

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Christopher Anderson Moore

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ponderosa High School

(As it should appear in the official records)

School Mailing Address 3661 Ponderosa Road

(If address is P.O. Box, also include street address.)

Shingle Springs

California

95682-9460

City

State

Zip Code+4(9 digits total)

County El Dorado

State School Code Number* 053373

Telephone (530) 677-2281

Fax (530) 677-2299

Web site/URL http://bruin.eduhsd.k12.ca.us

E-mail cmoore@eduhsd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Sherry J. Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Dorado Union High School District

Tel. (530) 622-5081

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mary T. Muse

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 10 High schools
 _____ Other
 _____ 10 TOTAL
2. District Per Pupil Expenditure: _____ 7736
 Average State Per Pupil Expenditure: _____ 8838

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 18 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	244	230	474
2			0	10	266	241	507
3			0	11	265	257	522
4			0	12	245	237	482
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1985

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 7 | % Hispanic or Latino |
| 87 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 5 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	23
(2)	Number of students who transferred from the school after October 1 until the end of the year	70
(3)	Total of all transferred students [sum of rows (1) and (2)]	93
(4)	Total number of students in the school as of October 1	1985
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 9 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 6 %

Total number students who qualify: 125

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

It is not possible to know exactly how many students are actually 'eligible' for the program since we do not have access to the family's income status unless they fill out an application. Direct certification went into effect this year and that helped us to qualify a few more students who might not have applied.

10. Students receiving special education services: $\frac{8}{148}$ %
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	2	Orthopedic Impairment
0	Deafness	38	Other Health Impairment
0	Deaf-Blindnes	66	Specific Learning Disabilit
22	Emotional Disturbanc	7	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
9	Mental Retardation	1	Visual Impairment Including Blindness
1	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	8	1
Classroom teachers	70	11
Special resource teachers/specialist	7	2
Paraprofessionals	0	13
Support Staff	22	14
Total number	107	41

12. Average school student-classroom teacher ratio, that is, the number of $\frac{23}{1}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	94 %	94 %	94 %	93 %
Daily teacher attendance	86 %	82 %	90 %	90 %	90 %
Teacher turnover rate	9 %	13 %	9 %	8 %	7 %
Student drop out rate (middle/hig	1 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school	4 %	5 %	5 %	5 %	7 %

Please provide all explanations below

The percentage for teacher daily attendance was calculated by taking total number of 'partial days' (half and whole day absences) and dividing it by total number of days in session.

The student drop-off rate was calculated by determining the difference between the CBEDS enrollment and the ending spring semester enrollment of a given school year.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	437	
Enrolled in a 4-year college or university	36	%
Enrolled in a community college	46	%
Enrolled in vocational training	5	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	1	%
Unknown	7	%
Total	100	%

PART III - SUMMARY

The purpose of Ponderosa High School is to create and maintain outstanding educational programs that focus on the individual student in the classroom and which will provide all students with the opportunity to develop their academic, aesthetic and social talents and acquire an appreciation of their own and other cultures that will enable them to become responsible and productive citizens. To accomplish this vision the school developed four school-wide learning results. Our graduates will be as follows:

1. 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.
2. 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.
3. 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.
4. Technologically literate individuals, who use technology to access, present, and exchange information to accomplish curricular goals and develop technology skills necessary for transition to post-secondary education or the workplace.

Ponderosa is a comprehensive high school that is committed to providing all students with meaningful opportunities. The school fosters a collaborative culture where teachers, staff, counselors, administration, coaches, advisors, volunteers, parents and students work together to personalize learning, develop interventions, solve problems, and allocate resources. This open partnership and shared high expectations have enabled Ponderosa to be recognized as one of the finest comprehensive public high schools in California. In 2007, Ponderosa received the California Distinguished School Award and received a six-year clear accreditation from the Western Association of Schools and Colleges.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The state of California requires that all high schools administer the California High School Exit Exam and the California Standards Tests. The California High School Exit (CAHSEE) is given to all tenth grade students in either February or March. The exam assesses student proficiency in mathematics and language arts. The California Standards Tests (CST) are given to students who have completed specific courses in language arts, mathematics, social science, and science. The CST's are criterion reference tests based on the statewide adopted California Content Standards. More information about the California assessment system may be found at the following website: <http://www.cde.ca.gov/ta/>. Ponderosa High School students have significantly outperformed the state average in every area tested.

In 2007, 94% of the tenth grade students passed the mathematics portion of the CAHSEE, and 92% of the tenth grade class passed the language arts portion of the CAHSEE. 528 tenth grade Ponderosa students completed the math section of the CAHSEE and 539 tenth grade students completed the language arts section. The statewide CAHSEE pass rate for both mathematics and language arts was 77%. Ponderosa students' scores were 17% higher in mathematics and 15% higher in language arts than the state average. As a whole, Ponderosa students perform exceptionally well.

However, as part of our cycle of inquiry and goal of improving academic achievement for all students, analysis is made of low subgroup performance. Administration, the leadership team, the student guidance team, department chairs, and site council review subgroup data and develop interventions and allocate resources to improve student results. The data revealed that female students out-perform male students in language arts with 95% of the female students passing that portion of the CAHSEE compared to 89% of males. Although Ponderosa does not have a statistically significant subgroup of Latino students, 34 took the exam, and the staff is focused on closing the statewide achievement gap for these students. Of the 34 Latino students who took the CAHSEE in 2007, 85% passed the mathematics section and 82% the language arts section. This compares to a statewide Latino pass rate of 66% for both the mathematics and language arts sections of the CAHSEE. The Latino students from PHS have a 19% higher pass rate than the state average in mathematics and a 14% higher pass rate in language arts. 44 special education students completed the mathematics section and 75% of those students passed. 51 special education students completed the language arts section and 61% passed. This is compared to a statewide pass rate for special education students of 32% for mathematics and 33% for language arts. Ponderosa's special education students have a 42% higher pass rate in mathematics and a 29% higher pass rate in language arts than the statewide average.

All ninth, tenth, and eleventh grade students in California take the English Language Arts California Standards Test. Student results are reported in the following quintiles: far below basic, below basic, basic, proficient, and advanced. 93% of ninth grade students scored in the basic to advanced range with 75% scoring proficient or advanced. Statewide, 47% of ninth grade students scored proficient or advanced. 86% of tenth grade students scored in the basic to advanced range with 62% scoring proficient or advanced. Statewide, 37% of tenth graders scored proficient or advanced. 83% of eleventh grade students scored in the basic to advanced range with 61% scoring proficient or advanced. Statewide, 37% of eleventh graders scored proficient or advanced. Ponderosa students' proficient or advanced rate was 29% higher in ninth grade, 25% higher in tenth grade, and 24% higher in eleventh grade than the state average.

These test results were used by the California Department of Education in the selection process for Blue Ribbon nominees. The results clearly demonstrate Ponderosa High School's academic achievement in the area of mathematics and language arts.

2. Using Assessment Results:

Ponderosa uses data as part of the school's on-going cycle of inquiry. Assessment data from numerous sources, especially the California High School Exit Exam, California Standards Tests, course mark distribution by semester, individual student GPAs and class rank, and University of California eligibility numbers are analyzed annually. The District Assistant Superintendent of Curriculum creates a detailed Comprehensive Analysis of Student Achievement (CASA) report for the Board of Trustees, which includes detailed disaggregated summations and analysis of student performance by school. The Ponderosa administration, counseling team, and department chairs conduct a more detailed analysis of student achievement to identify areas of low achievement to develop interventions to improve student success as

measured by increased test scores and course marks. The school site council develops the Single Plan for Student Achievement report annually, which includes a detailed analysis of current educational practices and performance data. The school site council develops goals based on the data and allocates resources to attain specific benchmarks. The current three goals are as follows: #1) implement a school-wide prevention and intervention system that ensures students meet or exceed course standards #2) implement a school-wide post high school transition program that builds upon curriculum and ensures students have meaningful opportunities upon graduation #3) continue to integrate technology into the delivery of curriculum in order to improve student achievement. Interventions include the development of support classes, supplemental curriculum, after school tutoring, technology, and increased parental communication.

Teachers receive detailed reports on their previous year's and current year's students' CST scores. Academic departments review instructional practices and collaborate monthly, following a minimum day, to discuss best practices and analyze student work. Counselors identify students with low test scores and credit deficiencies and develop individual intervention plans. Through the use of data, the staff at Ponderosa is able to personalize interventions and create incremental growth in measurable performance areas.

3. Communicating Assessment Results:

Ponderosa shares student performance data with all stakeholders. Parents and students receive copies of individual student test reports. These reports include the student performance on the California Standards Tests and the California High School Exit Exam. Teachers use online grade books that allow students and parents to view real-time grades via the Internet. Progress reports are sent home every six weeks. The counselors meet with individual students to develop a four year academic plan. In these meetings, test results and class marks are reviewed with students and in some instances parents. Achievement data is posted on the school website and included in newsletters sent home to families. Achievement data is shared and discussed with parents at monthly parent nights hosted by the principal. Site council, which has parent and student representation, reviews student achievement data and develops a single plan for student achievement based on the data. The Assistant Superintendent of Curriculum creates the Comprehensive Analysis of Student Achievement Report for the Board of Trustees. This report includes a detailed analysis of achievement at Ponderosa. The Principal is a member of the local chapter of Rotary International and Chamber of Commerce. As a member of these organizations, he shares the school's achievement data. The local newspaper, the Mountain Democrat, annually reports the school's STAR results. At faculty meetings, department chair meetings, and monthly collaboration days, teachers regularly review a wide array of student achievement data to reflect on current practices and guide curricular changes and interventions. Data analysis is a regular part of the school's cycle of inquiry. This culture of sharing student achievement data has contributed to a steady improvement in academic performance.

4. Sharing Success:

Ponderosa is one of four comprehensive high schools and six alternative education schools in the El Dorado Union High School District (EDUHSD). The administration and departments from all schools meet regularly at a variety of different levels to analyze data, share best practices, develop interventions, and revise curriculum. The principals in the EDUHSD meet twice a month, as a team, to focus on the improving academic achievement for all students. At these meetings, Ponderosa's single plan for student achievement goals and analysis of student achievement data are shared with other administrators so that successful initiatives may be replicated at other sites. Ponderosa teachers are members of the district Standards and Instructional Leadership Team (SILT). They review and approve courses of study and adopt textbooks. Ponderosa teachers participate in district wide committees that design common assessments and benchmarks. Teachers from all schools in the district use these common assessments and benchmarks to guide instructional practices. Ponderosa teachers have played an active role in designing, implementing, and analyzing these assessment tools. Administrators and teachers attend regional countywide meetings organized by the El Dorado County Office of Education. El Dorado County provides professional development opportunities that allow teachers and administrators to learn new skills and share exemplary practices. Administrators and teachers attend conferences and workshops held throughout the state to learn about research-based instructional practices and school improvement initiatives. These ongoing professional development opportunities help the staff continually refine the school culture and pedagogy. Ponderosa's Western Association of Schools and Colleges Focus on Learning Self Study was shared with other schools in the district. Ponderosa's department chairs and counselors share achievement data with the feeder middle schools to assist those schools in developing

practices and interventions to improve student performance in ninth grade. The Ponderosa administration and teachers meet with colleagues from the local community college to review the academic performance of Ponderosa graduates in community college. These meetings help Ponderosa teachers align curriculum to improve students' postsecondary success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A challenging course of study and rigorous graduation requirements are in place for all students at Ponderosa High School. Students must earn 240 credits including 80 elective credits. Four years of English are required.

Three years of mathematics are required. In order to earn a diploma all students must pass Algebra 1 and pass the Math section of the California High School Exit Exam. Ponderosa offers nine math courses including AP Statistics, AP Calculus AB, and AP Computer Science.

Three years of social science courses are required. Tenth grade students in World History examine the major turning points that helped to shape the modern world from the late eighteenth century to the present including the interdependence of people and cultures through out the world. Eleventh grade students in U. S. History study the major events in American history in the twentieth century. Twelfth grade students enroll in American Government and Economics. These courses cover the Constitution of the United States and basic economic principles including micro, macro, and global concepts. College preparatory courses in Sociology and Psychology are offered, as well as three Advanced Placement courses in history, government, and economics.

Two years of physical education and a semester course of health are required. Third year advanced PE courses are offered that challenge students to develop their own, well-rounded fitness plans. In the health course, students cover topics such as personal health, nutrition, fitness, environmental health, First Aid/CPR, substance use and misuse, consumer health, violence prevention, family life, and diseases.

Two years of science are required. Integrated Physical and Earth Science is a core ninth grade course where students investigate the various areas of chemistry, earth's processes, oceanography, atmosphere, astronomy, and the method of scientific inquiry. Sophomore students enroll in Biology that is the study of living systems. Chemistry and Chemistry A, Physics, Physiology, AP Biology, and AP Environmental Science are offered as advanced science electives.

One year of a visual or performing arts or one year of a foreign language is required for a diploma. The majority of Ponderosa students take both. Ponderosa offers Spanish and French. Both French and Spanish curricula develop the four skills of communication: listening, speaking, reading and writing and explore the cultures of the Spanish-speaking or French-speaking world. Both languages are offered through the Advanced Placement level. Ponderosa High School has a well developed fine arts program including Marching Band, Concert Band, Beginning Instruments, Jazz Ensemble, Treble Ensemble Choir, Baritone Chorus, General Chorus, and three levels of drama: Beginning, Intermediate, and Advanced. There is also a variety of visual art courses including Art 1, an introductory class that emphasizes the elements and principles of design and the technical skills of drawing, painting and printmaking, Three Dimensional Design including ceramics, fiber art, stained glass, computer graphics, and other media and advanced courses. Mastery of the fundamentals of Information and Communication Technology are also required to earn a diploma. This can be done through a course or passing a challenge exam.

Ponderosa High School offers a wide variety of elective classes that have scope and sequence in trades and industry, consumer and family health, and business and technology. Ponderosa operates the only agricultural pathway in the District. This award winning District program serves over 150 students. Students have access to a wide range of Regional Occupation Programs, seven of which are housed at PHS. Advanced level courses are available at Folsom Lake College.

2b. (Secondary Schools) English:

The English courses at Ponderosa are literature and writing based and follow state mandated standards. The courses focus on reading comprehension, vocabulary and conventions, writing, listening and speaking, and research and technology. Each grade level course revolves around a theme. Ninth grade surveys a variety of literary genre; tenth grade focuses on world literature, and eleventh grade covers American literature. Twelfth grade students can select from a particular genre such as British literature, science fiction,

contemporary literature, and the works of Shakespeare. Eleventh grade students may enroll in Advance Placement English Language and Composition and twelfth grade students may enroll in Advanced Placement English Literature and Composition. To improve academic success of students and promote high academic achievement, the class size for ninth grade English classes does not exceed twenty students. Students in ninth and tenth grade have the option to take regular college preparatory English or Advanced English. Students who are identified as having below basic literacy skills in middle school are invited to participate in a summer school high school readiness program. This six week course strives to improve student study skills, reading fluency and comprehension, and written conventions. Two sections of a Reading Strategies course are offered for ninth grade students and one section to students in grades ten and eleven who are reading below grade level. The Reading Strategies courses are designed to provide low readers with individualized plans to improve their fluency and comprehension. Using reading level appropriate literature that is selected by the student, the teacher promotes the joy of reading. Pre-test and post-test results reveal that students improve their reading level by more than one grade. English Learners are assigned to one period of study skills taught by an English teacher. This course is designed to assist students in completing assignments and preparing for exams in core classes. The English teacher incorporates ESL and SDAIE strategies to increase student achievement. Special education teachers and technicians are assigned to mainstream English classes to assist in the implementation of student IEPs.

3. Additional Curriculum Area:

The Ponderosa science classes are designed to be activity and lab based. These activities are centered on learning and focus on using different modalities and teaching strategies to engage students. The curriculum is made very user friendly by allowing students to connect with the subject by relating it to student life. The curriculum uses science as a method of logical problem solving rich in demonstrations, labs, individual and group activities. The science courses exemplifies the school's emphases on developing 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, and synthesize information from multiple sources. Ponderosa offers eight University of California approved science courses: Physical and Earth Science, Biology, Chemistry A, Chemistry, Human Physiology, Physics, AP Environmental Science and AP Biology. Students at Ponderosa significantly outperform other students in California on the California Standards Tests (CST). 463 grade nine students took the Physical and Earth Science CST. 95% of those students scored basic or higher with 70% scoring proficient or advanced. Only 27% of all grade nine students in California who took the test scored proficient or advanced. This is a forty-three percent difference. 467 grade ten students took the Biology CST. 93% of those students scored basic or higher with 72% scoring proficient or advanced. Only 30% of all grade ten students in California who took the test scored proficient or advanced. This is a forty-two percent difference. 259 grade eleven students took the Chemistry CST. 94% of those students scored basic or higher with 51% scoring proficient or advanced. Only 26% of all grade eleven students in California who took the test scored proficient or advanced. This is a twenty-five percent difference. These results demonstrate learning of essential skills. The teachers are passionate, highly qualified and care deeply about students. They understand that learning is a human enterprise that cannot merely be measured by test results.

4. Instructional Methods:

One of Ponderosa's school-wide goals is to implement a school-wide prevention and intervention system that ensures students meet or exceed course standards. To achieve this goal Ponderosa has clearly defined content standards for courses. The academic departments have developed common end of the year assessments for many core courses and use numerous benchmark and common unit assessment. The departments are also in the process of developing more and refining current common formative assessments. Teachers strive to make the content relevant to their students' life experiences and backgrounds. Teachers use a wide variety of instructional strategies that emphasize student centered and collaborative working approaches. With the support of newly acquired technologies and the library's media-center capabilities, teachers use technology based lessons to teach the standards. Imbedded in the master schedule are a series of support classes designed to assist low skilled or less motivated students achieve success. These courses include a high school readiness summer school program for incoming grade nine students who struggled in middle school. At the ninth grade level, all English and Algebra 1 classes are staffed at a 20:1 teacher to student ration. A transitional pre-algebra course is team taught with a credentialed math teacher and special education teacher to assist lower functioning RSP and higher functioning SDC students with a student to teacher ratio of 12:1. Grade nine students reading below grade level are enrolled in a Reading Strategies course. At grades 10-12 Reading Strategies is offered for students who need additional time and support to attain grade level fluency. Two sections of an Algebra Support Class are offered. Students enrolled in this class take the support class and an Algebra class simultaneously. Two sections of Study Skills is offered to assist students with their organization and

assignment and homework completion. Special Education student IEP's are observed and effectively implemented including having teachers and technicians assigned to classrooms to provide direct support in core classes. Two sections of Cyber High School classes are offered during the school day and one section after school to assist students with credit recovery. Cyber High provides students with a numerous online courses. Students work independently and at their own pace. A certificated teacher facilitates and monitors the students' progress. This combined school-wide approach has led to increased test scores and higher percentage of graduates being University of California eligible.

5. Professional Development:

The staff development program is multi-faceted. All staff has the opportunity to participate in staff development at district-wide days that are planned to include speakers hired to meet district goals. On these days, teachers also have the chance to collaborate in smaller groups to review implementation and assessment of the presentations. They also include district-wide opportunities for departments to assess students achievement related to standards based test results. The Education Services department provides departments throughout the year the chance to develop and analyze assessment results to better meet student needs with additional financial support. Additional district funds are allocated annually for teachers to attend workshops, conferences, and seminars to enhance curricular and pedagogical strategies. The district has also sponsored and/or funded training for teachers to receive Cross-cultural, Language, and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE) certification. District funding for professional development is also set aside for support staff to receive additional training in job-specific areas.

Site-based staff development is organized primarily through Collaboration Days that occur monthly. These early release days give staff an opportunity to work on department priorities as well as school-wide issues. The primary focus on these days is to analyze assessment data and to work departmentally to address areas of need and collaborate on best teaching practices. The district has supported these efforts through resources like curricular coaches and extra release time. In addition to department time, school-wide staff development and training has been done in best practices for working with special needs students and in technology training. The impact of these focused staff development activities has been pronounced in our state and district wide testing results particularly math and science.

The instructional improvement process is entirely based upon the basic tenets of the California Standards of the Teaching Profession (CSTP). Ponderosa teachers have received training in those tenets and are evaluated based upon their demonstrated ability to provide instruction using CSTP concepts including maintaining an effective learning environment , evidence of assessment of learning, developing and communicating the purpose of a lesson and use of instructional strategies that engage all students.

All teachers new to the profession are supported by the Beginning Teacher Support and Assessment program (BTSA). BTSA participants have a support provider assigned by the PAR panel, their Department Chair, their colleagues, and their assigned evaluator for support.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test California High School Exit Exam

Edition/Publication Year 2007 Publisher ETS

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Pass or Higher	94	93	93	93	93
% "Exceeding" State Standards					
No State Label					
Number of students tested	528	536	489	493	405
Percent of total students tested	99	100	100	100	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass or Higher	81	74	83	72	50
% "Exceeding" State Standards					
No State Label					
Number of students tested	27	31	29	36	18
2. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Pass or Higher	85	83	77	76	70
% "Exceeding" State Standards					
No State Label					
Number of students tested	34	36	26	21	27
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Pass or Higher	75	53	51	63	63
% "Exceeding" State Standards					
No State Label					
Number of students tested	44	49	35	38	43
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	75	75	67	68	61
% "Exceeding" State Standards					
Advanced	45	42	32	23	29
Number of students tested	501	552	544	525	513
Percent of total students tested	99	99	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	35	41	34	40	41
% "Exceeding" State Standards					
Advanced	14	25	8	7	17
Number of students tested	40	42	41	30	29
2. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	56	50	31	48	23
% "Exceeding" State Standards					
Advanced	24	25	21	15	9
Number of students tested	25	40	26	33	22
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	21	29	15	24	22
% "Exceeding" State Standards					
Advanced	8	9	6	21	4
Number of students tested	28	35	47	42	47
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	62	60	59	60	65
% "Exceeding" State Standards					
Advanced	31	26	24	31	24
Number of students tested	531	528	489	494	435
Percent of total students tested	99	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	33	39	28	37	29
% "Exceeding" State Standards					
Advanced	20	32	32	17	24
Number of students tested	27	28	29	35	22
2. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	40	29	31	30	45
% "Exceeding" State Standards					
Advanced	14	21	8	9	18
Number of students tested	35	34	26	23	22
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	21	6	8	16	12
% "Exceeding" State Standards					
Advanced	9	27	8	6	12
Number of students tested	38	48	36	49	44
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					