com/index.html>

Contact: <http://www.ponderosaathleticboosters.com/contact-us.html>

President: Jamie Hall

**PHS Foundation**

<http://bruin.eduhsd.k12.ca.us/AcademicsDepartments/Departments/PHS-Foundation/index.html>

Contact: Jennifer Sands (530) 621-1009

**Basketball Boosters**

<http://www.phsbasketball.org/>

<http://www.phsbasketball.org/#!contact--information/cnv>

Contact: Laura Witzka - Communications

[admin@phsbasketball.org](mailto:admin@phsbasketball.org)

**Ag Boosters**

[https://www.facebook.com/phsffaboosters/about/?entry\\_point=page\\_nav\\_about\\_item&ref=page\\_internal](https://www.facebook.com/phsffaboosters/about/?entry_point=page_nav_about_item&ref=page_internal)

**Ponderosa FFA**

Faceboook: <https://www.facebook.com/pondoffa/?fref=ts>

**Sober Grad Night**

President: Ron Crook

<http://www.phssobergradnight.org/>

Email: [committee@phssobergradnight.org](mailto:committee@phssobergradnight.org)

Phone: 530-677-2281 x2375

**Ponderosa Wrestling**

Facebook: <https://www.facebook.com/Ponderosa-Wrestling-121894621180208/?fref=ts>

**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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	2.70	4.00	2.70	4.20	2.80	2.60	11.40	11.50	10.70
<b>Graduation Rate</b>	94.39	92.56	94.66	93.13	93.49	95.29	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	91	96	86
Black or African American	50	100	78
American Indian or Alaska Native	0	100	78
Asian	86	92	93
Filipino	100	100	93
Hispanic or Latino	95	98	83
Native Hawaiian/Pacific Islander	100	100	85
White	92	96	91
Two or More Races	77	97	89
Socioeconomically Disadvantaged	59	77	66
English Learners	0	33	54
Students with Disabilities	87	100	78

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.3	6.7	7.2	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	0.2	0.2	0.2	0.3	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 2015-2016 the suspension rate was 6.0%, and the expulsion rate was 0.2%. In 2014-2015, the suspension rate was 6.9% and the expulsion rate was 0.2%. In 2013-2014, the suspension rate was 9.0% and expulsion rate was 0.2%.

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. 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.

Ponderosa High School continues to make efforts to promote a safe and positive campus culture free of bullying and harassment. Student-led programs such as Dude Be Nice, Link Crew, and others work to involve students in campus life, promote kindness, and build school pride and spirit.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	31	25	29	25	21	27	27	30	NA	NA	NA
Mathematics	24	21	30	22	25	18	31	21	30	NA	NA	NA
Science	27	8	31	14	29	5	23	21	29	NA	NA	NA
Social Science	25	18	18	25	25	17	16	27	28	NA	NA	NA

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	445.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9646	2104	7542	80901
District	N/A	N/A	7746	\$76,036
Percent Difference: School Site and District	N/A	N/A	-2.6	6.4
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	31.3	2.8

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

**Types of Services Funded (Fiscal Year 2015-16)**

Ponderosa High School received General Fund and Title III support for school programs. Money is allocated to promote student achievement especially within our EL Population, for Teacher Professional Development, to preserve extracurricular and co-curricular opportunities, and maintain technology, equipment, and facilities. Teachers are supported through professional development funds in the areas of instructional practices and assessment development. The EL program receives funds for both technological assistance and tutoring options designed to assist our EL population.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
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 (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	18	20

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)

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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. The District has provided extensive opportunities for teachers to explore the use of technology, alternative curriculum, delivery models and grading programs. In addition to these workshop options, teachers are invited to attend a book club that explores a topic of interest, and summer institutes are also available.

Teachers who attend conferences return to campus and provide professional development, either during a staff meeting or on a collaboration day, so that all members of the school can benefit from these opportunities.

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, English, Social Studies, 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. Recently, both administrators and teachers have begun to explore assessment workshops and engage in dialogue around grading.