

Ponderosa High

School Accountability Report Card Reported Using Data from the 2018—19 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

 Principal, Ponderosa High

About Our School

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving approximately 1,800 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 career ready. This year's school wide theme is "We Rise by Lifting Others", where each person recognizes their ability to offer help to others and improve their own life in the process. 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 school motto, "Pride Honor Spirit" exemplifies the heart of what makes Ponderosa High School 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 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, ROP Law Enforcement and ROP Diesel programs are integral components of the Ponderosa High School 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, 2019-2025. 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

Email: kwood@eduhd.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	rcarruth@eduhd.k12.ca.us
Website	www.eduhd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Ponderosa High
Street	3661 Ponderosa Rd.
City, State, Zip	Shingle Springs, Ca, 95682-9435
Phone Number	530-677-2281
Principal	Lisa Garrett, Principal
Email Address	kwood@eduhd.k12.ca.us
Website	http://bruin.eduhd.k12.ca.us/
County-District-School (CDS) Code	09618530936302

Last updated: 1/23/2020

School Description and Mission Statement (School Year 2019—20)

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.

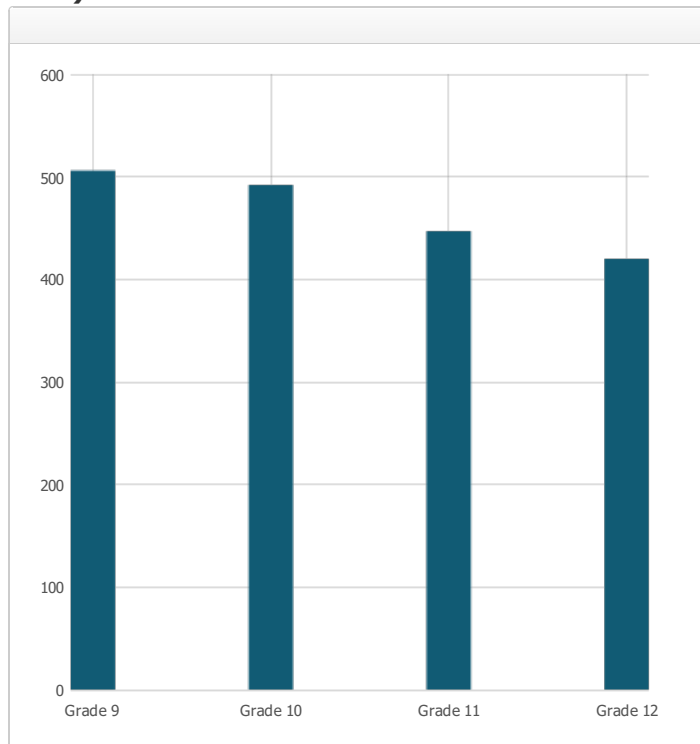
2019-20 Single Plan for Student Achievement Goals – addressing 3 critical needs identified during WASC Accreditation:

1. Students will graduate with academic and whole-student readiness essential to choose from a wide variety of post-secondary options. Increase focus on technology literate citizens. Specifically, increase the types of technology used on campus to enhance curriculum, teaching practice, and student application.
2. Socioeconomically disadvantaged students, English learners, and foster youth in the ninth and tenth grades with a GPA between 1.6-2.5 will improve their GPA by the end of the year. Sophomores will be on course for graduation with completion of 120 credits by the end of the year. Expand the Freshmen Success program to all underclassmen, including both 9th and 10th grade students. Work to ease the transition for freshmen from middle school to high school both academically and socially by building upon our freshmen program.
3. Provide students with a safe learning environment where there are caring adults to meet their socio-emotional needs. Specifically, students reporting feeling sad and hopeless will decrease by 2% as measured by the California Healthy Kids Survey, and students seriously considering suicide will decrease by 2% as measured by the California Healthy Kids Survey.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	506
Grade 10	492
Grade 11	447
Grade 12	420
Total Enrollment	1865



Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.80 %
Asian	2.50 %
Filipino	1.40 %
Hispanic or Latino	15.10 %
Native Hawaiian or Pacific Islander	0.10 %
White	72.90 %
Two or More Races	6.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.70 %
English Learners	0.90 %
Students with Disabilities	12.60 %
Foster Youth	0.40 %
Homeless	0.30 %

A. Conditions of Learning

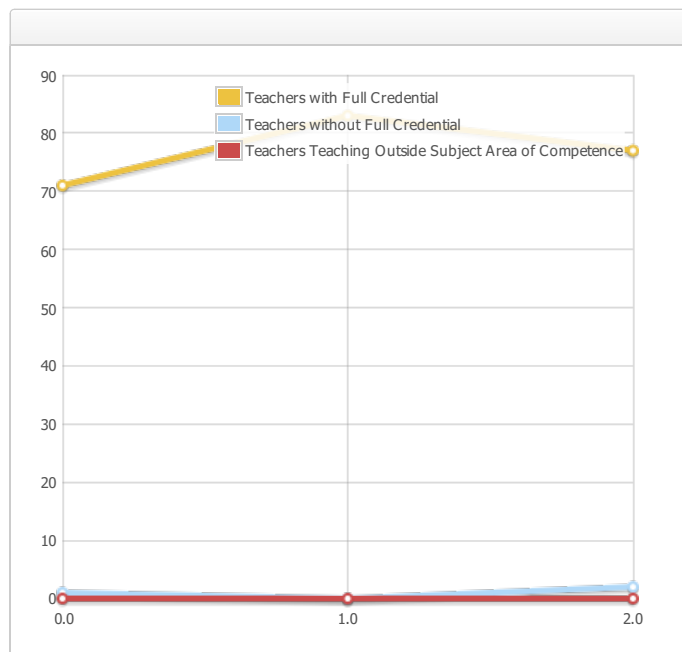
State Priority: Basic

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

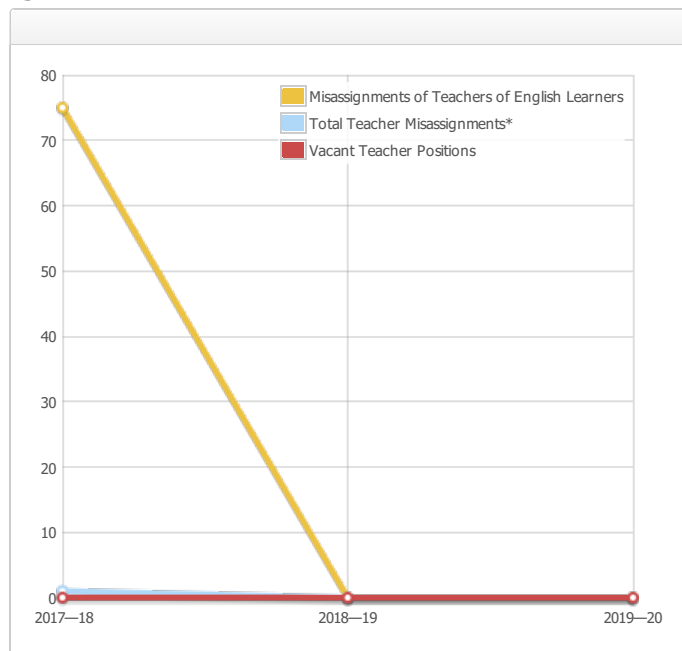
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	71	83	77	292
Without Full Credential	1	0	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/23/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	75	0	0
Total Teacher Misassignments*	1	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: 1/23/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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	0.00 %
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	0.00 %
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 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 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> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.00 %

Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.00 %
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: 1/23/2020

School Facility Conditions and Planned Improvements

Maintenance and Operations staff patched and painted the weight room, wrestling room, boys locker room and S building. New lawns were planted by the tennis courts and Administration office. Classroom doors that needed repainting were done. Dead and dangerous trees around campus were removed. Additionally, cracks in our basketball courts were filled and new concrete was installed to replace trip hazards.

The school district began a sustainable energy program which added solar panels and infrastructure to the campus. In addition, over 20 parking spots were added to improve the overall parking situation. Along with the parking, a new drop off area was designed and built along Ponderosa Road to improve traffic flow and safety.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/23/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	70.0%	68.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	59.0%	53.0%	55.0%	38.0%	39.0%

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: 1/23/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	419	95.44%	4.56%	69.86%
Male	217	213	98.16%	1.84%	66.98%
Female	222	206	92.79%	7.21%	72.82%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	59	59	100.00%	0.00%	56.90%
Native Hawaiian or Pacific Islander					
White	331	314	94.86%	5.14%	71.34%
Two or More Races	26	26	100.00%	0.00%	76.92%
Socioeconomically Disadvantaged	85	80	94.12%	5.88%	60.00%
English Learners	--	--	--	--	
Students with Disabilities	51	41	80.39%	19.61%	25.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/23/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	438	419	95.66%	4.34%	58.95%
Male	216	212	98.15%	1.85%	56.13%
Female	222	207	93.24%	6.76%	61.84%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	59	59	100.00%	0.00%	38.98%
Native Hawaiian or Pacific Islander					
White	330	314	95.15%	4.85%	62.42%
Two or More Races	26	26	100.00%	0.00%	73.08%
Socioeconomically Disadvantaged	85	78	91.76%	8.24%	37.18%
English Learners	--	--	--	--	
Students with Disabilities	51	43	84.31%	15.69%	6.98%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/23/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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 Ponderosa High School include: Agriculture Leadership, Agriculture Science, Agriculture Mechanics, Advanced Ag Mechanics, Agriculture Business and Economics, Animal Science, Floral & Adv Floral Design, Fashion Apparel and Textiles & Advanced Fashion, Automotive Technology I, Culinary I & II, Exploring Computer Science, and AP Computer Science.

In addition to on campus CTE classes Ponderosa High School also hosts three Regional Occupational Programs on our campus; Animal Health, Diesel Engine, and Law Enforcements. In addition to these courses, Ponderosa High School students can enroll in other ROP offerings at other school sites in the district. Throughout the district students can enroll in Database Design, Cosmetology, Dental Careers, Health Careers, Culinary Arts, Fire Control, Metal Fabrication, and an Auto Engine course.

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: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	755
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.40%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	11.80%

Last updated: 1/23/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.29%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.92%

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 2018—19)

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	11.20%	23.30%	52.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/23/2020

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 2019—20)

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.

State Priority: Pupil Engagement

Last updated: 1/23/2020

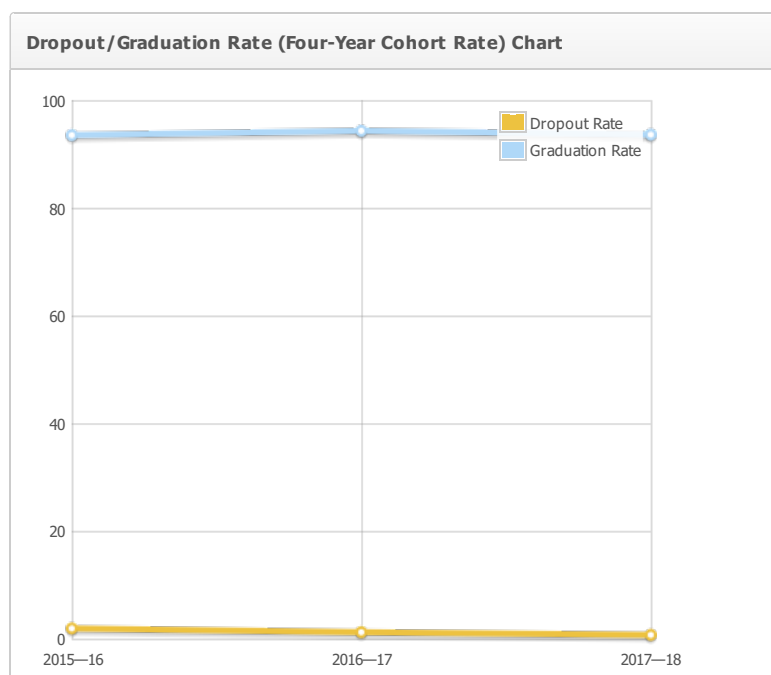
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	1.90%	2.20%	9.70%
Graduation Rate	93.50%	94.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.20%	0.70%	2.30%	2.10%	9.10%	9.60%
Graduation Rate	94.30%	93.60%	94.70%	94.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.30%	5.50%	5.40%	7.10%	6.50%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.30%	0.40%	0.30%	0.50%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

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 and buckets 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.

An on-campus Wellness Center is to be established in January 2020, staffed by mental health professionals with the knowledge and capacity to refer students to outside mental health and wellness resources as needed. In addition, Ponderosa High School 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 High School's participation in this program.

Last updated: 1/30/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	21	24	30
Mathematics	23.00	24	31	22
Science	28.00	6	24	19
Social Science	25.00	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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	25	22	30
Mathematics	24.00	21	31	22
Science	29.00	6	24	18
Social Science	25.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	23	25	31
Mathematics	22.00	26	43	12
Science	27.00	8	32	11
Social Science	25.00	17	16	26

* 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: 1/23/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	466.30

*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.

**Average Number of Pupils per Counselor

Last updated: 1/23/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	0.80
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.30
Other	0.20

*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: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10870.00	\$2488.00	\$8382.00	\$82081.00
District	N/A	N/A	\$8830.00	\$82102.00
Percent Difference – School Site and District	N/A	N/A	-5.00%	0.00%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	12.00%	-7.00%

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

Last updated: 1/23/2020

Types of Services Funded (Fiscal Year 2018—19)

Ponderosa High School utilizes district, state, and federal funds to offer extensive educational opportunities and support. Using a multi-tiered system of support model, Ponderosa High School provides levels of support to promote academic achievement and social and emotional wellbeing. The examples listed below highlight the actions and services delivered to eligible students.

Academic Support Classes (ASC) , Reading Improvement, College & Career Readiness programs for incoming freshman, English Language Development support and instruction, instructional and teaching assistant support and our AVID (Advancement Via Individual Determination) Program as well as technology to support classroom learning.

Academic Peer Mentor Program – These tutors are utilized in courses that target Ponderosa’s at-promise ninth and tenth grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with at-promise students to support them academically, socially and emotionally. These mentors advocate for their student mentees while creating a bond with that student(s), build connections and ultimately creating a culture of giving back to their community.

Reading Improvement - This course is designed to improve students’ reading efficiency and analytical reading ability as needed to successfully read advanced high school material and to become lifelong readers. Critical comprehension skills, such as making inferences, distinguishing between facts and opinions, and making critical judgments, are emphasized. This course focuses on helping students to improve reading rate and fluency. The course serves students that are identified as reading far-below grade level, are EL or do not receive services through 504 Plans or Special Education Services and can benefit from additional assistance.

Career and College Assistance provided through a variety of interactions with students within classes and through the College and Career Center.

English Language Development - English Language Development is a year-long course designed to aid students in learning to improve their listening, speaking, reading, and writing in English, according to the California ELD Standards. Students participate in listening, speaking, reading, and writing activities. Class work consists of ELD textbook lessons, grammar exercises, reading for vocabulary acquisition and other projects to increase English comprehension.

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.

Technology - Ponderosa is committed to providing cutting edge technology and integrating technology into classroom through whole-class and individual use. Currently, Ponderosa has 1:1 devices in English and Math with approximately 2:1 devices in Social Science and Science which are used to meet the educational needs of students. Additionally, Modern Language, CTE and VAPA have access to student devices in varying numbers. We continue to implement Google Apps for Education, Pearson Math XL, IXL, Pearson Realize, No Red Ink, online textbooks and curriculum, supplemental resources and adaptive online computer software to help with intervention and remediation.

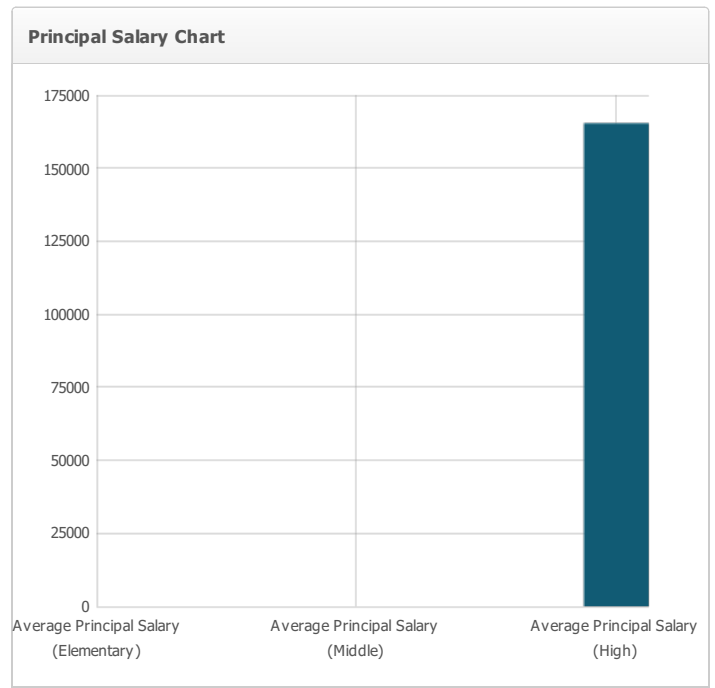
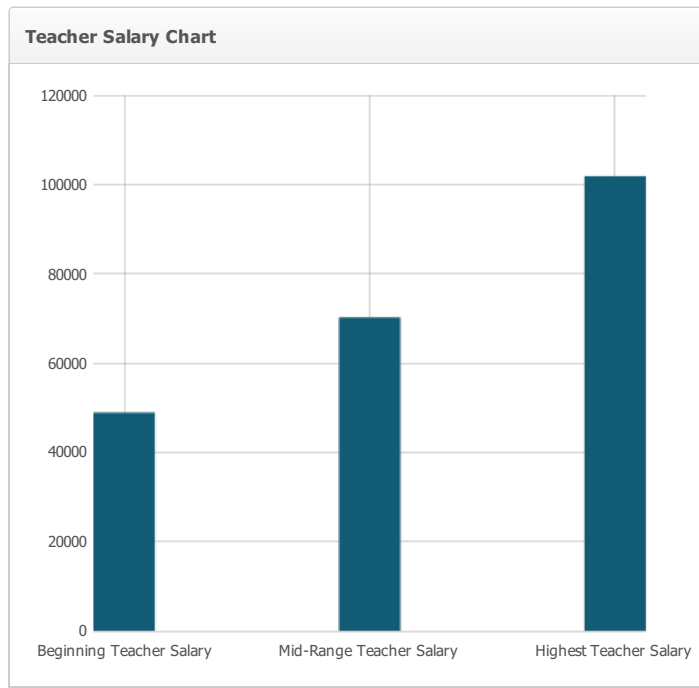
Instructional Support - Ponderosa currently supports our English Language Learners, “at-promise” math students and students with disabilities by utilizing highly qualified instructional aides to work in 1:1 and small group settings. The purpose of this support is to help accelerate learning and support students as they work towards grade level mastery.

Credit Recovery - APEX, Edgenuity, & Independent Study are methods by which students can remediate and recover credits in different settings and programs. The program(s) are designed to keep students on track for graduation but provides them with the flexibility to work at their own pace.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,891	\$52,466
Mid-Range Teacher Salary	\$70,206	\$87,373
Highest Teacher Salary	\$101,856	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$165,381	\$153,904
Superintendent Salary	\$243,246	\$241,221
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/23/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	18	17.90%

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

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

Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2