

# Ponderosa High

## School Accountability Report Card Reported Using Data from 2012–13 School Year *Published During 2013–14*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP], 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 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013–14)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Web Site	<a href="http://www.eduhsd.k12.ca.us">www.eduhsd.k12.ca.us</a>
Superintendent	Chris Hoffman
E-mail Address	<a href="mailto:storres@eduhsd.k12.ca.us">storres@eduhsd.k12.ca.us</a>

## School Contact Information (School Year 2013–14)

<b>School Name</b>	Ponderosa High
<b>Street</b>	3661 Ponderosa Rd.
<b>City, State, Zip</b>	Shingle Springs, CA 95682-9435
<b>Phone Number</b>	(530) 677-2281
<b>Principal</b>	Lisa Garrett, Principal
<b>E-mail Address</b>	<a href="mailto:lgarrett@eduhds.k12.ca.us">lgarrett@eduhds.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	09618530936302

## School Description and Mission Statement (School Year 2012-13)

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving 1,857 students. The oak-tree-lined 40-acre campus is located in a semi-rural community in the foothills of the Sierra Nevada Mountains. Renovation of campus facilities include an expanded gymnasium and theater that opened during the 2010-11 school year, expanded stadium seating capacity and an upgrade of the football field and track with synthetic surfaces. In 2011-12, a new science lab was added to the site, while other buildings refurbished. A new eight-classroom addition will open January 2013.

Ponderosa High School has high expectations of students to become college and/or career ready, with the mantra of "Each Student, Every Day." Through the power of "we," or team, the Ponderosa staff "stands together," where 75 certificated and 43 classified work collaboratively, unified in their commitment to provide meaningful opportunities for all students to experience success. The master schedule is a seven-period modified-block with three traditional days and two block days weekly. The average class size at Ponderosa High is 32 students per teacher in all core academic areas. Ponderosa High School's Academic Performance Index (API) is 843.

The Ponderosa High School "Bruin" learning community enjoys offering extracurricular opportunities for students. Student Leadership, yearbook, music (band and choral), drama, and Future Farmers of America (FFA) programs are integral components of the Ponderosa campus. 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 in 2013. Accreditation impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students.

The shared vision of the Ponderosa High School learning community is to create and maintain outstanding educational programs that focus on the individual student in the classroom and to provide all students with the opportunity to develop their academic, aesthetic, and social talents. The Ponderosa High School students will acquire an appreciation of their own and other cultures as they work to become productive citizens.

To accomplish the school's vision, the following Expected School-wide Learning Results have been established.

Ponderosa High School Graduating Seniors will be:

Self-Directed, Reflective Learners who:

- Analyze and apply pertinent information from multiple sources for problem solving and decision-making
- Apply new ideas, concepts, and strategies
- Exhibit self-discipline and personal responsibility by working efficiently, independently, and cooperatively to complete tasks by deadline

Effective Communicators who:

- Read various texts with comprehension, interpret, and apply knowledge gained
- Write and speak clearly and effectively for an intended purpose and audience
- Actively listen and respond appropriately

Collaborative, Respectful Citizens who:

- Exhibit respectful and appropriate interactions
- Actively engage and contribute to their school and community

Technologically Literate Individuals who:

- Use technology to access, present, and exchange information to accomplish curricular goals
- Develop technology skills necessary for transition to post-secondary education or the workplace

## Opportunities for Parental Involvement (School Year 2012-13)

Parent involvement is considered a vital element in the success of all students at Ponderosa High School. There are many parent communication and opportunities for school involvement/connections provided:

- Aeries Browser Interface (ABI) for checking student progress, grade reports, transcripts, and class schedules.
- Ponderosa High School website
- Email and telephone correspondence
- Parent/Teacher/Student conferences
- Student Study Teams
- Individual Education Plans
- 504 Plans
- Parent surveys
- 8th Grade Parent Night
- 10th/11th Grade Parent Night
- Open House
- Back to School Night/Freshman Parent Orientation
- Freshman and Sophomore Success Nights
- PIQE- Parent Institute for Quality Education
- Counseling and Career Center notifications
- Automated dialer/email notifications
- Digital marquee
- Parent Booster Clubs—Athletics, Music/Band, Future Farmers of America (FFA)
- Parents of Ponderosa (POP)
- School Site Council
- Parent/community advisory groups exist for all Regional Occupational Programs/Career Technical Education (ROP/CTE) pathways
- PHS Community Foundation
- Parent Surveys
- Parent volunteer drivers/chaperones to activities, fieldtrips, competitions
- Safe & Sober Grad Night
- Parent volunteer assistance for short and long-term projects

Administration encourages parents to support their student in communicating with teachers directly, in addressing educational concerns. School Site Council is an opportunity for parents to become involved in school governance.

### III. Student Performance

#### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	68%	65%	68%	68%	68%	69%	54%	56%	55%
<b>Mathematics</b>	56%	61%	50%	46%	48%	45%	49%	50%	50%
<b>Science</b>	82%	81%	78%	72%	76%	75%	57%	60%	59%
<b>History-Social Science</b>	69%	67%	65%	65%	66%	66%	48%	49%	49%

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

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	69%	45%	75%	66%
All Students at the School	68%	50%	78%	65%
Male	63%	52%	78%	69%
Female	72%	49%	79%	61%
Black or African American	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data
Asian	72%	48%	no data	69%
Filipino	no data	no data	no data	no data
Hispanic or Latino	56%	39%	65%	51%
Native Hawaiian/ Pacific Islander	no data	no data	no data	no data
White	70%	52%	81%	67%
Two or More Races	65%	49%	73%	57%
Socioeconomically Disadvantaged	50%	37%	57%	47%
English Learners	17%	no data	no data	no data
Students with Disabilities	30%	26%	34%	20%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	82%	74%	76%	81%	76%	75%	59%	56%	57%
Mathematics	81%	84%	78%	78%	81%	79%	56%	58%	60%

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

**California High School Exit Examination Grade Ten Results by Student Group –  
Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25	27	48	22	45	34
All Students at the School	24	29	47	22	45	33
Male	30	28	42	20	43	37
Female	19	30	52	23	48	29
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	44	27	29	35	46	19
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	21	29	50	19	44	37
Two or More Races	29	35	35	33	53	13
Socioeconomically Disadvantaged	46	32	22	32	56	12
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	83	10	7	37	53	11
Migrant Education Services	no data	no data	no data	no data	no data	no data

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

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.4%	31.2%	40.4%

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

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	6	7	7

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	5	-1	-18
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	-1	37	-32
Native Hawaiian/Pacific Islander	no data	no data	no data
White	5	-1	-13
Two or More Races		no data	no data
Socioeconomically Disadvantaged	49	-18	-21
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1,330	843	4,937	835	4,655,989	790
Black or African American	7	no data	56	810	296,463	708
American Indian or Alaska Native	3	no data	44	771	30,394	743
Asian	28	834	175	921	406,527	906
Filipino	7	no data	32	881	121,054	867
Hispanic or Latino	165	799	611	767	2,438,951	744
Native Hawaiian/ Pacific Islander	6	no data	19	690	25,351	774
White	1,072	853	3,593	840	1,200,127	853
Two or More Races	41	827	404	868	125,025	824
Socioeconomically Disadvantaged	247	775	1,120	749	2,774,640	743
English Learners	36	718	152	654	1,482,316	721
Students with Disabilities	122	595	429	570	527,476	615

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes



## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Note: Cells shaded in gray do not require data.

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	481
Grade 10	489
Grade 11	461
Grade 12	463
Ungraded Secondary	0
Total Enrollment	1899

### Student Enrollment by Subgroup (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5%	White	81%
American Indian or Alaska Native	0.3%	Two or More Races	2.5%
Asian	2.2%	Socioeconomically Disadvantaged	16.3%
Filipino	1.1%	English Learners	2.4%
Hispanic or Latino	11.6%	Students with Disabilities	8.6%
Native Hawaiian/Pacific Islander	0.4%		

## Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	30.7	5	23	32	30.2	7	19	33	24	19	22	36
<b>Mathematics</b>	30.7	5	23	32	30.9	3	22	27	27	17	15	37
<b>Science</b>	30.7	5	23	32	30.3	1	33	10	29	7	22	23
<b>Social Science</b>	30.7	5	23	32	31	6	3	38	27	17	9	34

\* 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.

## School Safety Plan (School Year 2012-13)

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

The school safety committee meets regularly, and updates the school safety plan each fall semester. The safety plan is approved by the school's Site Council. The facets of that 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 rooms and offices. Ponderosa has use of a full-function automated dialing system enabling emergency communications and notifications.

In cooperation with the El Dorado County Sheriff's office, Ponderosa participates in the School Resource Officer program. Since January of 2002, a sheriff's deputy has been assigned to our campus. In addition to being an active member of the site safety committee, this officer has been an invaluable resource in the prevention and solution of on campus discipline issues. The safety and orderliness of the campus has been enhanced by our participation in this program. In addition to cooperation with the Sheriff's Department, the El Dorado County Probation Department has assigned an officer to the school to work with students.

## Suspensions and Expulsions

This report provides an unduplicated count of students involved in one or more incidents<sup>1</sup> during the academic year who were subsequently suspended or expelled from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories. This report also provides a count of students who were reported as being truant at least one time during the academic year.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	11.2%	12.8%	9.6%	14%	12.2%	10%
<b>Expulsions</b>	.06%	0.6%	0.3%	0.7%	0.1%	0.14%

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

EDUHSD continues to be proactive in improving the physical plant at Ponderosa. Recent improvements include an additional science/chemistry lab added in 2011, replacing a portable structure. Roofline eaves were enclosed in the 'K' building, and the building was painted to match the rest of the campus. In January 2013, a permanent eight-classroom building was opened which houses seven math teachers and a computer lab. In addition to the new building, portable classrooms were refurbished and modernized. With the addition of the new building, an outdoor quad and seating area was created. A large shade structure was installed along with student seating. The counseling office area has been remodeled with improved office and conference space as well as student access. During the summer of 2013, a number of projects were completed. The auxiliary gym was remodeled with new lights, new wood floor, painted interior and exterior, siding and storage. Previously, HVAC units were installed in that gym. The student parking lot was repaved and striped. Storage containers were moved to a centralized location on campus. Tennis courts were rebuilt and asphalt paving was added to improve student movement and flow of foot traffic. The administration building received an extensive remodel improving the student health center and providing accessibility for those with disabilities. Signage has been added to improve the flow of foot traffic. A significant and extensive remodel of the cafeteria kitchen and student eating areas was completed adding improved kitchen facilities, service capacity, and shelter. Along with the cafeteria remodel, an extensive tear out and repouring of the concrete and stairs adjacent to the cafeteria and administration buildings has been completed improving access and safety. Currently in the planning stages is a conversion of the current electronics lab to a facility which will house the new CSROP Diesel program.

### School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

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

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

## Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	X			

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	80	78.3	79	291
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	100%
All Schools in District	100%	100%
High-Poverty Schools in District	100%	100%
Low-Poverty Schools in District	no data	no data

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	474.75
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0	
Nurse	0.7	
Speech/Language/Hearing Specialist	–	
Resource Specialist (non-teaching)	–	
Other	0	

Note: Cells shaded in gray do not require data.

\*\* 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected: September 24, 2013*

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p><u>English 1: Literature</u>, McDougal Littell, 2009 - 9th Edition (6/23/2009)</p> <p><u>English 2: Holt McDougal Literature</u>, Common Core-10<sup>th</sup> Grade, Holt McDougal, 2012 (5/8/2012)</p> <p><u>English 3: The Language of Literature</u>, McDougal Littell, 2002 (6/8/2004)</p> <p><u>English 4: Elements of Literature</u>, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <b>Literature and Language Arts</b> – UMHS, Holt Rinehart Winston, 2003 (5/20/2003)</p>	Yes	0

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Mathematics</b>	<u>Algebra Foundations: CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</u> , Glencoe, 2008 (6/23/2009) <u>Algebra 1: Algebra 1</u> , Prentice Hall, 2004 (6/13/2006) <u>Geometry: Geometry</u> Common Core, Pearson, 2012 (5/14/2013) <u>Algebra 2: Algebra 2: Concepts, Skills, &amp; Problem Solving</u> , Glencoe/McGraw Hill, 2008 (6/23/2009) <u>Advanced Algebra 2: Algebra 2</u> Common Core, Pearson, 2012 (5/8/2012) <u>Pre-Calculus: Pre-Calculus</u> , Pearson, 2013 – 6 <sup>th</sup> Edition (5/14/2003)	Yes	0
<b>Science</b>	<u>Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment</u> , Glencoe/McGraw Hill, 2007 (6/12/2007) <u>Biology: Biology, Visualizing Life</u> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); <u>Modern Biology</u> – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) <u>Chemistry: Chemistry</u> , Prentice Hall, 2005 (6/13/2006) <u>Physics: Physics</u> , Holt Rinehart Winston, 2009 (6/23/2009)	Yes	0
<b>History-Social Science</b>	<u>World History: The Modern World</u> , Prentice Hall, 2007 – CA Edition (6/12/2007) <u>U.S. History/Geography: Pursuing American Ideals</u> , Teachers' Curriculum Institute, 2007 (6/12/2007) <u>American Government: Magruder's American Government</u> , Prentice Hall, 2006 – CA Edition (6/13/06) <u>Economics: Economics, Principles and Practices</u> , Glencoe/McGraw Hill, 2005, (6/13/2006) <u>Sociology: Sociology and You</u> , McGraw-Hill, 2014 (6/11/2013) <u>Psychology: Understanding Psychology</u> , McGraw-Hill, 2014 (6/11/2013)	Yes	0
<b>Foreign Language</b>	<u>Spanish 1-4: ¡Avancemos! – Levels 1-4</u> , Holt McDougal, 2013, (6/11/2013) <u>AP Spanish: TEMAS</u> , Vista Higher Learning, 2014 (6/11/2013) <u>German 1-2: Deutsch Aktuell – Levels 1-2</u> , EMC/Paradigm, 2004 – 5 <sup>th</sup> Edition (5/12/2009) <u>German 3-4: Deutsch Aktuell – Level 3</u> , EMC/Paradigm, 2005 – 5 <sup>th</sup> Edition (5/12/2009) <u>French 1-4: Discovering French Nouveau, Levels 1-3</u> , McDougal Littell, 2004 (6/14/2005) <u>Italian 1-4: Oggi in Italia</u> , Houghton Mifflin, 1998 (5/8/2001) <u>Japanese 1-4: Supplemental materials</u> (5/8/2001)	Yes	0

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	Health: <b>Glencoe Health</b> , Glencoe/McGraw Hill, 2009 (6/10/2008)	Yes	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	NA	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	NA	0

**Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For K-8, include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,605	\$1,640	\$5,965	\$73,160
District			\$6,069	\$71,601
Percent Difference: School Site and District			-2%	2%
State			\$5,537	\$71,584
Percent Difference: School Site and State			8%	2%

Note: Cells shaded in gray do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2012-13)

Ponderosa High School receives General Fund and Title III support for school programs. Money is allocated to promote student achievement, preserve extracurricular and co-curricular opportunities, and maintain technology, equipment, and facilities.

## Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,030	\$42,864
Mid-Range Teacher Salary	\$58,917	\$69,483
Highest Teacher Salary	\$85,479	\$89,290
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$119,946
Average Principal Salary (High)	\$140,511	\$128,378
Superintendent Salary	\$206,898	\$202,664
Percent of Budget for Teacher Salaries	38.03%	36.79%
Percent of Budget for Administrative Salaries	6.01%	4.94%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)



## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Dropout Rate (1-year)</b>	5.2%	3.3%	0.9%	5.4%	3.9%	2.4%	16.6%	14.7%	13.1%
<b>Graduation Rate</b>	95.82%	94.21%	94.16%	95.06%	93.58%	93.26%	78.59%	80.44%	76.26%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

## Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2013		
	School	District	State
<b>All Students</b>	452	1,691	418,598
<b>Black or African American</b>	6	13	28,078
<b>American Indian or Alaska Native</b>	5	23	3,123
<b>Asian</b>	11	55	41,700
<b>Filipino</b>	5	11	12,745
<b>Hispanic or Latino</b>	48	171	193,516
<b>Native Hawaiian/Pacific Islander</b>	no data	6	2,585
<b>White</b>	364	1,364	127,801
<b>Socioeconomically Disadvantaged</b>	29	118	31,683
<b>English Learners</b>	4	27	93,297
<b>Students with Disabilities</b>	64	335	217,915

Note: Cells shaded in gray do not require data.

## Career Technical Education Programs (School Year 2012-13)

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 work force. Courses are designed to give students the chance to apply classroom knowledge to real-world applications. Through collaboration with all departments, the pathways are tailored to allow the students to combine classroom lessons from college prep courses with our CTE courses. In collaboration with the Career Technical Education programs offered through our Central Sierra Regional Occupational program, we are able to offer capstone courses for our students throughout the district.

CTE Programs:

### **AGRICULTURE LEADERSHIP – 5 Elective credits per term**

This elective course is designed to improve the leadership skills of students interested in agricultural occupations. In addition to exploring different leadership styles, this course will improve students' skills in the areas of Goal-setting, Organization, Communication, Time and Resource Management, Public Speaking, Career Development, and Conflict Resolution. This course will combine the areas of classroom, FFA, and supervised occupational experience programs for the complete education of future leaders in agriculture.

### **AGRICULTURE MECHANICS – 5 Elective credits per term**

This elective course will offer students who have a career interest in agriculture the opportunity to advance their skills in the area of mechanics. Agriculture Mechanics will include units relevant to all aspects of this industry. Participation in FFA to develop leadership skills and the maintenance of a Supervised Agricultural Experience project to develop hands-on skills outside of class will be integral to this class.

### **AGRICULTURE BUSINESS & ECONOMICS – 5 credits per term; Meets UC requirement "G"**

This course is designed for students interested in pursuing advanced studies in the field of agriculture. Students will understand and employ basic economic principles as they relate to agriculture business management, production agriculture, and individual consumers. The course will include study of basic economic concepts, vocabulary, the

development and operation of the U.S. market economy from both the macroeconomic and microeconomic context, as well as comparative economic systems and the global market economy. Students will be required to develop a "business" to include product management, packaging, price determination, and marketing. Students will keep accounting-based records of expenses, receipts, and profit/losses. At the conclusion of the course, profits will be split equally amongst the partners. The course will also include development of the skills necessary for the preparation of resumes, job applications, interview skills, and college and scholarship applications.

#### **ORNAMENTAL HORTICULTURE – 5 Elective credits per term**

This course is offered to students with a desire to learn about the science and skills involved in producing, managing, and selling ornamental crops. Students will be involved in propagation methods in reproducing plants, landscaping, plant nutrition, marketing, and careers involved in the industry of Ornamental Horticulture. FFA and supervised Occupational Experience Program projects are an integral part of this course articulated with Folsom Lake College for Viticulture certificate program.

#### **FLORAL DESIGN – 5 units per term; Meets UC requirement "F"**

This course is designed to teach students the theories and principles of artistic design. The students will apply an artistic approach to floral design while exploring and acquiring practical skills. Students will perform 2- and 3-dimensional designs, understand the history of floral art, develop arrangement styles and techniques, and design seasonal and holiday designs. Students will achieve this through using balance, symmetry, harmony, unity, and texture throughout the course. The curriculum will include problem solving, creative thinking, and written and verbal communication skills. This college-prep course will meet the VAPA requirement for high school graduations.

#### **WOODWORKING AND CARPENTRY – 5 Elective credits per term**

Basic techniques in basic construction, cabinet making, furniture construction, upholstery, woodworking, wood finishing, and wood turning. Students develop accuracy, judgment, and craftsmanship, and participate in creative project activities. The correct and safe uses of tools, machines, materials, and processes are emphasized. Second semester offers techniques in finish carpentry, wood finishing related to these areas and wood turning. The student will use tools, machines, and techniques related to the light construction industry. Accuracy, neatness, and sound work habits and safe work practices are stressed.

#### **FASHION APPAREL AND TEXTILES – 5 Elective credits per term**

This course emphasizes factors affecting clothing choices and decisions, and teaches students to be better consumers of ready-to-wear apparel. Construction techniques are practiced in a laboratory environment. Career options in this field will also be studied.

#### **HOUSING AND INTERIOR DESIGN – 5 Elective credits per term**

This course will emphasize housing options and alternatives, the various components involved in interior design, such as the elements and principles of design, furniture styles, floor plans, and arrangement of furniture. Career options in this field will also be covered.

#### **AUTOMOTIVE TECHNOLOGY I – 5 Elective credits per term**

This is an introductory class designed to expose the student to the basic automotive systems and their functions. Information will be presented through lecture, demonstrations, and selected lab activities. Topics to be covered are engine performance, power train components, ignition, fuel, emissions, cooling, and suspension and brake systems. In the beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

#### **ADVANCED AUTOMOTIVE TECHNOLOGY – 5 Elective credits per term**

Advanced auto is an extension of the skills and knowledge acquired in Automotive Technology I. This is a project-oriented, hands-on course designed to give the student an opportunity to develop advanced diagnostic, repair, and managerial skills as applied to the automotive industry. In the beginning class, students will remove and replace parts; in the advanced class, students will remove and repair parts.

#### **FOODS AND NUTRITION – 5 Elective credits per term**

This course covers the relationship of nutrition to health and well-being; the selection, preparation and care of food, meal management and optimal use of food dollars. In addition, the course demonstrates competencies needed for planning, preparing and serving food attractively and nutritiously within a given time schedule. At ORHS, cooking lab is limited to once per week.

#### **CULINARY II – 5 Elective credits per term**

This course builds on those units and skills learned in the Foods and Nutrition class. It covers selection, preparation, and care of food in meal management, as well as budgeting. Students prepare and serve meals to staff and/or students during the second semester. In addition, students study and prepare foods from geographic regions in the United States and/or foods of other cultures. Career options and speakers are emphasized in this course.

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	784
Percent of pupils completing a CTE program and earning a high school diploma	35%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	72.63%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	48.23%

## Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	
English	2	
Fine and Performing Arts	no data	
Foreign Language	5	
Mathematics	4	
Science	4	
Social Science	2	
All courses	17	39%

Note: Cells shaded in gray do not require data.

\*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district has supported professional development opportunities in a variety of ways. For the past four years, teachers have been supported in acquiring the authorization to educate English Learners. This support has included reimbursement of fees related to coursework and testing, as well as working with other agencies in organizing and facilitating teacher trainings. Technology-related professional development has included training all Math, Science, English and Social Science teachers on the use of Smart Boards, training Math and Science on the use of the Student Responses Systems and has included advanced training for a cadre of "teacher trainers."

Beyond the district-level training, each site is allocated funds to support staff development opportunities at the site level. Principals work with a site committee to identify appropriate trainings; these have included Professional Learning Community trainings for teachers and administrators, Common Core training for Math and English, Advanced Placement trainings and attendance at conferences in various curricular areas. EDUHSD has maintained a commitment to the continued professional development of our staff members.

This SARC report was compiled on 12/16/2013 with version 14.0.5 by

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