

# Ponderosa High

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

### DataQuest

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

### Internet Access

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

## Lisa Garrett

Principal, Ponderosa High

### About Our School

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 postsecondary 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.

### Contact

Ponderosa High

3661 Ponderosa Rd.  
Shingle Springs, CA 95682-9435

Phone: 530-677-2281  
E-mail: [kwood@eduhd.k12.ca.us](mailto:kwood@eduhd.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Ron Carruth
<b>E-mail Address</b>	<a href="mailto:rcarruth@eduhd.k12.ca.us">rcarruth@eduhd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<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>	<a href="mailto:kwood@eduhd.k12.ca.us">kwood@eduhd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://bruin.eduhd.k12.ca.us/">http://bruin.eduhd.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	09618530936302

*Last updated: 1/15/2019*

### School Description and Mission Statement (School Year 2018—19)

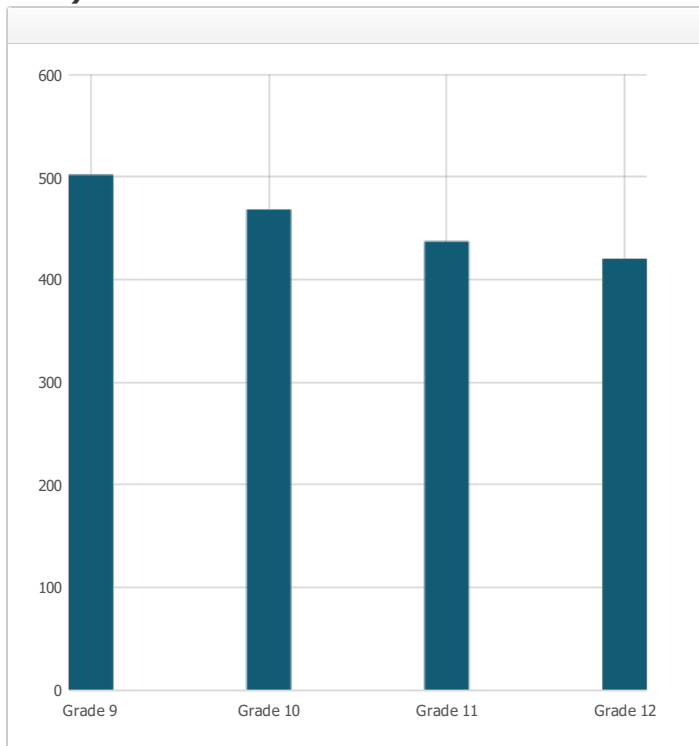
Ponderosa High School's mission is to support students as they excel in their chosen endeavors and develop pride in their academics, maintain integrity and honor in their character, and embody a spirit of service on campus and in the community. Ponderosa is committed to creating and maintaining outstanding educational programs to foster student development and exploration.

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.

*Last updated: 1/15/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	502
Grade 10	468
Grade 11	437
Grade 12	420
<b>Total Enrollment</b>	<b>1827</b>



Last updated: 1/15/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	1.0 %
Asian	1.9 %
Filipino	1.3 %
Hispanic or Latino	14.4 %
Native Hawaiian or Pacific Islander	0.1 %
White	74.3 %
Two or More Races	6.3 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.4 %
English Learners	1.5 %
Students with Disabilities	11.8 %
Foster Youth	0.3 %

## A. Conditions of Learning

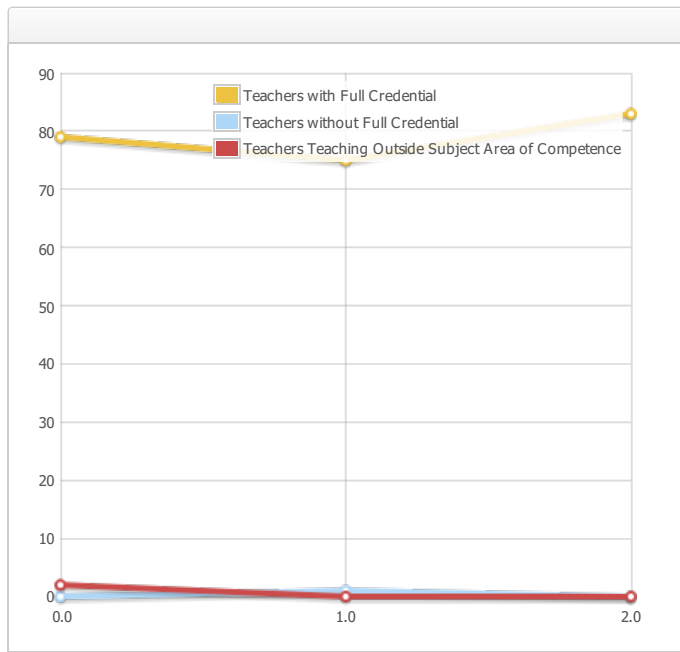
### State Priority: Basic

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

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

#### Teacher Credentials

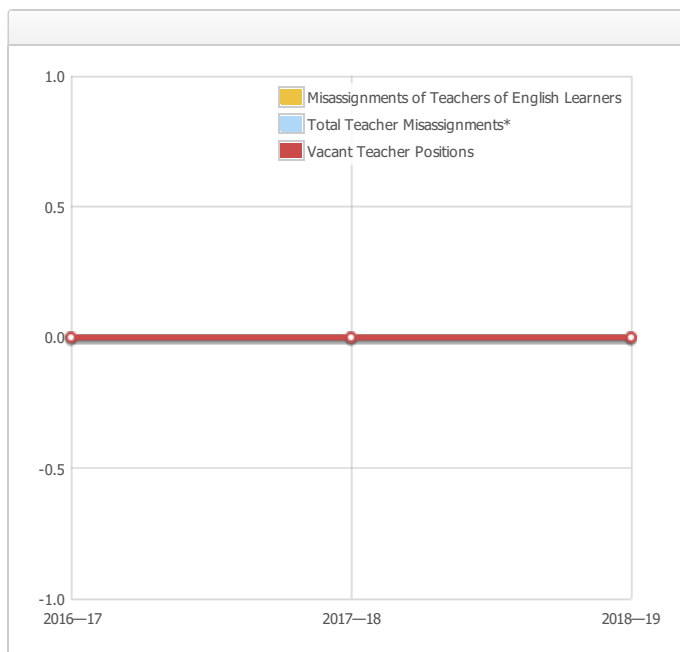
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	79	75	83	296
Without Full Credential	0	1	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	2



Last updated: 1/15/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/15/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 (5/20/2003 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/ 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)</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>	Yes	0.0 %
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p>	Yes	0.0 %
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p>	Yes	0.0 %

Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)				
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)			Yes 0.0 %
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials			Yes 0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A			N/A 0.0 %

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

*Last updated: 1/15/2019*

## School Facility Conditions and Planned Improvements

The physical plant at Ponderosa High is in excellent condition for a site that is over 50 years old. Improvements for the 2017-18 school year include: replacing main water line on the JV field, repainting all safety lines, repainting parking lines, repainting exterior doors, repainting J and K building lockers, repainting E building bathrooms, repainting exterior basketball backboards and court lines, uneven concrete was repaired, and drywall was replaced where needed. In addition all classrooms were deep-cleaned. Skirting was replaced in the P portable buildings. New irrigation was installed in the P portable area as well. New security cameras were installed in the cafeteria and J science building. Numerous Viewsonic televisions were installed to replace outgoing Smartboards.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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*Last updated: 1/15/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	81.0%	73.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	62.0%	58.0%	55.0%	53.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/15/2019*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	399	94.77%	72.93%
Male	199	189	94.97%	64.02%
Female	222	210	94.59%	80.95%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	15	13	86.67%	76.92%
Filipino	--	--	--	
Hispanic or Latino	49	46	93.88%	52.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	322	306	95.03%	74.84%
Two or More Races	23	22	95.65%	81.82%
Socioeconomically Disadvantaged	84	78	92.86%	50.00%
English Learners	12	11	91.67%	27.27%
Students with Disabilities	43	33	76.74%	12.12%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2019*

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	399	94.77%	58.15%
Male	199	189	94.97%	54.50%
Female	222	210	94.59%	61.43%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	15	14	93.33%	57.14%
Filipino	--	--	--	
Hispanic or Latino	49	45	91.84%	26.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	322	306	95.03%	61.76%
Two or More Races	23	22	95.65%	68.18%
Socioeconomically Disadvantaged	84	80	95.24%	37.50%
English Learners	12	12	100.00%	33.33%
Students with Disabilities	43	35	81.40%	2.86%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/15/2019*

## Career Technical Education (CTE) Programs (School Year 2017–18)

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. CTE courses can be modified as needed for those students in defined special populations. 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. Measurable outcomes from CTE Programs include the number of students enrolled in the course each year, pass rate of classes, and the number of students that take additional courses within a CTE pathway.

The CTE courses offered at PHS include: Agriculture Leadership, Agriculture Mechanics, Advanced Ag Mechanics, Agriculture Business and Economics, Animal Science, Floral & Adv Floral Design, Fashion Apparel and Textiles & Adv Fashion, Automotive Technology I, Culinary I & II, Exploring Computer Science, and AP Computer Science.

The primary representatives on the district CTE advisory committee include an assistant superintendent and various assistant principals. They represent the various industries and CTE courses offered throughout the district.

*Last updated: 1/15/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	627
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	24.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.0%

*Last updated: 1/15/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.2%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	12.8%	31.4%	44.6%

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.

Last updated: 1/16/2019

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Parents can become involved in school activities including membership on Site Council; WASC Self-Study; ELAC; Safety Committee; Parent Booster groups (including band, choir, athletics, FFA, Bruin Den, ASB events); PHS Foundation; PHS Safe & Sober Grad Night; Every 15 Minutes, every other year.

Parent outreach/engagement meetings include 8th Grade Parent Night/Open House; New Parent Orientation/LINK Crew; Back to School Night; new student enrollments from non-feeder schools. Families are invited to the annual Career Fair; College Fair; PSAT Night, Middle Years Night; Financial Aid Night; FLC Night; Military & Academy Night; Athletic Recruiting Night; Community College Fair; Advanced Placement Night; Cash for College Night. There is also a monthly Principal Coffee Chat on a topic of the month (dress code, vaping, dance rules, etc).

# State Priority: Pupil Engagement

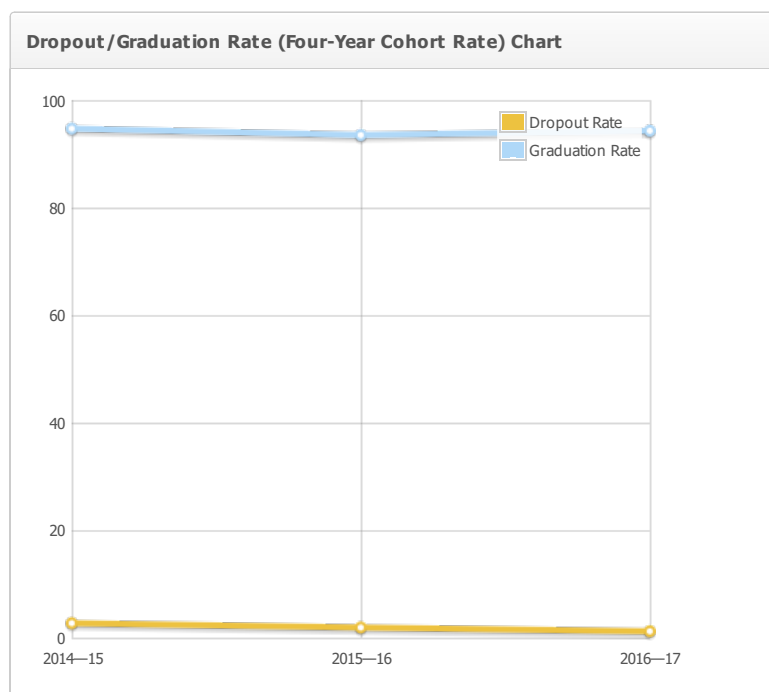
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	2.7%	1.9%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	94.7%	93.5%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.2%	2.3%	9.1%
Graduation Rate	94.3%	94.7%	82.7%



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

Last updated: 1/15/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.7%	94.3%	88.7%
Black or African American	0.0%	81.8%	82.2%
American Indian or Alaska Native	100.0%	85.7%	82.8%
Asian	91.7%	95.1%	94.9%
Filipino	75.0%	94.1%	93.5%
Hispanic or Latino	84.6%	92.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	94.0%	94.8%	92.1%
Two or More Races	94.4%	96.5%	91.2%
Socioeconomically Disadvantaged	92.8%	95.3%	88.6%
English Learners	75.0%	42.9%	56.7%
Students with Disabilities	57.8%	71.0%	67.1%
Foster Youth	50.0%	60.0%	74.1%



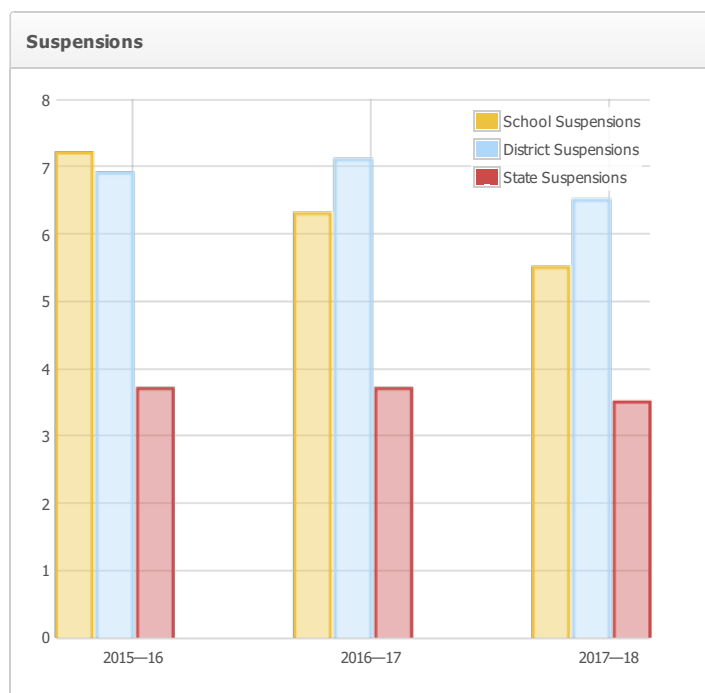
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	7.2%	6.3%	5.5%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.3%	0.3%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

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.

The school safety committee updates the school safety plan each school year. The safety plan is approved by the Ponderosa High School Site Council, Leadership Team, and Management Team. The facets of the 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 classrooms and office buildings. Ponderosa High School has use of a full-function online system enabling emergency communications and notifications. Additionally, students and staff are encouraged to participate in a variety of clubs, ASB activities, and school-wide themes that promote a positive school atmosphere and inclusion for all.

In cooperation with the El Dorado County Sheriff's Department, Ponderosa participates in the School Resource Officer program. SROs have been an invaluable resource in the prevention and solution of on campus crime and discipline issues. The safety and orderliness of the campus has been enhanced by Ponderosa's participation in this program.

Last updated: 1/15/2019

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	24.0	24	27	26
Mathematics	25.0	16	33	18
Science	27.0	6	36	10
Social Science	25.0	18	22	20

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	25.0	21	24	30
Mathematics	23.0	24	31	22
Science	28.0	6	24	19
Social Science	25.0	17	22	21

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	25.0	25	22	30
Mathematics	24.0	21	31	22
Science	29.0	6	24	18
Social Science	25.0	17	17	23

\* 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.

*Last updated: 1/15/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	456.0
Counselor (Social/Behavioral or Career Development)		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		N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

*Last updated: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10707.0	\$2537.0	\$8170.0	\$82486.0
District	N/A	N/A	\$8556.0	\$81042.0
Percent Difference – School Site and District	N/A	N/A	-5.0%	2.0%
State	N/A	N/A	\$6574.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	50.0%	-4.0%

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

*Last updated: 1/15/2019*

## Types of Services Funded (Fiscal Year 2017—18)

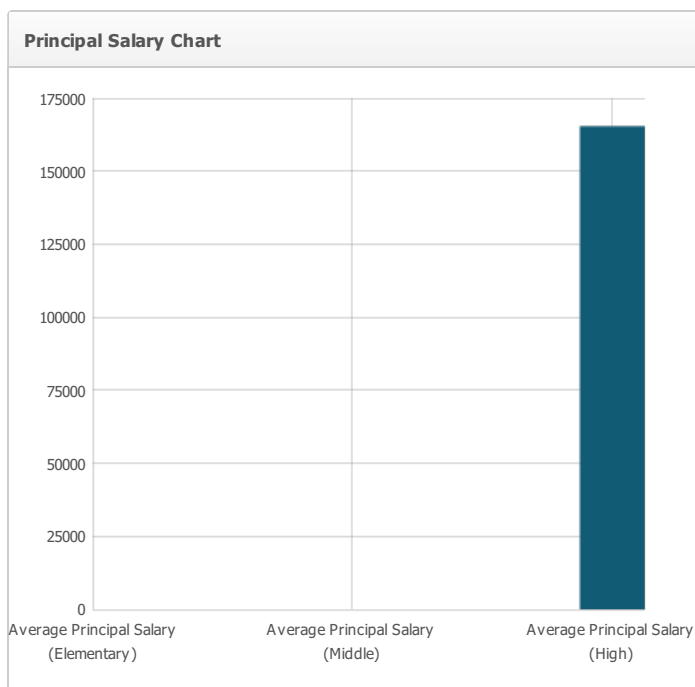
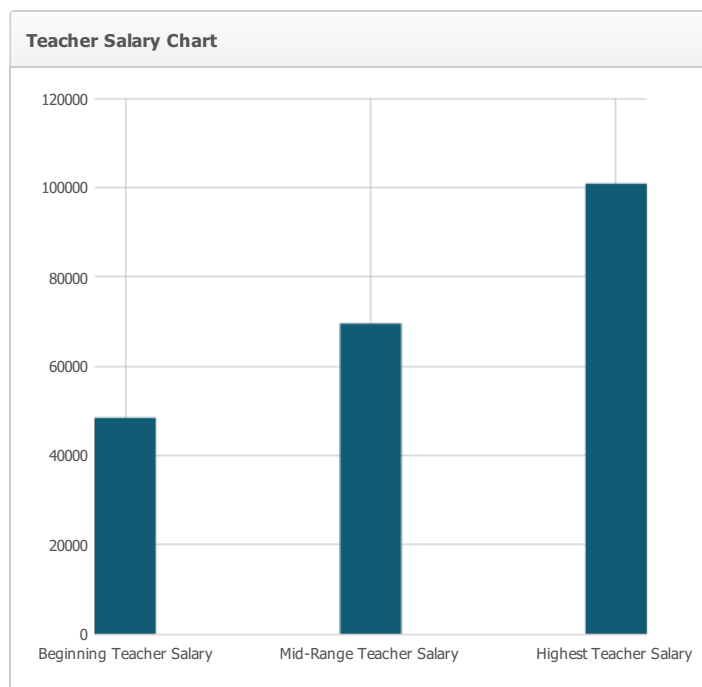
Ponderosa High School received General Fund and Title III support for school programs. Money is allocated to promote student achievement especially within our EL Population, for Teacher Professional Development, to preserve extracurricular and co-curricular opportunities, and maintain technology, equipment, 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.

Last updated: 1/15/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,407	\$50,747
Mid-Range Teacher Salary	\$69,511	\$86,127
Highest Teacher Salary	\$100,848	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$165,381	\$150,286
Superintendent Salary	\$231,663	\$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/15/2019

**Advanced Placement (AP) Courses (School Year 2017–18)**

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	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All Courses	14	18.0%

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

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

*Last updated: 1/16/2019*

**Professional Development**

In addition to the two days prior to the start of the school year, Ponderosa has 16 collaboration days; two of which are all-school meeting days. Our major areas of focus are in the areas of technology use and differentiating instruction to meet the needs of all learners.

Teachers provide professional development during these collaboration days and at the monthly staff meetings by sharing their expertise gained through attendance at conferences funded through professional development funds and through any grant 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 that focus on helping students that struggle in their classes with either gaining access to material or with providing differentiated curriculum. Teachers interested in attending workshops or conferences submit requests to a teacher committee that confirms that the subject matter conforms to the site SPSA and/or WASC goals before allocating funds for attendance. Upon returning teachers share with staff through either breakout sessions during collaboration time or at monthly staff meetings.

As part of our current WASC cycle, new collaboration goals have been identified and professional development funds will continue to support these identified student learning needs.

*Last updated: 1/15/2019*