

Ponderosa High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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 current mantra of “Better Together” and “Walk a Mile in My Shoes”. Through the power of “we” or team, the Ponderosa High School 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 High School 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 School is 32 students per teacher in all core academic areas.

Ponderosa High School has developed a Multi-Tiered System of Support (MTSS) that implements academic, behavioral, and social supports within the system. There is continuous evaluation of student achievement data to impact decision making and school-wide improvement. To support students, the Universal Screening Tool has been instrumental to help place 8th grade students into appropriate classes including Connections, AVID, Reading Support, Geometry Support, Algebra Foundations, English Language Learners, Reading, and Learning Centers. Ponderosa High School offers students a strong College and Career pathway to success. Ponderosa High School offers a rich selection of Advanced Placement coursework in addition to Career Technical Education courses including Culinary, Agriculture, Auto-Diesel, and Computer Science.

The Ponderosa High School “Bruin” learning community enjoys offering extracurricular opportunities for students. Student Leadership, yearbook, music (band and choir), drama, and Future Farmers of America (FFA) programs are integral components of the Ponderosa High School 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 and many student clubs based on student interest. 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 postsecondary education or the workplace
- 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

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 483 |
| Grade 10 | 439 |
| Grade 11 | 436 |
| Grade 12 | 436 |
| Total Enrollment | 1,794 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 0.7 |
| Asian | 2.1 |
| Filipino | 1.2 |
| Hispanic or Latino | 13.3 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 77 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 16.7 |
| English Learners | 1 |
| Students with Disabilities | 11.3 |
| Foster Youth | 0.4 |

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 | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 79 | 79 | 79 | 293 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 2 | 2 | 2 | 2 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 | English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted) English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) 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) | Yes | 0.0 |
| Mathematics | Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning, LLC/ Holt-McDougal, 2015 (6/28/2016 Board Adopted) Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted) | Yes | 0.0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| | <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> | | |
| Science | <p>Earth and Space Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 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, (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, CA Edition (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 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| World Language | 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) 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) | Yes | 0.0 |
| 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 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 | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

For 2016-17, the Ponderosa Maintenance Department deep cleaned all buildings throughout the year. Lockers in both the E and B building were painted. Numerous repairs and improvements were made to the physical plant. The grounds were improved by repairing the drag berms on the athletic fields. Bleachers were added to the varsity baseball and softball fields. Additionally, the varsity baseball backstop was replaced. Continual irrigation improvements took place and pads were created for excess dirt. At the conclusion of the school year, the football field artificial turf was removed and replaced.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|----------------------|-------------|-------------|--|
| Year and month of the most recent FIT report: September 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: September 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: September 2017 | | | | |
|--|-----------|------|------|------|
| 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 79 | 81 | 81 | 76 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 61 | 62 | 58 | 55 | 36 | 37 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 424 | 396 | 93.4 | 81.31 |
| Male | 225 | 214 | 95.11 | 78.5 |
| Female | 199 | 182 | 91.46 | 84.62 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 62 | 55 | 88.71 | 76.36 |
| White | 319 | 302 | 94.67 | 82.12 |
| Two or More Races | 24 | 21 | 87.5 | 76.19 |
| Socioeconomically Disadvantaged | 64 | 56 | 87.5 | 78.57 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 40 | 30 | 75 | 33.33 |

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 424 | 393 | 92.69 | 62.34 |
| Male | 225 | 209 | 92.89 | 61.72 |
| Female | 199 | 184 | 92.46 | 63.04 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 62 | 58 | 93.55 | 51.72 |
| White | 319 | 297 | 93.1 | 63.3 |
| Two or More Races | 24 | 20 | 83.33 | 80 |
| Socioeconomically Disadvantaged | 64 | 58 | 90.63 | 51.72 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 40 | 27 | 67.5 | 11.11 |

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 79 | 77 | 75 | 70 | 60 | 56 |

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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. 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 CTE.

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.

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.

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, powertrain 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.

CULINARY I – 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.

AP COMPUTER SCIENCE PRINCIPLES - Designed to be equivalent to a first semester introductory college computing course. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

ROP DIESEL ENGINE - The Diesel Engine program is designed to mix classroom instruction with hands-on training, including the basics of diesel technology, repair techniques and equipment, and practical exercises. Principles and theories are studied by running, testing, diagnosing, disassembling and reassembling components, systems, and engines. Students also learn how to interpret technical manuals and electronic diagnostic reports. Graduates can continue their education at American River College to obtain a Diesel Technology degree. College credit may be available through American River College.

ROP LAW ENFORCEMENT - This course is designed to acquaint the student with every facet of the criminal justice field and includes instruction in firearms, elementary law, unarmed defense, rights of citizens, and court procedure. The entire scope of careers in law enforcement is discussed, covering every level from federal to state to local. Students learn how to apply for and pass law enforcement entry examinations. In addition, students are taught the proper way to complete job application forms and are exposed to a "mock oral," which simulates the stress of an actual job interview.

The student has an opportunity to get to know professionals in the field through the many field trips made available.

ROP ANIMAL HEALTH - The intent of this yearlong course is to prepare high school students to work in the Animal Health industry. The course focuses on livestock and small animals. Upon completion of this course, students will have knowledge and hands-on experience in the areas of specific animal species, health and diseases, animal behavior, livestock and small animal procedures, and veterinary assistance. Second semester, students work in community classrooms related to the Animal Health industry. Example community classrooms may include veterinary clinics, pet groomers, retail animal health businesses, horse facilities, ranches, and zoos. Students will meet once per week in the classroom and then be in community classrooms for the remainder of their hours. Field trips and guest speakers will enhance instruction. The course also includes instruction in the FFA leadership organization, careers, and supervised occupational and agricultural experience projects, and job readiness.

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 624 |
| % of pupils completing a CTE program and earning a high school diploma | 38% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 11% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.61 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 57.51 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 11.8 | 24.1 | 49 |

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 State priority: Parental Involvement (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 2017-18)

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:

- New Parent Orientation Meeting
- Aeries software- for checking student progress, grade reports, transcripts, and class schedules.
- Ponderosa High School website
- Email, text and telephone correspondence- Parent Square
- Parent/Teacher/Student conferences
- Student Study Teams
- Individual Education Plans
- 504 Plans
- Parent surveys
- 8th Grade Parent Night
- 10th/11th Middle Years Night
- PSAT Night, FAFSA Night, Military Academy Night
- Open House
- Back to School Night/Freshman Parent Orientation
- Freshman Night
- PIQE- Parent Institute for Quality Education
- Counseling and Career Center notifications
- Automated dialer/email notifications
- Digital marquee
- Parent Booster Clubs—

Choir

Web: <http://bruinchoir.com/>
phschoirboostersclub@gmail.com

Mailing Address:

PVMPBC c/o Sarah Cunningham
3661 Ponderosa Road
Shingle Springs, CA 95682

Band and Color Guard

Web: pondoband.org

Contact Lori Burne at booster_pres@pondoband.org for more information or to volunteer.

Bruin Den

Ponderosa High School Football
PO Box 2214 Shingle Springs CA 95682
Contact: ponderosabruinden@gmail.com
<https://www.facebook.com/PonderosaFootballBruinDen>

Athletic Boosters

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

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

Ag Boosters

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

President: Ron Crook

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

Email: committee@phssobergradnight.org

Phone: 530-677-2281 x237

Ponderosa Wrestling

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

- School Site Council
- School Safety Committee
- 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

PHS Administration encourages parents to support their student in communicating with teachers directly, in addressing:

- Educational concerns
- Social 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 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 | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 4 | 2.7 | 1.9 | 2.8 | 2.6 | 2.2 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 92.56 | 94.66 | 93.49 | 93.49 | 95.29 | 94.33 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 91.61 | 94.47 | 87.11 |
| Black or African American | 66.67 | 90 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 80 | 92.96 | 94.42 |
| Filipino | 100 | 100 | 93.76 |
| Hispanic or Latino | 92.59 | 92.68 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 85.71 | 86.57 |
| White | 91.69 | 94.72 | 90.99 |
| Two or More Races | 94.74 | 95.95 | 90.59 |
| Socioeconomically Disadvantaged | 44 | 65.38 | 63.9 |
| English Learners | 100 | 75 | 55.44 |
| Students with Disabilities | 89.47 | 99.38 | 85.45 |
| Foster Youth | 50 | 83.33 | 68.19 |

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 6.73 | 7.22 | 6.28 | 6.99 | 6.88 | 7.05 | 3.79 | 3.65 | 3.65 |
| Expulsions | 0.16 | 0.16 | 0.32 | 0.23 | 0.2 | 0.3 | 0.09 | 0.09 | 0.09 |

School Safety Plan (School Year 2017-18)

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 High School 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 High School 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 High School 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 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 75 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 25 | 21 | 27 | 27 | 24 | 24 | 27 | 26 | 25 | 21 | 24 | 30 |
| Mathematics | 25 | 18 | 31 | 21 | 25 | 16 | 33 | 18 | 23 | 24 | 31 | 22 |
| Science | 29 | 5 | 23 | 21 | 27 | 6 | 36 | 10 | 28 | 6 | 24 | 19 |
| Social Science | 25 | 17 | 16 | 27 | 25 | 18 | 22 | 20 | 25 | 17 | 22 | 21 |

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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 4.0 | 449.0 |
| 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$10,281 | \$2,188 | \$8,093 | \$83,855 |
| District | N/A | N/A | \$8,386 | \$79,144 |
| Percent Difference: School Site and District | N/A | N/A | -3.5 | 6.0 |
| State | N/A | N/A | \$6,574 | \$82,770 |
| Percent Difference: School Site and State | N/A | N/A | 23.1 | 1.3 |

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

Types of Services Funded (Fiscal Year 2016-17)

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.

AVID - Advancement Via Individual Determination, is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,407 | \$50,221 |
| Mid-Range Teacher Salary | \$69,511 | \$83,072 |
| Highest Teacher Salary | \$100,848 | \$104,882 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$128,094 |
| Average Principal Salary (High) | \$165,381 | \$146,114 |
| Superintendent Salary | \$215,250 | \$226,121 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| 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 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |
| Social Science | 5 | N/A |
| All courses | 14 | 19 |

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)

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 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 equity and access in the classroom, 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.