

Ponderosa High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Jeremy Hunt
Email Address	JHunt@eduhsd.k12.ca.us
School Website	https://bruin.eduhsd.k12.ca.us/
County-District-School (CDS) Code	09618530936302

2021-22 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhsd.net
District Website Address	www.eduhsd.k12.ca.us

2021-22 School Overview

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. In addition, 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.

The Ponderosa staff works collaboratively, unified in its 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 celebrating the achievements of all, and building up others. PHS has a long-standing reputation as the most spirited and friendly campus in the area.

The master schedule is a seven period-modified block with one traditional day and four 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. Our focus on AVID, our Connections Program, and the implementation of Flex Time, are evidence of the school's commitment to providing opportunities and making efforts to help all students successfully reach their post-secondary goals. 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	434
Grade 10	437
Grade 11	487
Grade 12	477
Total Enrollment	1,835

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.3
American Indian or Alaska Native	0.7
Asian	2.1
Black or African American	1
Filipino	1.9
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.1
White	71.5
English Learners	0.8
Foster Youth	0.4
Homeless	0.9
Socioeconomically Disadvantaged	20.1
Students with Disabilities	13.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	79

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2021
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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	0.0
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) 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: 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>AP Biology: Biology In Focus, 2014 (06/10/2014 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>	Yes	0.0

	<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>		
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, Bedford, Freeman and Worth, 2020, (05/12/2020 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: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>	Yes	0.0
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 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: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.0
Health	<p>Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)</p>	Yes	0.0
Visual and Performing Arts	<p>Miscellaneous Supplemental Instructional Materials</p>	Yes	0.0

School Facility Conditions and Planned Improvements

Under the care of the Ponderosa Maintenance Department the condition of the school is exemplary. District improvements have included replacement of rain gutters and downspouts in the H building and P portables. Site Maintenance has completed a drainage system on the varsity baseball field. In addition, multiple painting projects in classrooms have taken place this year. The Maintenance Department has also removed seven potentially dangerous trees and ground over 40 stumps on campus.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	468	128	27.35	72.65	79.69
Female	228	69	30.26	69.74	85.51
Male	240	59	24.58	75.42	72.88
American Indian or Alaska Native	--	--	--	--	--
Asian	16	5	31.25	68.75	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	14	16.09	83.91	71.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	10	37.04	62.96	--
White	326	95	29.14	70.86	78.95
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	16	19.75	80.25	68.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	10	18.18	81.82	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	468	110	23.50	76.50	63.64
Female	228	58	25.44	74.56	67.24
Male	240	52	21.67	78.33	59.62
American Indian or Alaska Native	--	--	--	--	--
Asian	16	3	18.75	81.25	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	12	13.79	86.21	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	7	25.93	74.07	--
White	326	84	25.77	74.23	67.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	12	14.81	85.19	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	11	20.00	80.00	27.27

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	34.11	N/A	44.81	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	302	69.75	30.25	34.11
Female	229	155	67.69	32.31	34.84
Male	204	147	72.06	27.94	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	46	66.67	33.33	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	29	85.29	14.71	20.69
White	309	212	68.61	31.39	40.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	4	33.33	66.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	41	56.94	43.06	24.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	31	54.39	45.61	9.68

2020-21 Career Technical Education Programs

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, Introduction to Agriculture, Agriculture Mechanics, Advanced Ag Mechanics, Agriculture Business and Economics, Agriculture Biology, Floral & Advanced Floral Design, Fashion Apparel and Textiles & Advanced Fashion, Automotive Technology I, Culinary I & II, ICT Digital Media, 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 Enforcement are taught on campus. 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	652
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.1

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.66
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	61.37

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents can become involved in school activities, including membership on Site Council; ELAC; Safety Committee; Parent Booster groups (including band, choir, athletics, FFA, Bruin Den, ASB events); PHS Foundation; PHS Safe & Sober Grad Night.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.5	2.8	0.6	1.6	2.6	1.2	9.0	8.9	9.4
Graduation Rate	95.8	94.2	94.0	95.6	94.2	95.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	467	439	94.0
Female	240	235	97.9
Male	227	204	89.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	70	65	92.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	36	33	91.7
White	336	319	94.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	121	106	87.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	75	57	76.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1920	1863	153	8.2
Female	950	928	73	7.9
Male	969	934	80	8.6
American Indian or Alaska Native	14	11	6	54.5
Asian	40	39	1	2.6
Black or African American	19	18	3	16.7
Filipino	36	36	1	2.8
Hispanic or Latino	341	328	33	10.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	97	94	8	8.5
White	1369	1333	101	7.6
English Learners	18	14	3	21.4
Foster Youth	11	9	3	33.3
Homeless	21	19	6	31.6
Socioeconomically Disadvantaged	413	391	69	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	267	256	54	21.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.35	2.29	7.09	1.91	3.47	0.20
Expulsions	0.41	0.10	0.29	0.04	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.12	5.05	2.45
Expulsions	0.00	0.14	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.29	0.10
Female	1.05	0.00
Male	3.51	0.21
American Indian or Alaska Native	7.14	7.14
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.81	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.06	0.00
White	2.05	0.00
English Learners	0.00	0.00
Foster Youth	18.18	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.37	0.37

2021-22 School Safety Plan

Ponderosa High School students enjoy a safe, orderly school environment conducive to learning. In addition, student behavior and interactions reflect the positive values of the community. To ensure the maintenance of a positive school atmosphere, Ponderosa employs four campus monitors, four counselors, and four administrators who provide campus supervision at lunch and before/after school.

The school safety committee updates the school safety plan each school year. The Ponderosa High School Site Council approves the safety plan. 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. In addition, Ponderosa High School uses a full-function online system enabling emergency communications and notifications.

Ponderosa participates in the School Resource Officer (SRO) program in cooperation with the El Dorado County Sheriff's Department. Since January 2002, a sheriff's deputy has been assigned to our campus. SROs have been an invaluable resource in preventing and solving on-campus crime and discipline issues. Ponderosa's participation in this program has enhanced the safety and orderliness of the campus. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	23	25	31
Mathematics	22	26	43	12
Science	27	8	32	11
Social Science	25	17	16	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	22	16	37
Mathematics	24	22	34	20
Science	29	6	27	16
Social Science	27	14	15	29

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	142		
Mathematics	13	127		
Science	14	93		
Social Science	14	113		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	458.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,109	2,667	8,442	\$82,639
District	N/A	N/A	8,864	\$84,885
Percent Difference - School Site and District	N/A	N/A	-3.6	6.0
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	23.1	1.3

2020-21 Types of Services Funded

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 freshmen, 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-risk ninth and tenth-grade students that traditionally have struggled academically. Throughout the year, academic peer mentors work closely with at-risk students to support them academically, socially, and emotionally. In addition, these mentors advocate for their student mentees while creating a bond with that student(s), building connections, and ultimately creating a culture of giving back to their community.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,118	\$54,687
Mid-Range Teacher Salary	\$71,968	\$92,222
Highest Teacher Salary	\$104,412	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$172,453	\$162,322
Superintendent Salary	\$247,516	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	3
Science	3
Social Science	6
Total AP Courses Offered	18

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	6	2

El Dorado Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhsd.net
District Website Address	www.eduhsd.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1672	1086	64.95	35.05	69.10
Female	815	529	64.91	35.09	79.17
Male	857	557	64.99	35.01	59.53
American Indian or Alaska Native	--	--	--	--	--
Asian	94	72	76.60	23.40	86.11
Black or African American	13	11	84.62	15.38	63.64
Filipino	19	13	68.42	31.58	69.23
Hispanic or Latino	307	185	60.26	39.74	59.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	103	64	62.14	37.86	82.81
White	1124	734	65.30	34.70	69.13
English Learners	22	15	68.18	31.82	0.00
Foster Youth	14	4	28.57	71.43	--
Homeless	24	14	58.33	41.67	71.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	355	224	63.10	36.90	54.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	222	134	60.36	39.64	22.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1672	1016	60.77	39.23	43.70
Female	815	491	60.25	39.75	47.05
Male	857	525	61.26	38.74	40.57
American Indian or Alaska Native	--	--	--	--	--
Asian	94	64	68.09	31.91	68.75
Black or African American	13	11	84.62	15.38	27.27
Filipino	19	12	63.16	36.84	41.67
Hispanic or Latino	307	177	57.65	42.35	29.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	103	60	58.25	41.75	56.67
White	1124	685	60.94		44.38
English Learners	22	16	72.73	27.27	6.25
Foster Youth	14	4	28.57	71.43	--
Homeless	24	16	66.67	33.33	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	355	213	60.00	40.00	22.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	222	127	57.21	42.79	7.87

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.