

Ponderosa High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 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

2022-23 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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	452
Grade 10	448
Grade 11	417
Grade 12	461
Total Enrollment	1,778

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.1
American Indian or Alaska Native	0.6
Asian	2.7
Black or African American	1.1
Filipino	2.0
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.8
White	71.3
English Learners	1.2
Foster Youth	0.1
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	16.9
Students with Disabilities	13.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.60	91.38	251.10	87.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.35	3.00	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	2.69	12.40	4.36	12115.80	4.41
Unknown	3.30	4.57	17.40	6.10	18854.30	6.86
Total Teaching Positions	74.00	100.00	285.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.90	
Total Out-of-Field Teachers	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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)</p> <p>Geometry: Geometry, McGraw Hill, CC, 2020 (5/17/2022 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, 2020 (5/17/2022 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (5/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (5/09/2017 Board Adopted)</p>	Yes	0.0

	Physics: Pearson Physics, Pearson, 2014, (5/09/2017 Board Adopted)		
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	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)	N/A		

School Facility Conditions and Planned Improvements

Ponderosa High School is set in a semi-rural setting and was opened in 1963. General maintenance and improvements will continue for the 2022-23 school year. Bathrooms are cleaned throughout the day while students are at school. Highlights include the addition of landscape rock to the front entrance planter areas of the school to beautify and deter erosion. Two beach volleyball courts are planned for the athletic fields. Smart TVs are being installed, replacing SmartBoards. An additional bottle fill station is on the schedule. Additionally, repainting will be taking place in needed areas.

Year and month of the most recent FIT report

September 2022

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			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	41	N/A	41	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	405	367	90.62	9.38	53.41
Female	209	188	89.95	10.05	57.98
Male	196	179	91.33	8.67	48.60
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	70	93.33	6.67	38.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	58.33
White	292	262	89.73	10.27	56.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	58	87.88	12.12	41.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	40	81.63	18.37	12.50

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	405	381	94.07	5.93	41.16
Female	209	197	94.26	5.74	41.03
Male	196	184	93.88	6.12	41.30
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	72	96.00	4.00	26.39
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	33.33
White	292	272	93.15	6.85	45.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	60	90.91	9.09	28.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	40	81.63	18.37	10.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	34.11	44.55	44.81	39.55	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	821	717	87.33	12.67	44.55
Female	417	356	85.37	14.63	44.51
Male	403	361	89.58	10.42	44.6
American Indian or Alaska Native	--	--	--	--	--
Asian	24	21	87.5	12.5	60
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	43.75
Hispanic or Latino	154	131	85.06	14.94	30.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	34	91.89	8.11	52.94
White	581	509	87.61	12.39	47.35
English Learners	11	8	72.73	27.27	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	116	84.67	15.33	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	63	74.12	25.88	9.52

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	702
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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	52.81

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90	90	87	92	95

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.

2022-23 Opportunities for Parental Involvement

Parents and interested parties are provided multiple areas to volunteer and support Ponderosa. PHS enjoys the partnership with a variety of parental organizations such as Sober Grad Night. There are active booster groups in Drama, Choir, and Band in addition to Athletics. Parent volunteers actively participate in the school Site Council. Additionally, the Ponderosa Foundation provides opportunities for involvement at varying levels of support to the school.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.8	1.5		2.6	1.3		8.9	7.8
Graduation Rate		94.2	96		94.2	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	453	435	96.0
Female	228	219	96.1
Male	224	215	96.0
American Indian or Alaska Native	--	--	--
Asian	15	15	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	84	79	94.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	23	23	100.0
White	317	305	96.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	122	110	90.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	49	41	83.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1881	1810	327	18.1
Female	937	898	164	18.3
Male	939	907	161	17.8
American Indian or Alaska Native	13	9	0	0.0
Asian	51	50	5	10.0
Black or African American	21	20	5	25.0
Filipino	36	36	4	11.1
Hispanic or Latino	356	338	70	20.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	69	68	17	25.0
White	1332	1287	226	17.6
English Learners	35	34	4	11.8
Foster Youth	6	3	1	33.3
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	419	395	100	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	275	257	72	28.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.29	5.21	1.91	5.39	0.20	3.17
Expulsions	0.10	0.21	0.04	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.21	0.21
Female	3.31	0.00
Male	7.14	0.43
American Indian or Alaska Native	7.69	0.00
Asian	1.96	0.00
Black or African American	23.81	0.00
Filipino	2.78	0.00
Hispanic or Latino	6.18	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.80	0.00
White	4.80	0.23
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	21.43	0.00
Socioeconomically Disadvantaged	5.73	0.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.00	0.00

2022-23 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.

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		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	23	31	20
Mathematics	23	23	32	16
Science	26	10	23	16
Social Science	22	25	13	26

2021-22 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	444.5

2021-22 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)	4.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,206	3,297	7,909	\$82,192
District	N/A	N/A	8,331	\$85,434
Percent Difference - School Site and District	N/A	N/A	-5	-4
State	N/A	N/A	6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	20	-13

2021-22 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 to promote academic achievement and social and emotional wellbeing. Students attend Flex time for 33 minutes, four times per week to receive academic remediation or enrichment with PHS teachers. Career and College Assistance is provided through a variety of interactions with students, including grade-level presentations by our guidance counselors and through our College and Career Center. Ponderosa is committed to integrating technology into the classroom through whole-class and individual use. Our classrooms have Chromebooks, and teachers utilize Google Classroom, as well as a variety of additional educational technology platforms.

The PHS Wellness Center provides mental health services and connections to additional off-campus services.

Ponderosa provides targeted academic support courses, such as: Reading Improvement, English Language Development, Connections/Study Skills (utilizes peer mentors to support ninth and tenth grade students that have traditionally struggled academically), and AVID (Advancement Via Individual Determination).

Foundational math classes are co-taught, with one credentialed math teacher and one Education Specialist. Paraprofessionals support students with IEPs and a Spanish-speaking paraprofessional supports English Learners.

Extensive Advanced Placement and Career Technical Education programs provide students opportunities to prepare for post-secondary education, training, and careers.

Credit recovery and remediation is available via the seven-period day, Intersession, and summer school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,947
Mid-Range Teacher Salary	\$71,968	\$90,080
Highest Teacher Salary	\$104,412	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$172,453	\$164,633
Superintendent Salary	\$256,179	\$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.6
-----------------------------------	------

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	0
English	8
Fine and Performing Arts	1
Foreign Language	1
Mathematics	5
Science	4
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	29

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	2	3