

Ponderosa High

School Accountability Report Card Reported Using Data from 2010–11 School Year Published During 2011–12

The School Accountability Report Card (SARC), which is required by law to be published annually, 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.k12multiplemeasures.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.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Ponderosa High | District Name | El Dorado Union High |
| Street | 3661 Ponderosa Rd. | Phone Number | (530) 622-5081 |
| City, State, Zip | Shingle Springs, CA, 95682-9435 | Web Site | www.eduhsd.k12.ca.us |
| Phone Number | (530) 677-2281 | Superintendent | Chris Hoffman |
| Principal | Lisa Garrett, Principal | E-mail Address | supt@eduhsd.net |
| E-mail Address | lgarrett@eduhsd.k12.ca.us | CDS Code | 09618530936302 |

School Description and Mission Statement (School Year 2010-11)

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving 1857 students. The oak tree lined 40-acre campus is located in a semirural community in the foothills of the Sierra Nevada Mountains. The campus has been improved with a renovated, expanded gymnasium and theater that were opened during the 2010-11 school year. Stadium seating has been recently expanded, with the football playing field and track upgraded with synthetic surfaces. Additionally, a new science lab has been added for 2011-12 and other buildings have been refurbished. A new eight classroom addition is expected to open during the 2012-13 school year.

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 83 certificated and 41 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 857. For the sixth year in a row, Ponderosa earned the highest possible statewide rankings of 9 or 10 from the California Department of Education.

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 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.
- Consider and apply new ideas, concepts, and strategies.
- Synthesize information from multiple sources.
- Exhibit self-motivation and self-discipline and accept individual and group responsibility.
- Work efficiently, independently, and cooperatively to complete tasks by deadline.

Effective Communicators who:

- Read various texts with comprehension and interpret and apply knowledge gained.
- Write and speak logically using Standard English vocabulary and conventions.
- Listen actively and respond appropriately to various verbal cues.
- Write and speak clearly for an intended purpose and/or audience.

Collaborative, Respectful Citizens who:

- Work cooperatively and productively with others to achieve common goals and produce quality products.
- Actively participate in and contribute to their school and community.
- Listen effectively and demonstrate courteous respect for individual differences and ideas other than their own.
- Follow classroom and school rules.

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.

In 2007, Ponderosa was recognized by the California Department of Education as being a California Distinguished School. Ponderosa was nominated by the California Department of Education for National Blue Ribbon School Recognition in 2008. The Western Association of Schools and Colleges (WASC) accreditation team awarded Ponderosa High School a full six-year accreditation term in 2007. Accreditation is important to schools as it 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. Ponderosa has initiated the next self-study, January 2012.

Opportunities for Parental Involvement (School Year 2010-11)

Parent involvement is considered an essential element in the success of all students of the Ponderosa High School learning community. Parent communication and opportunities for school involvement/connections are provided:

- Aeries Browser Interface (ABI) for checking student progress and grade reports
- Ponderosa High School website
- Email and telephone correspondence
- Parent conferences
- Student Study Teams
- Parent surveys
- 8th Grade Parent Night
- Open House
- Back to School Night
- Counseling Success Nights
- Counseling and Career Center notifications
- Automated dialer 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.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 508 |
| Grade 10 | 478 |
| Grade 11 | 496 |
| Grade 12 | 410 |
| Ungraded Secondary | 0 |
| Total Enrollment | 1894 |

Student Enrollment by Subgroup (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 1.1% | White | 82% |
| American Indian or Alaska Native | 1.1% | Two or More Races | 1.2% |
| Asian | 2.1% | Socioeconomically Disadvantaged | 13.5% |
| Filipino | 1.1% | English Learners | 1.4% |
| Hispanic or Latino | 9.7% | Students with Disabilities | 8.1% |
| Native Hawaiian/Pacific Islander | 0.3% | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|----------------|-----------------|--------------------|-------|-----|-----------------|--------------------|---------|---------|-----------------|--------------------|-------|-----|
| | 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+ |
| English | 27.4 | 28 | 16 | 25 | no data | no data | no data | no data | 30.7 | 5 | 23 | 32 |
| Mathematics | 26.7 | 21 | 27 | 14 | no data | no data | no data | no data | 29.9 | 4 | 28 | 22 |
| Science | 30.6 | 0 | 38 | 9 | no data | no data | no data | no data | 29.7 | 3 | 31 | 13 |
| Social Science | 31.8 | 0 | 25 | 19 | no data | no data | no data | no data | 29.7 | 5 | 18 | 25 |

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

Ponderosa High School students enjoy a safe, orderly school environment conducive to student learning. Student behavior and interactions reflect the positive values of the community we serve. To insure the maintenance of our positive school atmosphere, Ponderosa employs three campus monitors, four counselors, and four administrators who provide campus supervision at lunch and before/after school. In 2010-2011, the suspension rate was 11% and the expulsion rate was 0.3%. In 2009-2010, the suspension rate was 13% and expulsions rate was .03%. In 2008-2009, the suspension rate was 16%, and the expulsion rate was 1%.

The school safety committee meets 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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 16% | 13% | 11% | 17% | 17% | 14% |
| Expulsions | 1.2% | 0.3% | 0.6% | 1.2% | 0.9% | 0.7% |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

The high school district continues to be proactive in improving Ponderosa's physical plant. In the last few years, each of the five quad areas between classroom buildings has been landscaped, including raised lawn and flower beds. Retaining walls provide places for students to sit and for friends to congregate during non-instructional time. An extensive re-design of the student parking lot in the summer of 2008 added 50 parking spots and improved traffic flow and safety.

The new 14-classroom "H" building (English department) was opened in 2006. Those classrooms include ceiling mounted visual projection units connected to the teacher computer with Internet access. Surround sound speakers mounted in the ceiling provide quality sound for teacher presentations. Teachers received in-service training in use of the new technology.

With the passage of a district-wide facilities improvement bond in June of 2008, Ponderosa facilities have been upgraded. The following projects have been completed: a new VOIP phone system; door lock replacements; roof replacement and HVAC in buildings E and F; an all weather track and field; ongoing maintenance to ensure safe walkways and ADA compliance; enlarged gymnasium and foyer entrance; PA replacement; replacement of old boiler systems with rooftop package units for all permanent structures; theater expansion and renovation; unified fire alarm system; and improved technology infrastructure and computers. Further, in our athletic facilities, an all weather track and field, as well as new decking, pipes, and heaters were added to the outdoor pool.

An additional science chemistry lab has been added in 2011 and planning has begun to construct the next permanent building and remove more portable classrooms from the PHS campus, and to modernize remaining portables. The new science building (which includes a computer lab) is planned for 2012. The counseling office area has been remodeled with improved office and conference space as well as student access. Modernization to improve access is in the planning stages for the administration building as well.

School Facility Good Repair Status (School Year 2011-12)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | X | | | | |

Note: Cells shaded in gray do not require data.

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 88 | 82 | 80 | 301 |
| Without Full Credential | 2 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2 | 0 | 0 |
| Total Teacher Misassignments* | 2 | 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 2010-11)

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% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | 100% | 0% |
| Low-Poverty Schools in District | 100% | 0% |

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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 4.5 | 421 |
| 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 | 0.61 | |
| Speech/Language/Hearing Specialist | County Provided | |
| Resource Specialist (non-teaching) | 0 | |
| Other | 0 | |

Note: Cells shaded in gray do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|-----------------------|--|---|
| Reading/Language Arts | English 1: Literature , McDougal Littell, 2009 - 9 th Edition (6/23/2009) English 2: Elements of Literature , w/readings in World Literature – 4 th Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: The Language of Literature , McDougal Littell, 2002 (6/8/2004) English 4: Elements of Literature , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003). | 0 |
| Mathematics | Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Algebra 1: Algebra 1 , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: Geometry , McDougal Littell, 2001 - 1 st Edition (4/2000) Algebra 2: Algebra 2: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: Algebra 2 , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: Pre-Calculus a Graphing Approach , Holt Rinehart Winston, 2002 (5/20/2003) | 0 |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|---|---|---|
| Science | Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: Biology, Visualizing Life – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: Chemistry , Prentice Hall, 2005 (6/13/2006) Physics: Physics , Holt Rinehart Winston, 2009 (6/23/2009) | 0 |
| History-Social Science | World History: The Modern World , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: Pursuing American Ideals , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: Magruder's American Government , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: Economics, Principles and Practices , Glencoe, 2005, (6/13/2006) Sociology: Sociology and You , Glencoe, 2003 (6/14/2005) Psychology: Understanding Psychology , Glencoe, 2003 (6/14/2005) | 0 |
| Foreign Language | Spanish 1-3: Realidades – Books 1-3 , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: Nuevas Vistas , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: Deutsch Aktuell – Levels 1-3 , EMC/Paradigm, 2004 (5/12/2009) French 1-4: Discovering French Nouveau, Levels 1-3 , McDougal Littell, 2004 (6/14/2005) Italian 1-4: Oggi in Italia , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001) | 0 |
| Health | Health: Glencoe Health , Glencoe/McGraw Hill, 2009 (6/15/2008) | 0 |
| Visual and Performing Arts | Miscellaneous Supplemental Instructional Materials | 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 | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$7,544 | \$1,575 | \$5,969 | \$70,011 |
| District | | | \$7,845 | \$68,392 |
| Percent Difference: School Site and District | | | -24% | 2% |
| State | | | \$5,455 | \$70,570 |
| Percent Difference: School Site and State | | | 9% | -1% |

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 2010-11)

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 2009-10)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,424 | \$42,954 |
| Mid-Range Teacher Salary | \$58,043 | \$69,905 |
| Highest Teacher Salary | \$84,216 | \$89,464 |
| Average Principal Salary (Elementary) | \$0 | no data |
| Average Principal Salary (Middle) | \$0 | \$121,722 |
| Average Principal Salary (High) | \$138,434 | \$128,348 |
| Superintendent Salary | \$229,656 | \$205,119 |
| Percent of Budget for Teacher Salaries | 39% | 37% |
| Percent of Budget for Administrative Salaries | 7% | 5% |

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

IX. 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 | | |
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 70% | 69% | 68% | 68% | 68% | 68% | 49% | 52% | 54% |
| Mathematics | 52% | 53% | 56% | 43% | 42% | 46% | 46% | 48% | 50% |
| Science | 82% | 77% | 82% | 68% | 68% | 72% | 50% | 54% | 57% |
| History-Social Science | 68% | 65% | 69% | 64% | 63% | 64% | 41% | 44% | 48% |

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 | 68% | 46% | 72% | 64% |
| All Students at the School | 68% | 56% | 82% | 69% |
| Male | 64% | 57% | 77% | 74% |
| Female | 73% | 56% | 86% | 64% |
| Black or African American | 46% | 27% | 0% | 0% |
| American Indian or Alaska Native | 50% | 0% | 0% | 0% |
| Asian | 65% | 63% | 75% | 91% |
| Filipino | 68% | 61% | 100% | 73% |
| Hispanic or Latino | 46% | 35% | 0% | 42% |
| Native Hawaiian/Pacific Islander | 0% | 0% | 0% | 0% |
| White | 71% | 58% | 81% | 70% |
| Two or More Races | 59% | 51% | 88% | 64% |
| Socioeconomically Disadvantaged | 57% | 48% | 79% | 62% |
| English Learners | no data | no data | no data | no data |
| Students with Disabilities | 18% | 17% | 24% | 18% |
| 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 | | |
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 77% | 74% | 82% | 75% | 72% | 80% | 52% | 54% | 59% |
| Mathematics | 80% | 80% | 81% | 79% | 77% | 77% | 53% | 54% | 56% |

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 | 20 | 29 | 51 | 23 | 42 | 35 |
| All Students at the School | 18 | 35 | 47 | 19 | 48 | 34 |
| Male | 24 | 35 | 41 | 17 | 50 | 33 |
| Female | 12 | 35 | 53 | 20 | 46 | 34 |
| Black or African American | 15 | 31 | 54 | 7 | 57 | 36 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 36 | 18 | 45 | 9 | 36 | 55 |
| Filipino | 9 | 36 | 55 | 9 | 36 | 55 |
| Hispanic or Latino | 21 | 33 | 45 | 30 | 42 | 27 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 17 | 36 | 47 | 18 | 49 | 33 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 23 | 42 | 35 | 29 | 53 | 18 |
| English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 71 | 29 | 0 | 64 | 36 | 0 |
| Migrant Education Services | 0 | 0 | 0 | 0 | 0 | 0 |

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 2010-11)

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/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 11.6% | 33.8% | 40.1% |

X. 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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 9 |
| Similar Schools | 9 | 8 | 6 |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | 5 | -2 | 5 |
| 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 | no data | -19 | no data |
| Native Hawaiian/Pacific Islander | no data | no data | no data |
| White | 5 | -2 | 5 |
| Two or More Races | | no data | no data |
| Socioeconomically Disadvantaged | -12 | 7 | 46 |
| 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.

Note: Cells shaded in gray do not require data.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

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

| Group | 2011 Growth API | | | | | |
|----------------------------------|--------------------|---------|--------------------|---------|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students | 1371 | 857 | 5055 | 834 | 4683676 | 778 |
| Black or African American | 13 | 844 | 55 | 815 | 317856 | 696 |
| American Indian or Alaska Native | 12 | 846 | 57 | 803 | 33774 | 733 |
| Asian | 30 | 873 | 170 | 918 | 398869 | 898 |
| Filipino | 18 | 916 | 51 | 909 | 123245 | 859 |
| Hispanic or Latino | 41 | 779 | 126 | 816 | 2406749 | 729 |
| Native Hawaiian/Pacific Islander | 4 | no data | 22 | 750 | 26953 | 764 |
| White | 1122 | 863 | 4068 | 839 | 1258831 | 845 |
| Two or More Races | 15 | 881 | 108 | 837 | 76766 | 836 |
| Socioeconomically Disadvantaged | 177 | 799 | 842 | 741 | 2731843 | 726 |
| English Learners | 0 | no data | 2 | no data | 1521844 | 707 |
| Students with Disabilities | 114 | 518 | 419 | 520 | 521815 | 595 |

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 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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 | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 1 |
| Percent of Schools Currently in Program Improvement | | 10 |

Note: Cells shaded in gray do not require data.

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 | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Dropout Rate (1-year) | 0.9% | 1.1% | 0.9% | 1.4% | 1.1% | 1.4% | 4.9% | 5.7% | 4.6% |
| Graduation Rate | no data | no data | 94.21% | no data | no data | 93.58% | 80.21% | 78.59% | 80.44% |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011 | | |
|----------------------------------|--------------------------|----------|---------|
| | School | District | State |
| All Students | 95% | 94% | no data |
| Black or African American | 100% | 100% | no data |
| American Indian or Alaska Native | 100% | 96% | no data |
| Asian | 100% | 100% | no data |
| Filipino | 100% | 100% | no data |
| Hispanic or Latino | 90% | 95% | no data |
| Native Hawaiian/Pacific Islander | 100% | 100% | no data |
| White | 96% | 98% | no data |
| Socioeconomically Disadvantaged | 100% | 94% | no data |
| English Learners | 100 | 92% | no data |
| Students with Disabilities | 80% | 91% | no data |

Career Technical Education Programs (School Year 2010-11)

The California Department of Education defines Career Technical Education (CTE) as --“a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.” The Regional Occupational Program (ROP) is part of the public education system and an important component in the continuum of sequenced CTE classes. CTE coursework often leads to ROP courses, providing more focused, advanced capstone courses to prepare for entry-level jobs or to make a transition to postsecondary education, technical training, or apprenticeships. The purpose of ROP is to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. The ROP delivery system is directly linked to business and industry through advisory committees and provides work-based learning opportunities for students.

To ensure that the skills taught and the context covered better match industry expectations and standards, industry input is required prior to Board approval of any CTE course revision and adoption process. CTE course curriculum are reviewed and approved by the El Dorado Union High School District's (EDUHSD) Standards and Instructional Leadership Team (SILT) committee, and the EDUHSD CTE Advisory Board. Some ROP courses are articulated with local California community college districts. ROP provides high-quality CTE programs and contributes to students' academic and career educational achievement, allowing them a smooth entry into the workforce or postsecondary education. Students receive a competency based certificate upon successful completion of the ROP program. Depending on the course, students may also receive industry certification that is recognized regionally, statewide, or nationally.

In 2010-11, seventy-eight percent of 12th grade CTE concentrators met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Seventy-nine percent met the proficient or advanced level on the mathematics portion of the CAHSEE. Students identified from special populations are provided with resources appropriate to their specific need. Instructional technicians, interpreters, and financial assistance referrals are among services provided to students from special populations. The percentage of CTE participants from underrepresented gender groups increased in the 2010-11 school year to over 29%. Nearly 34% of CTE concentrators from this group enrolled in a capstone CTE course that led to employment in a nontraditional field, and received a received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

District CTE teachers held a minimum of two industry specific advisory committee meetings during the 2010-11 school-year. Each committee consists of a minimum of five members from industry, one student member, and one faculty member who generally serves as secretary to the committee. During fall and/or spring, course curriculum, outlines, and projects were reviewed to ensure current industry standards are incorporated in student performance learning. The District also has a CTE Advisory Board which consists of a local business representative from each of the individual industry sector advisory committees; students; local community college, and university administrators; a representative from the CA State Employment Development Department; and district CTE faculty and administrators.

Several CTE teachers participated in the SB70 funded 2011 Summer Institute offered by the El Dorado County Career Technical Partnership. The teacher industry-based externship program increased teacher knowledge and their ability to apply core academic and career technical education content standards into their curriculum. A team of two teachers and one agency representative worked together to create contextual lessons/modules that relate to their industry. The teachers worked as “externs” with a local agency or business and learned first-hand the skills and qualities necessary to secure and keep jobs with local employers. Upon completion of the 40-hour externship, the team of three collaborators used the externship experience and the partner's in-depth knowledge of the business or industry to create contextual lessons or modules that the teachers delivered in their classrooms.

The end of the school year assessment is two-fold comprised of 1) CTE teachers self-assessment based on California teaching standards and the eleven (11) elements of a highly effective CTE program, and; 2) a student survey identifying attainment of student career goals. These survey results are reviewed by the district CTE advisory committee board, administrators, instructors, and the school Board of Trustees.

Career Technical Education Participation (School Year 2010-11)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 490 |
| Percent of pupils completing a CTE program and earning a high school diploma | 38% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 7% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2010-11 Students Enrolled in Courses Required for UC/CSU Admission | 73.2% |
| 2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission | 55.8% |

Advanced Placement Courses (School Year 2010-11)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | |
| English | 6 | |
| Fine and Performing Arts | 0 | |
| Foreign Language | 0 | |
| Mathematics | 5 | |
| Science | 2 | |
| Social Science | 3 | |
| All courses | 16 | 4.2% |

Note: Cells shaded in gray do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

The high school district has supported professional development opportunities in a variety of ways. Teachers have been afforded the opportunity to acquire 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. The district has also provided professional development related to the district's technology role out, specifically SMART

Board training. A core group of teachers were trained as "trainer of trainers" serving as a teacher resource across the district. All math and science teachers have participated in SMART Board training; teachers from the English department have received Level 1 training and a core group of teachers have received Level 2 training in order to better assist not only the English department, but to assist the Social Science Department when SMART boards are scheduled to be installed, summer of 2012. We are continuing to update classroom technology, including implementation of the roll-out to Aeries.net, a web-based version of our school records program during the Spring semester, 2012.

Beyond the district level training, each site is allocated funds to support staff development opportunities at the site levels. The principal works with a site committee to identify appropriate trainings and the group approves individual and group professional development requests. Topics of such trainings vary by site but have included topics such as support of English Learners, implementation of Common Core Standards, literacy skills including writing across content areas and training for teachers of Advanced Placement courses.

This SARC report was compiled on 01/27/2012 with version 12.0.4e by

Multiple Measures, LLC

www.k12multiplemeasures.com