Ponderosa High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	3661 Ponderosa Rd. Shingle Springs, CA , 95682-9435	**Principal:**	Jeremy Hunt, Principal
Phone:	(530) 677-2281	**Grade Span:**	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

About This School

Jeremy Hunt, Principal

 Principal, Ponderosa High

Contact

Ponderosa High
3661 Ponderosa Rd.
Shingle Springs, CA 95682-9435

Phone: (530) 677-2281
Email: jhunt@eduhsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Kuhlman, Michael
Email Address	mkuhlman@eduhsd.k12.ca.us
Website	www.eduhsd.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Ponderosa High
Street	3661 Ponderosa Rd.
City, State, Zip	Shingle Springs, CA , 95682-9435
Phone Number	(530) 677-2281
Principal	Jeremy Hunt, Principal
Email Address	jhunt@eduhsd.net
Website	http://bruin.eduhsd.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	09618530936302

School Description and Mission Statement (School Year 2025–26)

Ponderosa High School, established in 1963 in Shingle Springs, California, is a comprehensive high school serving approximately 1,650 students. The oak tree-lined 40-acre campus is located in a semi-rural community in the foothills of the Sierra Nevada Mountains. Ponderosa High School has high expectations of students to become college and career-ready. 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 six-year accreditation term, 2025-2031.

The Ponderosa staff works collaboratively, unified in its commitment to provide meaningful learning opportunities for all students as

reflected in the school's mission: Ponderosa High School is committed to supporting all students in achieving high levels of learning, building positive character, and progressing toward career goals.

The school motto, "Pride, Honor, Spirit" exemplifies the heart of what makes Ponderosa High School a school of excellence: PRIDE in preparing students with 21st Century skills, offering Advanced Placement and Career Technical Education courses; HONOR in making good things happen for other people, honoring respectful relationships and valuing two-way communication; SPIRIT in celebrating the achievements of all, and building up others. In addition, PHS has a long-standing reputation as the most spirited and friendly campus in the area.

The master schedule is a seven period-modified block with one traditional day and four block days weekly. The Ponderosa High School "Bruin" learning community offers co-curricular opportunities for students. Student Leadership, Yearbook, Visual & Performing Arts classes (Band, Choir, Drama, Art), and Career Technical Education courses including Agriculture/FFA, Culinary, Fashion & Design, Child Development, ROP Law Enforcement, and ROP Diesel programs are integral components of the Ponderosa High School campus. The focus on the Connections Program, and the implementation of Flex Time, are evidence of the school's commitment to providing opportunities and making efforts to help all students successfully reach their post-secondary goals. Extracurricular activities include a full program of boys' and girls' athletics, Cheer, Academic Decathlon, California Scholarship Federation, Key Club, Link Crew, Interact, Mock Trial, and Speech and Debate.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	425
Grade 10	440
Grade 11	382
Grade 12	428
Total Enrollment	1675
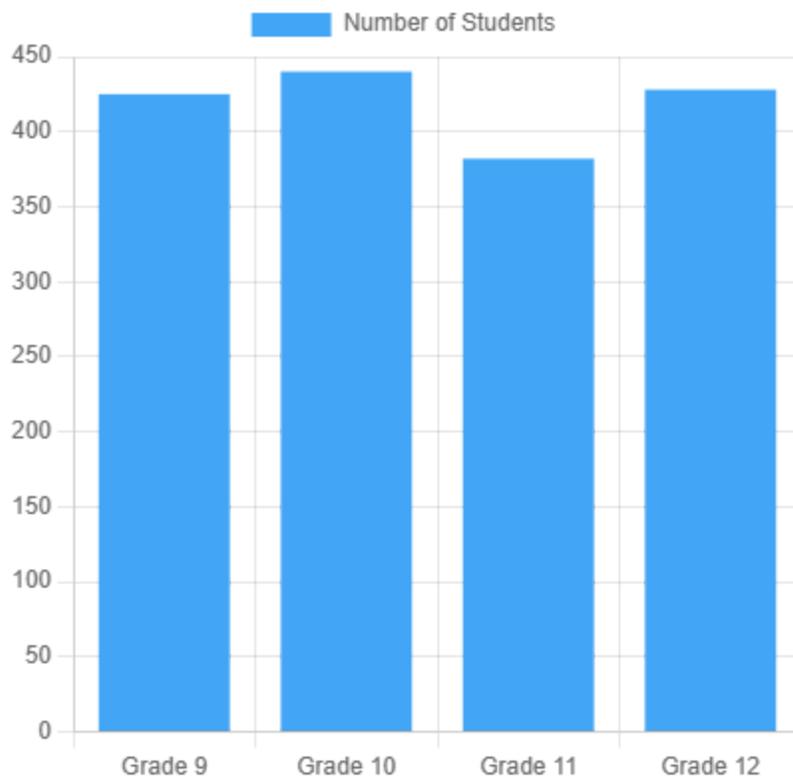
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	50.20%
Non-Binary	0.40%
American Indian or Alaska Native	1.20%
Asian	3.40%
Black or African American	1.20%
Filipino	1.80%
Hispanic or Latino	19.80%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	3.60%
White	67.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.80%
Foster Youth	0.30%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disavantaged	18.80%
Students with Disabilities	15.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.50	93.59%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	3.44%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	2.10	2.95%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	73.20	100.00%	288.30	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.30	89.19%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.70	1.04%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	2.90%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	3.20%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	2.60	3.65%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	72.10	100.00%	290.90	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.10	84.56%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.50	0.82%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	1.88%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	4.43%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	5.90	8.28%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	72.20	100.00%	285.50	100.00%	278927.10	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	1	0.00
Misassignments	0.00	1	1.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	2	1.30

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.30
Local Assignment Options	2.50	2.3	2.80
Total Out-of-Field Teachers	2.50	2.3	3.20

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	7.3%	2.60%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1/Adv. English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)	0
	English 2/Adv. English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)	
	English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (5/14/2013 Board Adopted)	
	English 4: Elements of Literature, British Literature – Holt Rinehart Winston,2003 (5/20/2003 Board Adopted)	
	AP Language & Composition: The Language of Composition, Bedford, Freeman and Worth, 2023 (05/13/2025 Board Adopted)	
	AP Literature & Composition: Literature & Composition: Reading, Writing, Thinking, Bedford/St. Martin's Press (06/09/2015 Board Adopted)	
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)	0
	Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)	
	Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)	
	Applied Geometry: Geometry, McGraw Hill, 2020 (05/17/2022 Board Adopted)	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Algebra 2/Advanced Algebra 2: Reveal Algebra 2, McGraw Hill, 2020, CA Edition (5/14/2024 Board Adopted)	
	Financial Analysis: Financial Algebra, Cengage, 2021 (06/10/2025 Board Adopted)	
	Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)	
	Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)	
	AP Calculus AB - Calculus, Graphical, Numerical, Algebraic, Prentice Hall, 2012 (05/08/2012 Board Adopted)	
	Probability and Statistics: Elementary Statistics-Picturing the World, 2019, 7th Edition (5/8/2018 Board Adopted)	
	AP Statistics: The Practice of Statistics, Bedford, Freeman & Worth, 2020 (04/28/2019 Board Adopted)	
Science	Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)	0
	Biology and Sustainable Agriculture: Biology/California Living Earth, Pearson, 2020 (04/09/2019 Board Adopted)	
	AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board Adopted)	
	Environmental Science: Environmental Science: Sustaining Your World, Cengage, 2017 (05/12/2020 Board Adopted)	
	AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)	
	Honors Physiology: Human Anatomy and Physiology, Pearson, 2025 (Board	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Adopted 6-10-2025)	
	Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)	
	Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)	
	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	
	AP Physics 1 and 2: College Physics, Cengage, 2018, (06/13/2023 Board Adopted)	
History-Social Science	World History: History Alive! World Connection, TCI, 2020, (5/13/2025 Board Adopted)	0
	U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)	
	AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)	
	AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)	
	American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)	
	AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)	
	Economics: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)	
	AP Economics: Economics, Glencoe/McGraw Hill, 2012 (5/8/12	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Board Adopted)	
	Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)	
	Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)	
Foreign Language	Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)	0
	AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)	
	French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)	
	AP French, Discovering French Nouveau, McDougal Littell, 2004. (06/14/2005 Board Adopted)	
Health	Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Ponderosa High School is set in a semi-rural setting and was opened in 1963. General maintenance and improvements will continue for the 2025-26 school year. Bathrooms are cleaned throughout the day while students are at school. Site and district administration are currently working with booster clubs to update athletic facilities including the installation of a new digital scoreboard and sound system in the stadium.

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School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: June 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	72%	71%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	48%	49%	45%	47%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	349	92.82%	7.18%	70.77%
Female	187	171	91.44%	8.56%	76.02%
Male	189	178	94.18%	5.82%	65.73%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00%	0.00%	72.73%
Black or African American	--	--	--	--	--
Filipino	11	11	100.00%	0.00%	81.82%
Hispanic or Latino	80	73	91.25%	8.75%	64.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100.00%	0.00%	92.86%
White	254	234	92.13%	7.87%	71.37%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	18	17	94.44%	5.56%	58.82%
Socioeconomically Disadvantaged	64	55	85.94%	14.06%	70.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	41	89.13%	10.87%	46.34%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	347	92.29%	7.71%	48.70%
Female	187	169	90.37%	9.63%	46.15%
Male	189	178	94.18%	5.82%	51.12%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00%	0.00%	54.55%
Black or African American	--	--	--	--	--
Filipino	11	11	100.00%	0.00%	72.73%
Hispanic or Latino	80	72	90.00%	10.00%	37.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100.00%	0.00%	71.43%
White	254	233	91.73%	8.27%	49.79%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	18	17	94.44%	5.56%	35.29%
Socioeconomically Disadvantaged	64	55	85.94%	14.06%	34.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	39	84.78%	15.22%	5.13%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	43.40%	49.39%	41.50%	48.66%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	802	742	92.52%	7.48%	49.33%
Female	422	381	90.28%	9.72%	50.66%
Male	377	359	95.23%	4.77%	47.91%
American Indian or Alaska Native	--	--	--	--	--
Asian	27	25	92.59%	7.41%	56.00%
Black or African American	11	9	81.82%	18.18%	--
Filipino	20	20	100.00%	0.00%	70.00%
Hispanic or Latino	159	142	89.31%	10.69%	40.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	27	26	96.30%	3.70%	53.85%
White	549	512	93.26%	6.74%	51.17%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	33	94.29%	5.71%	39.39%
Socioeconomically Disadvantaged	161	143	88.82%	11.18%	34.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	101	84	83.17%	16.83%	17.86%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Ponderosa High School Career Technical Education (CTE) pathways allow students to learn real-world trades and gain the tools necessary to excel in today's workforce. Courses are designed to give students the chance to apply classroom knowledge to real-world applications. Through collaboration with all departments, the pathways are tailored to allow the students to combine classroom lessons from college prep courses with our CTE courses. CTE courses can be modified as needed for those students in defined special populations. In collaboration with the Career Technical Education programs offered through our Central Sierra Regional Occupational Program, we are able to offer capstone courses for our students throughout the district. Measurable outcomes from CTE Programs include the number of students enrolled in the course each year, pass rate of classes, and the number of students that take additional courses within a CTE pathway.

The CTE courses offered at PHS include Agriculture Leadership, Introduction to Agriculture, Agriculture Mechanics, Advanced Agriculture Mechanics, Animal Science, Agriculture Biology, Floral & Adv Floral Design, Fashion Apparel and Textiles & Adv Fashion, Automotive Technology I, Culinary I & II, ICT Digital Media, Advanced Video Production, Exploring Computer Science, and AP Computer Science.

In addition to on-campus CTE classes, PHS also hosts two Regional Occupational Programs on our campus consisting of Diesel Engine, Animal Health, and Law Enforcement. PHS students can also enroll in other ROP offerings at other school sites in the district. For example, students can enroll in Cosmetology, Dental Careers, Health Careers, Culinary Arts, Fire Control, Metal Fabrication, Animal Health, and an Auto Engine course throughout the district.

The primary representatives on the district CTE advisory committee include an assistant superintendent and various assistant principals. They represent the different industries and CTE courses offered throughout the district.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	727
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.6%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.1%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.05%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	52.97%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parents are provided multiple areas to volunteer and support Ponderosa. PHS enjoys the partnership with a variety of parental organizations such as Sober Grad Night and the Ponderosa Foundation. There are active booster groups in Drama, Choir, and Band in addition to Athletics. Parent volunteers actively participate in the school Site Council and School Safety Committee.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
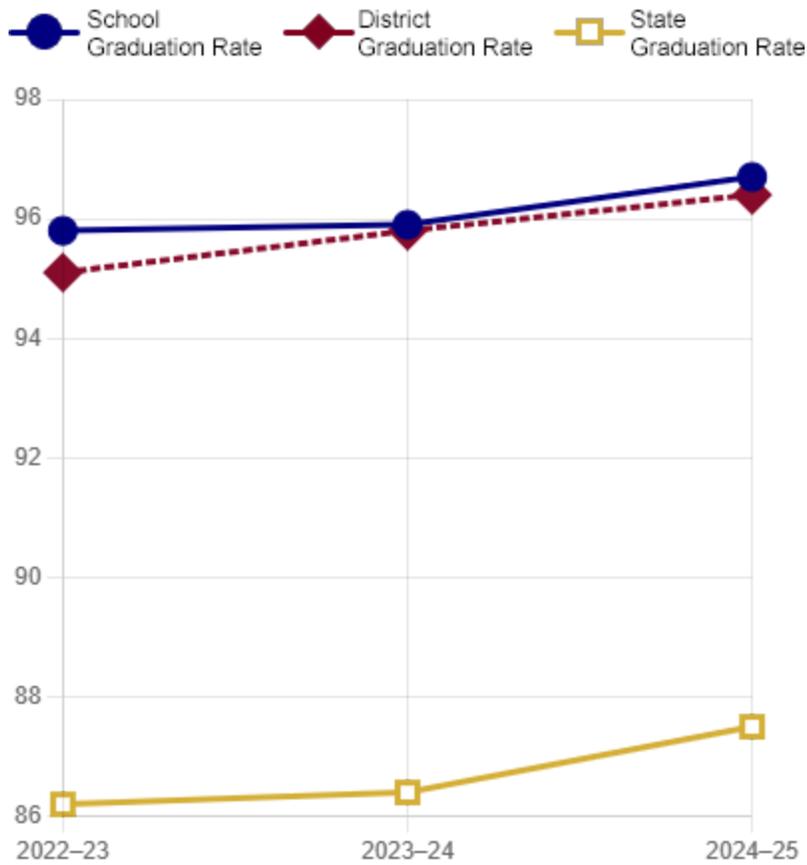
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

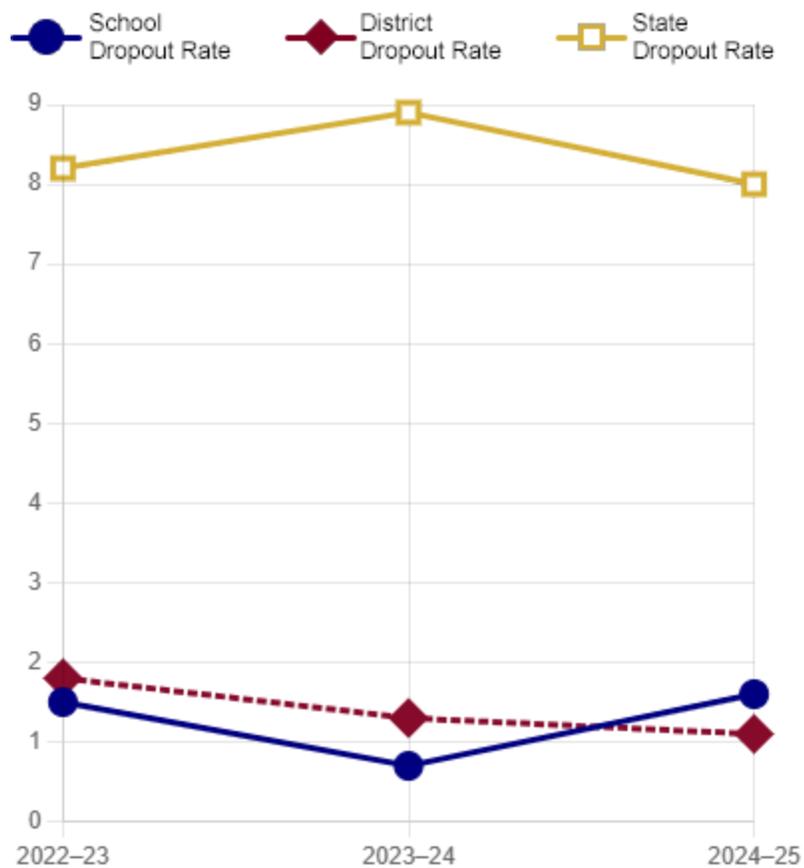**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	95.8%	95.9%	96.7%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	1.5%	0.7%	1.6%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	430	416	96.7%
Female	238	227	95.4%
Male	189	186	98.4%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	16	100.0%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	81	73	90.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	14	12	85.7%
White	295	292	99.0%
English Learners	12	10	83.3%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	124	116	93.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	67	55	82.1%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1722	1699	184	10.8%
Female	841	832	102	12.3%
Male	874	860	81	9.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	19	2	10.5%
Asian	59	58	3	5.2%
Black or African American	21	20	4	20.0%
Filipino	31	31	4	12.9%
Hispanic or Latino	345	341	47	13.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	61	5	8.2%
White	1173	1157	119	10.3%
English Learners	35	35	5	14.3%
Foster Youth	--	--	--	--
Homeless	15	14	7	50.0%
Socioeconomically Disadvantaged	384	372	71	19.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	290	278	59	21.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	4.34%	0.00%	4.47%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.17%	0.00%	0.17%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.47%	0.17%
Female	3.45%	0.12%
Male	5.49%	0.23%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.69%	0.00%
Black or African American	4.76%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.70%	0.29%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.06%	0.00%
White	3.41%	0.17%
English Learners	5.71%	0.00%
Foster Youth	0.00%	0.00%
Homeless	20.00%	0.00%
Socioeconomically Disadvantaged	8.33%	0.26%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.34%	0.69%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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

The school safety committee meets quarterly and updates the school safety plan each school year. The Ponderosa High School Site Council approves the safety plan. The facets of the plan are clearly communicated to staff and students, and safety drills are practiced every semester.

Emergency bags containing safety supplies and first-aid kits are available in all classrooms and office buildings. Security surveillance cameras take in the vast majority of the campus exterior.

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

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	23	23	23
Mathematics	22.00	31	27	15
Science	26.00	8	32	4
Social Science	22.00	27	19	17

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	19	23	23
Mathematics	21.00	27	24	17
Science	24.00	13	24	13
Social Science	24.00	20	12	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	22	26	18
Mathematics	20.00	30	34	10
Science	26.00	6	28	7
Social Science	22.00	23	20	17

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	422.25

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0.60
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	3.80

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15240.00	$4359.00	$10881.00	$96668.00
District	N/A	N/A	$16222.00	$99463.00
Percent Difference – School Site and District	N/A	N/A	-6.00%	-3.00%
State	N/A	N/A	$11146.18	$113595.00
Percent Difference – School Site and State	N/A	N/A	-2.38%	-22.00%

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

Types of Services Funded (Fiscal Year 2024–25)

Ponderosa High School utilizes district, state, and federal funds to offer extensive educational opportunities and support using a multi-tiered system of support model to promote academic achievement and social and emotional wellbeing. Students attend Flex time for 33 minutes, four times per week to receive academic remediation or enrichment with PHS teachers. Career and College Assistance is provided through a variety of interactions with students, including grade-level presentations by our guidance counselors and through our College and Career Center. Ponderosa is committed to integrating technology into the classroom through whole-class and individual use. All classrooms have access to Chromebooks, and teachers utilize Google Classroom, as well as a variety of additional educational technology platforms.

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

Ponderosa provides targeted academic support courses, such as: English Language Development, Connections/Study Skills (utilizes peer mentors to support ninth and tenth grade students that have traditionally struggled academically), AVID, and APEX credit recovery.

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

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

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

Title III funds are used to support English Learners and Immigrant students through acquisition of classroom supplies and technology, as well as professional development for EL faculty and staff.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59731.00	$67237.98
Mid-Range Teacher Salary	$85772.00	$106841.05
Highest Teacher Salary	$124439.00	$136880.99
Average Principal Salary (Elementary)	$0.00	--
Average Principal Salary (Middle)	$0.00	$167233.29
Average Principal Salary (High)	$206051.00	$193950.22
Superintendent Salary	$330447.00	$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
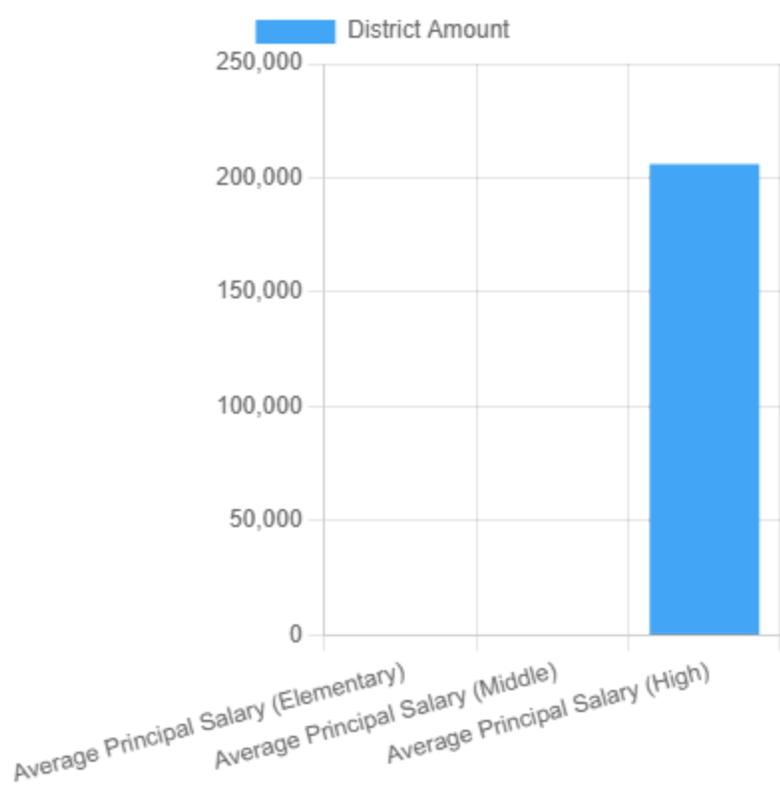
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 20.8 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	6
Fine and Performing Arts	2
Foreign Language	2
Mathematics	5
Science	7
Social Science	8
Total AP Courses Offered*	49

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3