

School Year: **2023-24**



PONDEROSA

ELEMENTARY

A California Distinguished School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ponderosa Elementary School	43-69674-6048995	May 23, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ponderosa's goals and outcomes are strategically aligned with the district's LCAP goals in an effort to address site needs in a systematically aligned manner.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 8
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 38
 - Goal 3..... 42
 - Goal 4..... 45
 - Goal 5..... 49
 - Goal 6..... 51
 - Goal 7..... 52
- Budget Summary 53
 - Budget Summary 53
 - Other Federal, State, and Local Funds 53
- Budgeted Funds and Expenditures in this Plan 54
 - Funds Budgeted to the School by Funding Source..... 54
 - Expenditures by Funding Source 54
 - Expenditures by Budget Reference 54
 - Expenditures by Budget Reference and Funding Source 54
 - Expenditures by Goal..... 55

School Site Council Membership56
Recommendations and Assurances57

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

SEL Data (taken by students in grades 3-5)

84% of students think academic behaviors are important (i.e. come to class prepared, attend class each day, etc.)

89% of students have a positive academic mindset (i.e. feel they belong to the school, want to be a good student, etc.)

86% of students have a positive attitude about academic perseverance (i.e. if they fail they will try again, work to finish what they begin, etc.)

79% of students have a positive attitude about classroom context (i.e. they feel like students respect them, feel as though adults at school treat students w/ respect, etc.)

84% of students have a positive attitude about learning strategies (i.e. can set learning goals, know what to do if they get stuck, etc.)

79% of students have a positive attitude about their social skills (i.e. think about others' feelings, work well with others, etc.)

Suspensions:

2022-2023: 0 suspensions

2021-2022: 3 total suspensions involving 2 students

2019-2020: (prior to SIP): 5 suspensions

2018-2019 (as of 4/30/19): 11 suspensions

2017-2018: 14 suspensions

2016-2017: 15 suspensions

Site-Based Parent Survey

81% of parents/guardians are satisfied with their family's experience at Ponderosa

19% are somewhat satisfied.

0% are dissatisfied.

84% of parents are satisfied with their children's learning and academic progress.

16% would like them to make greater progress.

0% are dissatisfied.

2022-2023 SWIS Data (As of 4/21/2023)

29% of all BTT's (major and minor combined) are due to physical aggression (Actual number 86, up one from last year's 85)

17% of all BTT's are due to minor physical contact/physical aggression

10% of all BTT's are due to minor disrespect

8% of all BTT's are due to defiance/insubordination/non-compliance

58% of major BTTs are due to physical aggression

17% of major BTTs are due to defiance

34% of minor BTTs are due to minor contact

19% of minor BTTs are due to minor disrespect

15% of minor BTTs due to minor defiance

13% of minor BTTs due to minor disruption

38% of BTTs occur on the playground.
40% of BTTs occur in the classroom.
11% of BTTs occur during recess.
22% of BTTs occur during kindergarten/first grade lunch playtime.
13% of BTTs occur during second/fourth grade lunch playtime.
10% of BTTs occur during third/fifth grade lunch playtime.
22% of BTTs are assigned to 2nd graders.
21% of BTTs are assigned to kindergarteners.
One student received 15% of all BTT referrals

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are observed by a variety of people throughout the school year. The Superintendent and other District Office employees visit campus at least once per year, if not more frequently. Classrooms are observed by the Principal throughout the school year. The Principal conducts formal observations on a rotating basis annually, as well as conducting informal observations on a weekly basis. The Principal is continually impressed by the quality of teaching and the level of student engagement and higher order thinking skills in each classroom. Ponderosa's School Support TOSA, EL Support Teacher, and Comprehensive Coordinated Early Intervening Services (CCEIS) Coach observe in classrooms at least weekly in order to offer support to teachers and students. Ponderosa's Positive Behavioral Interventions and Supports (PBIS) Team members observe in classrooms and on the playground, and they collaborate with teachers and the Principal in order to fully realize our PBIS motto- The 4 B's (Be Respectful, Be Responsible, Be Safe, Be Kind)! Also, the Stanford Teacher Education Program (STEP) brings international visitors to our site on an annual basis to learn about the relationship we have with the STEP program, how we integrate their student teachers into our classrooms and how our two institutions mutually benefit from the Stanford/Ponderosa partnership. It is uncertain if this will happen in the 2021-2022 school year due to COVID restrictions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. Since state-wide data has been lacking due to Shelter in Place remote and hybrid learning, local data, specifically iReady, has been used in order to produce more recent and relevant data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In elementary schools teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In secondary schools, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California Standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including differentiated instruction, inclusion, and intervention specialists. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include Literacy Intervention Teachers (LIT) and a Math Intervention Teacher (MIT) working with students in need, wellness support and counseling, library, and ESY summer school for those who qualify. District options include alternative program and independent study options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees discuss the best way to meet students' needs and monitor the school's SPSA. Ponderosa's Parent Teacher Student Association (PTSA) and Ponderosa Enrichment Programs Committee (PEPCO) groups are finding ways to be active and supportive during these unusual times where parent volunteers are extremely limited. In addition to these formal meetings and organizations, the Principal holds virtual office hours monthly where parents can drop in to ask questions or discuss topics of interest. Parental engagement and input are valued greatly at Ponderosa School!

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisory Committee (ELAC) and Site Leadership Team (SLT) provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, the Principal works with the staff as a whole, Site Leadership Team (SLT), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC) to determine site priorities and needs. During the discussions, we look at school achievement data and discuss school wide goals, we review the annual budget and come to consensus on how to best utilize the Targeted Funds provided to the site. These discussions inform the creation of this document.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students have chromebooks to use at home and at school, so we are prepared if we are to revert to distance or hybrid learning at any time. An inequity may exist in internet access and reliability. Hot spots were deployed during Distance Learning, but there were not enough available, so this created an inequity at that time, but this has not been an issue this school year. We plan to send student chromebooks home for the summer for families who would like to use them, as we did last year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	79	72
Grade 1	90	91	77
Grade 2	90	91	89
Grade3	85	89	87
Grade 4	86	82	88
Grade 5	95	86	88
Total Enrollment	542	518	501

Conclusions based on this data:

1. Our population has declined, and we are slated to have one fewer K-5 class.
2. This enrollment data does not include a TK class, which we will add.
3. This enrollment data does not include three SAI classes, which contribute more than 30 students to Ponderosa's population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	175	203	168	32.30%	39.2%	33.3%
Fluent English Proficient (FEP)	101	101	138	18.60%	19.5%	27.5%
Reclassified Fluent English Proficient (RFEP)	5	68	76	2.9%	33.5%	45.2%

Conclusions based on this data:

1. Our EL population remains approximately 1/3 or more of our total student population.
2. Our reclassified RFEP population grew significantly in 2020-2022.
3. We experienced another increase in our RFEP population during the 2022-2023 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	91		0	82		0	82		0.0	90.1	
Grade 4	80	81		0	78		0	78		0.0	96.3	
Grade 5	92	82		0	80		0	80		0.0	97.6	
All Grades	253	254		0	240		0	240		0.0	94.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2447.			36.59			15.85			23.17			24.39	
Grade 4		2473.			30.77			26.92			16.67			25.64	
Grade 5		2566.			48.75			28.75			10.00			12.50	
All Grades	N/A	N/A	N/A		38.75			23.75			16.67			20.83	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		30.49			53.66			15.85				
Grade 4		25.64			58.97			15.38				
Grade 5		45.00			45.00			10.00				
All Grades		33.75			52.50			13.75				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.27			46.34			24.39	
Grade 4		28.21			51.28			20.51	
Grade 5		35.00			56.25			8.75	
All Grades		30.83			51.25			17.92	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.29			69.51			12.20	
Grade 4		12.82			74.36			12.82	
Grade 5		22.50			68.75			8.75	
All Grades		17.92			70.83			11.25	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.73			62.20			17.07	
Grade 4		8.97			69.23			21.79	
Grade 5		40.00			48.75			11.25	
All Grades		23.33			60.00			16.67	

Conclusions based on this data:

1. The largest groups of Ponderosa students fall into the Standard Exceeded category for overall ELA achievement.
2. All subgroups are fairly consistent, with the percentage of students above or at/near standard in the mid to high 80% range, with writing being a relative weakness at 82%.
3. Approximately 21% of Ponderosa students are performing below standard in overall ELA achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	91		0	85		0	85		0.0	93.4	
Grade 4	80	82		0	81		0	81		0.0	98.8	
Grade 5	92	82		0	79		0	79		0.0	96.3	
All Grades	253	255		0	245		0	245		0.0	96.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.			42.35			15.29			21.18			21.18	
Grade 4		2492.			33.33			23.46			18.52			24.69	
Grade 5		2566.			54.43			11.39			21.52			12.66	
All Grades	N/A	N/A	N/A		43.27			16.73			20.41			19.59	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.71			34.12			21.18	
Grade 4		37.04			35.80			27.16	
Grade 5		49.37			35.44			15.19	
All Grades		43.67			35.10			21.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.65			40.00			22.35	
Grade 4		33.33			43.21			23.46	
Grade 5		45.57			36.71			17.72	
All Grades		38.78			40.00			21.22	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.53			37.65			18.82	
Grade 4		34.57			44.44			20.99	
Grade 5		37.97			53.16			8.86	
All Grades		38.78			44.90			16.33	

Conclusions based on this data:

1. Ponderosa students performed slightly lower on Math CAASPP tests than they did on the ELA CAASPP test, overall, by about 3 percentage points.
2. 5th grade shows significantly fewer students performing below standard in all areas compared with students in all grades combined or other grades individually.
3. Communicating reasoning was a relative strength for students overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1458.0	1425.8		1450.2	1428.7		1475.8	1418.6		38	28	
1	1460.9	1420.5		1475.9	1432.6		1445.3	1407.8		41	33	
2	1482.4	1452.0		1501.8	1460.5		1462.5	1443.0		33	32	
3	1504.6	1467.7		1503.8	1483.3		1504.9	1451.4		33	29	
4	1493.5	1500.3		1494.5	1503.9		1492.1	1496.2		22	29	
5	1531.1	1512.1		1530.7	1510.3		1531.1	1513.4		30	16	
All Grades										197	167	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.47	32.14		26.32	39.29		23.68	7.14		10.53	21.43		38	28	
1	36.59	6.06		21.95	27.27		14.63	27.27		26.83	39.39		41	33	
2	30.30	21.88		24.24	25.00		18.18	12.50		27.27	40.63		33	32	
3	39.39	6.90		24.24	20.69		18.18	44.83		18.18	27.59		33	29	
4	13.64	20.69		31.82	31.03		40.91	24.14		13.64	24.14		22	29	
5	30.00	18.75		20.00	31.25		33.33	37.50		16.67	12.50		30	16	
All Grades	32.99	17.37		24.37	28.74		23.35	24.55		19.29	29.34		197	167	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.47	46.43		26.32	21.43		13.16	10.71		21.05	21.43		38	28	
1	43.90	21.21		21.95	27.27		12.20	24.24		21.95	27.27		41	33	
2	36.36	40.63		21.21	6.25		33.33	28.13		9.09	25.00		33	32	
3	54.55	27.59		21.21	41.38		6.06	13.79		18.18	17.24		33	29	
4	22.73	44.83		54.55	24.14		13.64	20.69		9.09	10.34		22	29	
5	43.33	50.00		33.33	31.25		13.33	6.25		10.00	12.50		30	16	
All Grades	41.12	37.13		27.92	24.55		15.23	18.56		15.74	19.76		197	167	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.74	14.29		15.79	35.71		23.68	28.57		15.79	21.43		38	28	
1	26.83	9.09		34.15	12.12		12.20	27.27		26.83	51.52		41	33	
2	18.18	9.38		30.30	40.63		27.27	12.50		24.24	37.50		33	32	
3	24.24	3.45		27.27	6.90		24.24	31.03		24.24	58.62		33	29	
4	0.00	0.00		31.82	41.38		36.36	24.14		31.82	34.48		22	29	
5	20.00	6.25		6.67	18.75		46.67	37.50		26.67	37.50		30	16	
All Grades	24.37	7.19		24.37	26.35		26.90	25.75		24.37	40.72		197	167	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.37	50.00		39.47	32.14		13.16	17.86		38	28	
1	53.66	30.30		31.71	51.52		14.63	18.18		41	33	
2	36.36	37.50		54.55	40.63		9.09	21.88		33	32	
3	54.55	34.48		30.30	41.38		15.15	24.14		33	29	
4	40.91	48.28		50.00	34.48		9.09	17.24		22	29	
5	36.67	31.25		60.00	56.25		3.33	12.50		30	16	
All Grades	45.69	38.92		43.15	41.92		11.17	19.16		197	167	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.21	35.71		34.21	39.29		31.58	25.00		38	28	
1	26.83	15.15		43.90	45.45		29.27	39.39		41	33	
2	36.36	25.00		57.58	37.50		6.06	37.50		33	32	
3	51.52	62.07		27.27	17.24		21.21	20.69		33	29	
4	40.91	41.38		40.91	44.83		18.18	13.79		22	29	
5	56.67	68.75		33.33	18.75		10.00	12.50		30	16	
All Grades	40.10	38.32		39.59	35.33		20.30	26.35		197	167	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.95	17.86		63.16	64.29		7.89	17.86		38	28	
1	51.22	12.12		14.63	27.27		34.15	60.61		41	33	
2	33.33	12.50		42.42	50.00		24.24	37.50		33	32	
3	21.21	3.45		51.52	17.24		27.27	79.31		33	29	
4	0.00	3.45		59.09	55.17		40.91	41.38		22	29	
5	16.67	12.50		50.00	50.00		33.33	37.50		30	16	
All Grades	27.92	10.18		45.18	43.11		26.90	46.71		197	167	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.63	42.86		34.21	28.57		13.16	28.57		38	28	
1	12.20	6.06		60.98	63.64		26.83	30.30		41	33	
2	18.75	12.50		53.13	50.00		28.13	37.50		32	32	
3	25.81	3.45		51.61	48.28		22.58	48.28		31	29	
4	0.00	10.34		77.27	68.97		22.73	20.69		22	29	
5	13.33	6.25		56.67	68.75		30.00	25.00		30	16	
All Grades	22.16	13.77		54.12	53.89		23.71	32.34		194	167	

Conclusions based on this data:

1. Overall, our students with the highest need, L1 overall, are in 1st and 2nd grades.
2. EL students are performing lowest in the areas of reading and writing.
3. EL students performed the highest in the areas of speaking and listening.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	26.6	39.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ponderosa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	39.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	138	26.6
Students with Disabilities	83	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian		
Asian	218	42.1
Filipino	21	4.1
Hispanic	156	30.1
Two or More Races	8	1.5
Pacific Islander	1	0.2
White	107	20.7

Conclusions based on this data:

1. The Asian subgroup is currently our largest ethnic group, followed by Hispanic and White.
2. Our EL population has grown slightly, from 36.7% to 39.2%
3. 27% of our students are economically disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We need to continue to improve interventions provided to students with chronic absenteeism.
2. We have been providing alternatives to suspension, causing our suspension rate to be very low.

-
-
3. Our academic performance is high, with a relative weakness with our EL population, which is medium. We should continue with targeted support for this population.

School and Student Performance Data

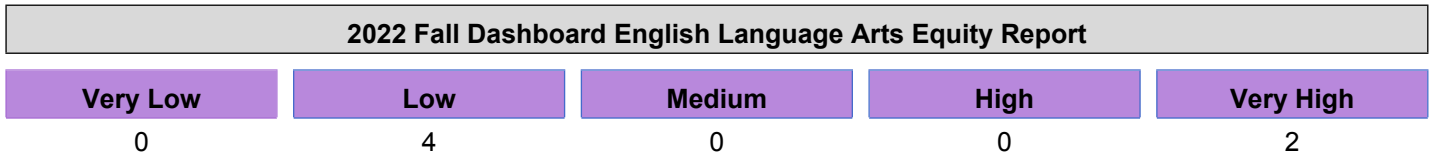
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

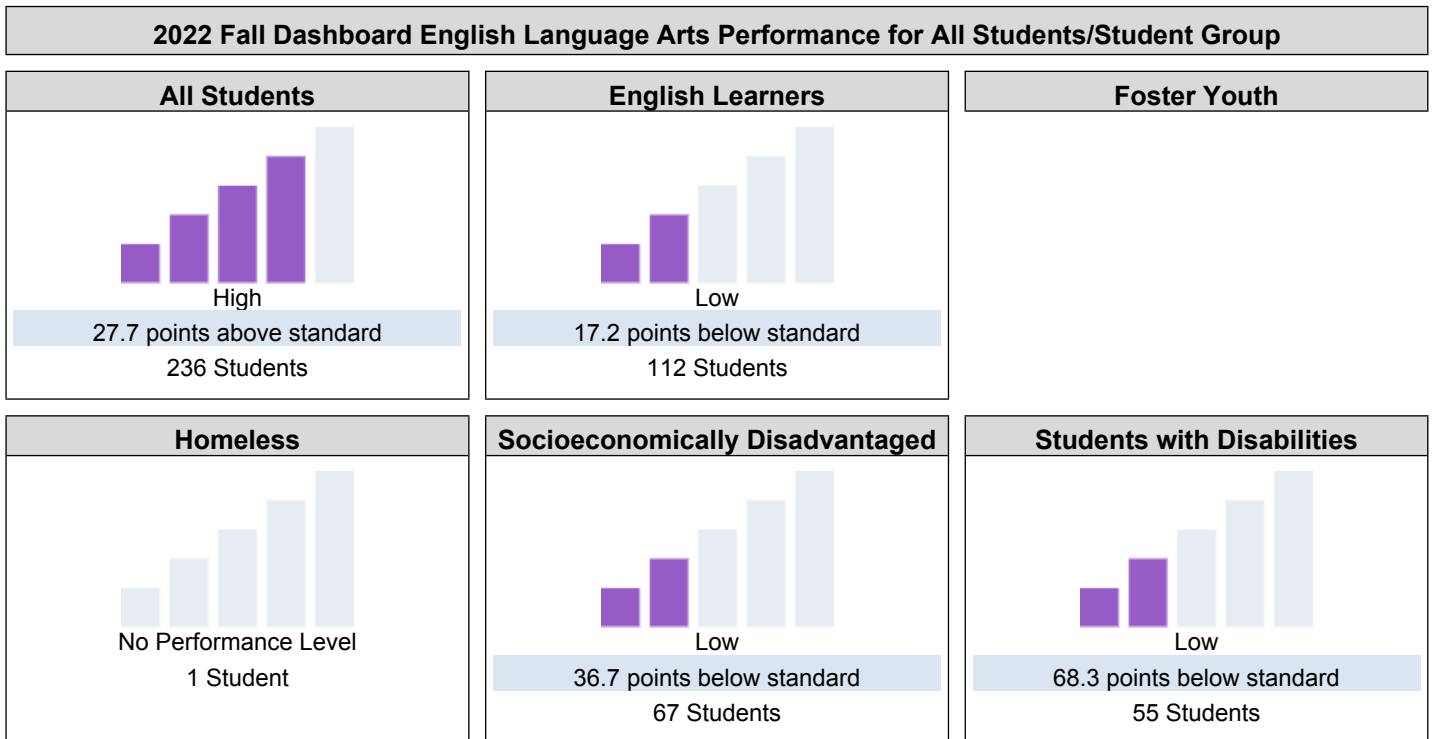
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



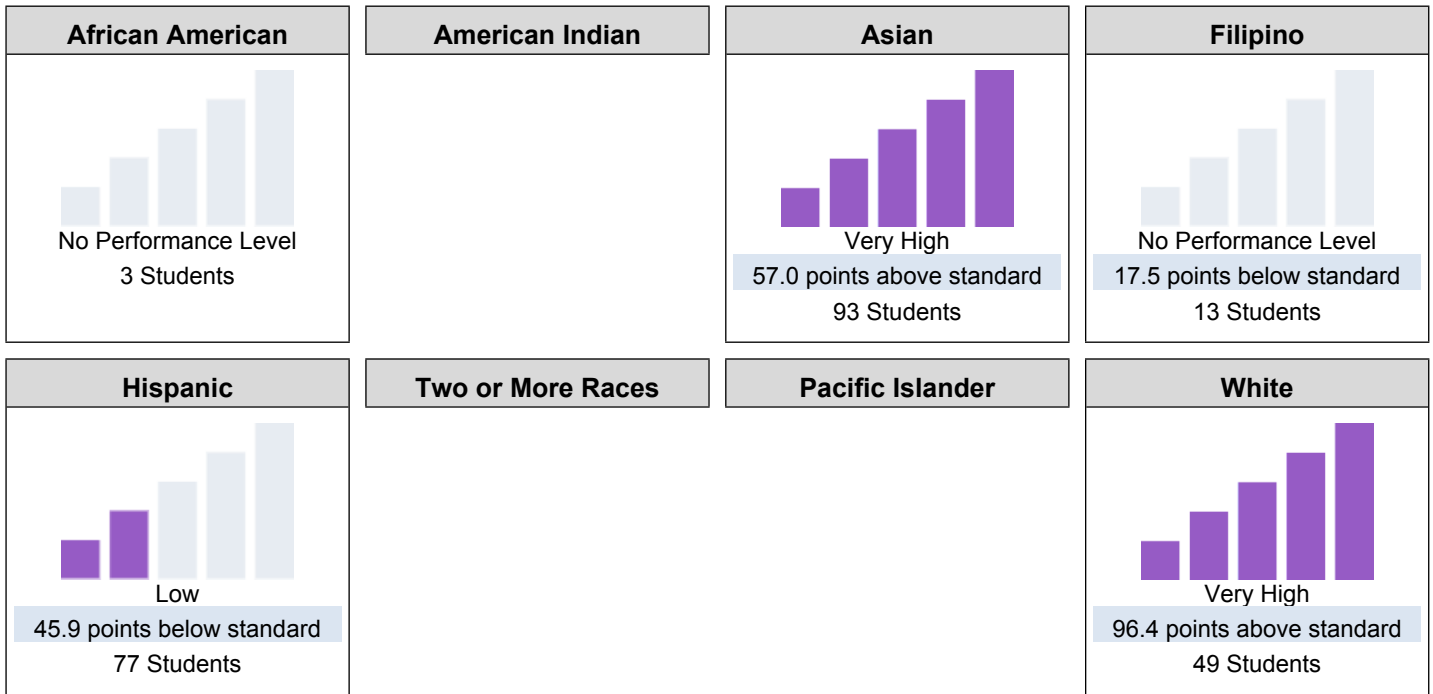
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.3 points below standard 58 Students	50.5 points above standard 54 Students	57.6 points above standard 90 Students

Conclusions based on this data:

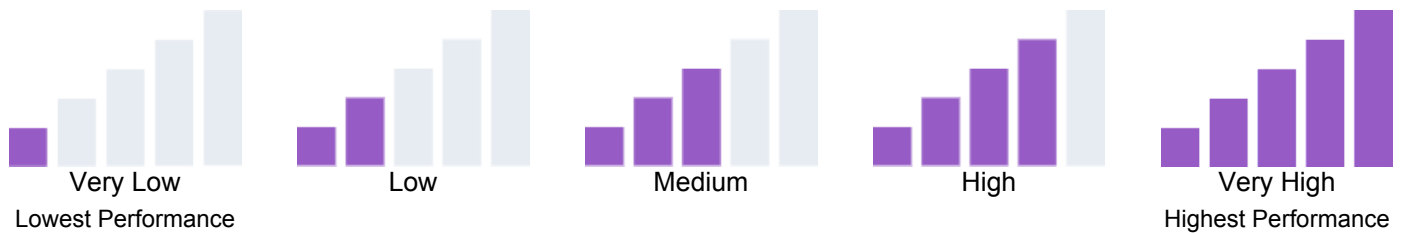
1. We need to continue to find ways to help our Hispanic students increase ELA achievement.
2. We need to continue to support EL, students with disabilities and socioeconomically disadvantaged (SED) students, so they can increase ELA achievement.
3. Our White and Asian students perform very high in ELA.

School and Student Performance Data

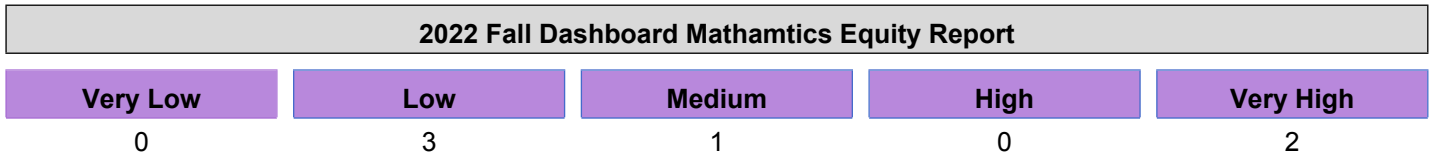
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

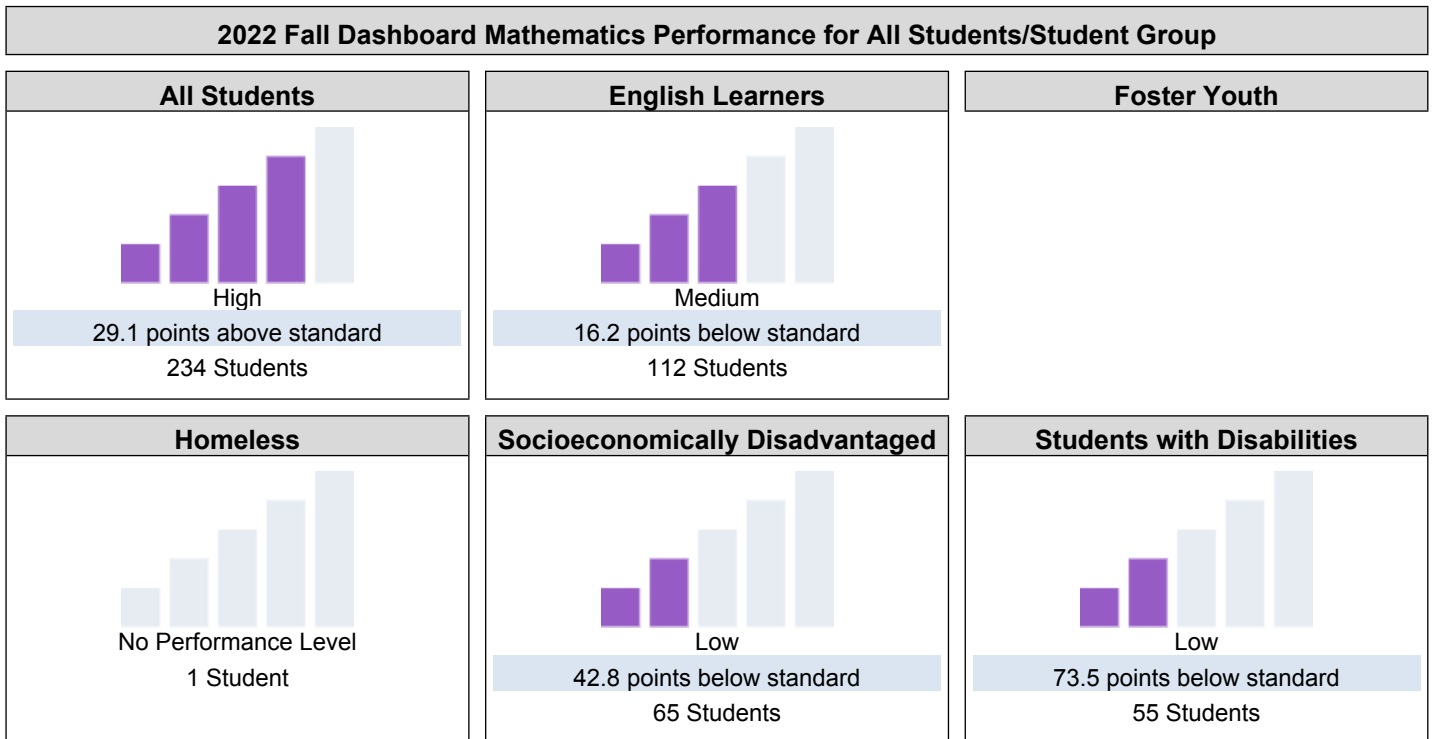
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



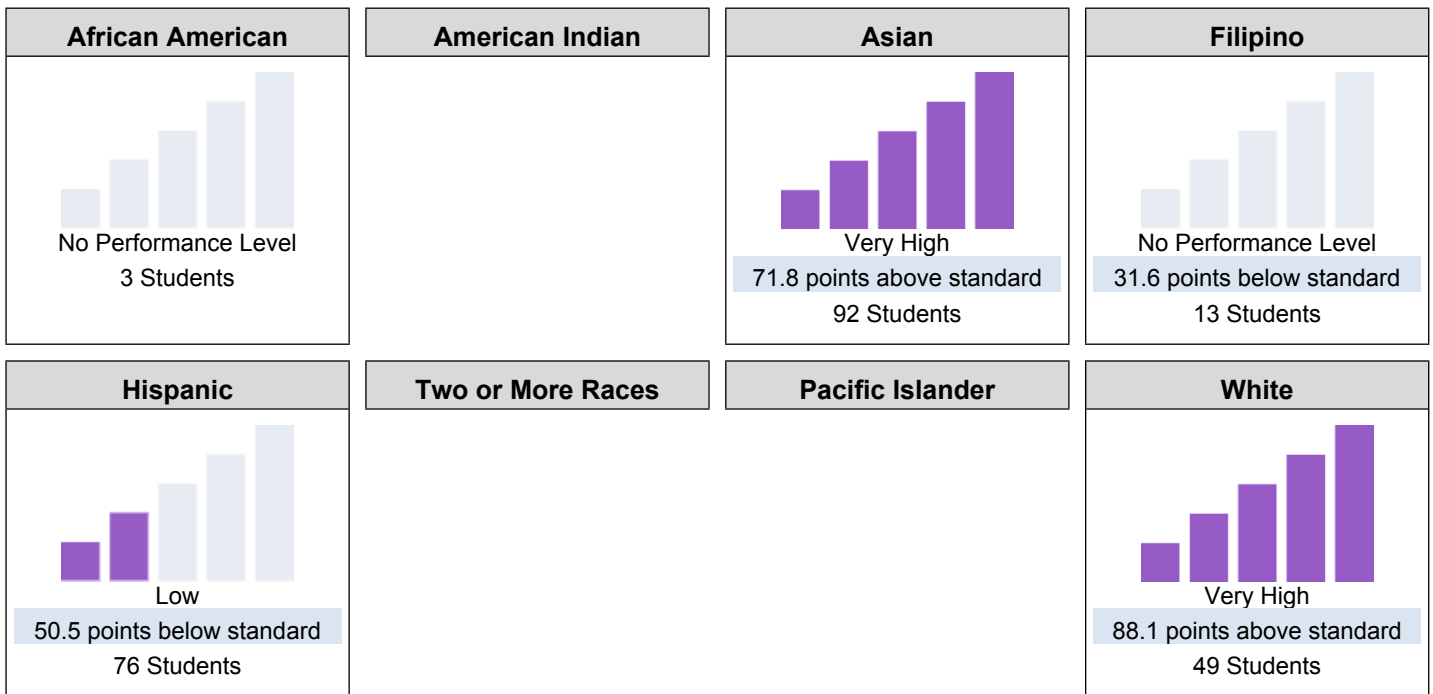
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.1 points below standard 58 Students	50.3 points above standard 54 Students	60.9 points above standard 89 Students

Conclusions based on this data:

1. Overall, our math achievement scores are high, with White and Asian students performing very high,
2. Students with disabilities and socioeconomically disadvantaged students need continued support and targeted instruction in order to achieve better results in the area of math.
3. We need to provide support and interventions for Hispanic students so they can increase math achievement.

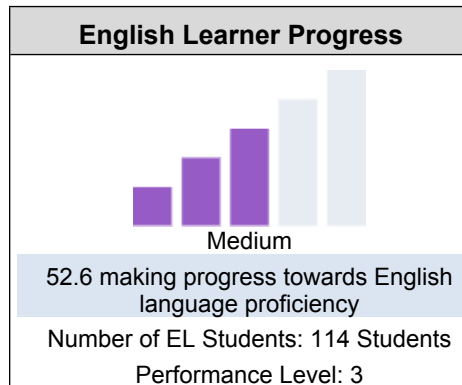
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	30.7%	0.9%	51.8%

Conclusions based on this data:

1. Only slightly over half of our ELs progressed at least one level. We are in need of effective strategies, interventions and supports so that all EL students are making adequate progress.
2. Approximately 31% of our students maintained their language acquisition level. We need to determine what supports they need to grow and progress.
3. 16.7%% of EL students decreased by one EL level, which is an improvement over the previous 20%, but still problematic and in need of attention.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

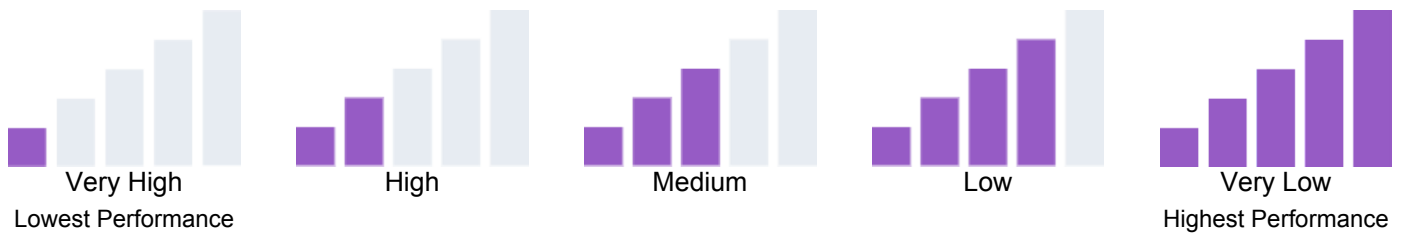
- 1.

School and Student Performance Data

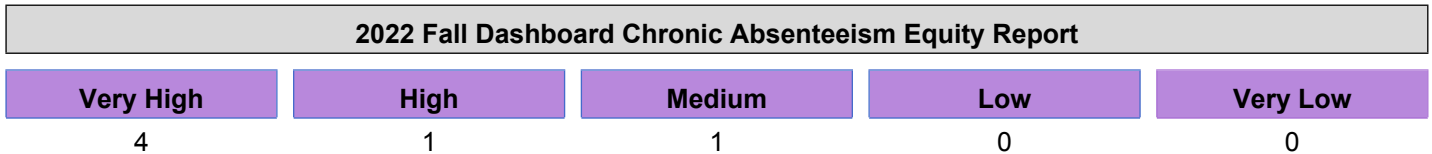
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

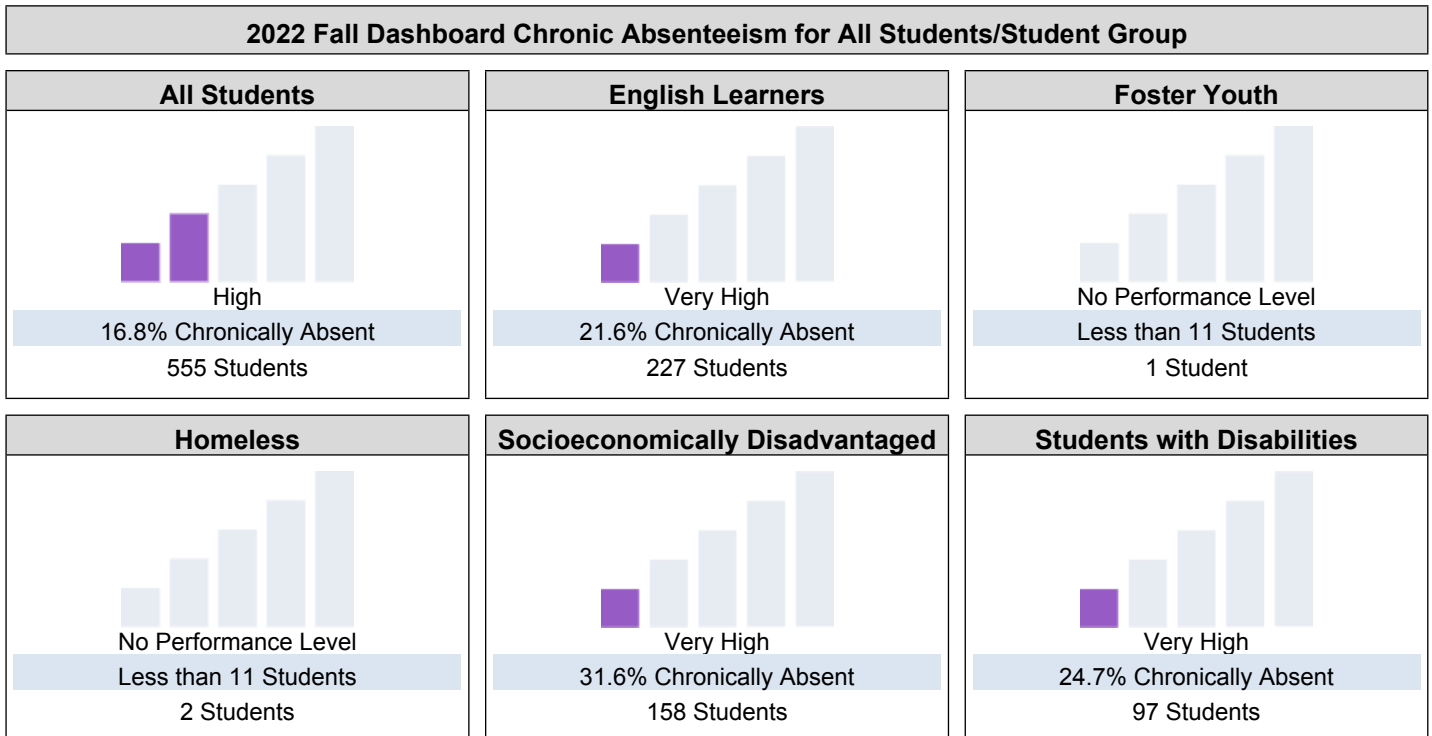
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



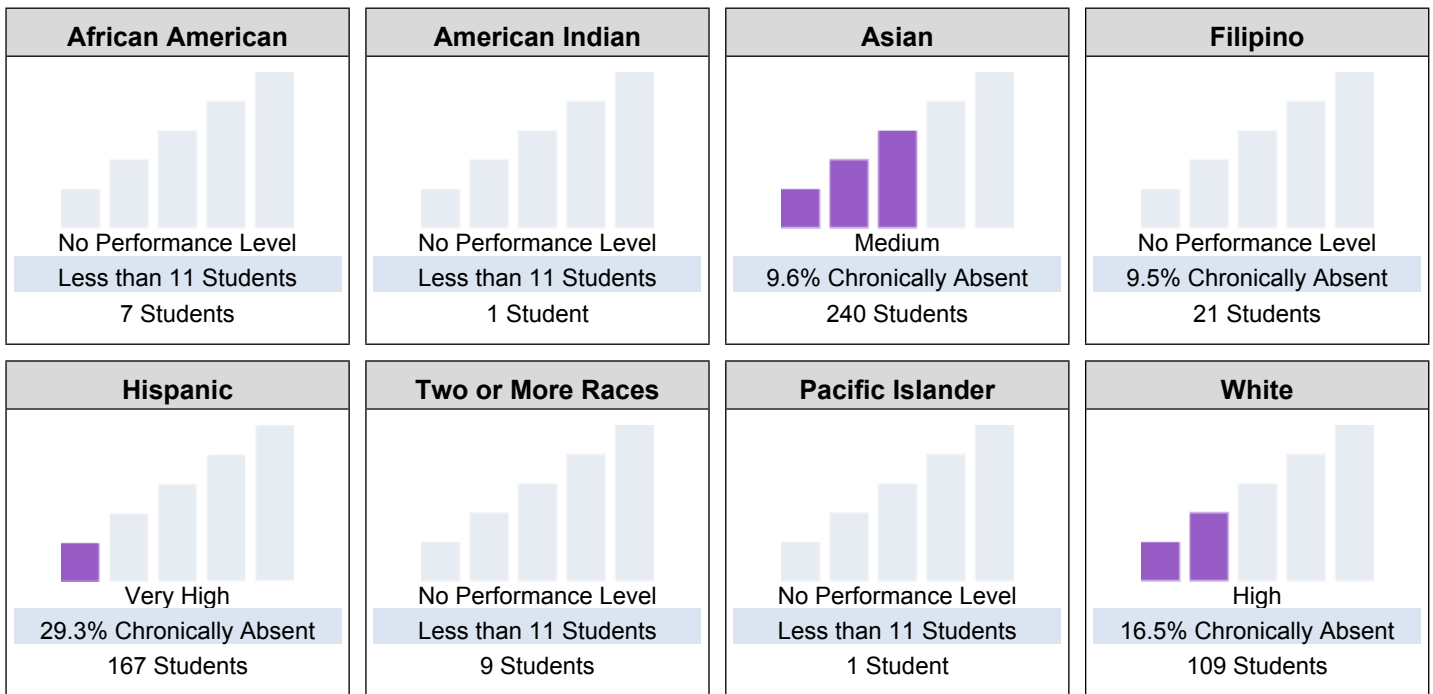
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our chronic absenteeism overall is very high.
2. Asian subgroup increase is most likely due to long absences taken to travel overseas for visa renewals, ill family members, etc.
3. Our Hispanic subgroup is the most chronically absent. We need to address this by determining the need or obstacle, and supporting as needed.

School and Student Performance Data

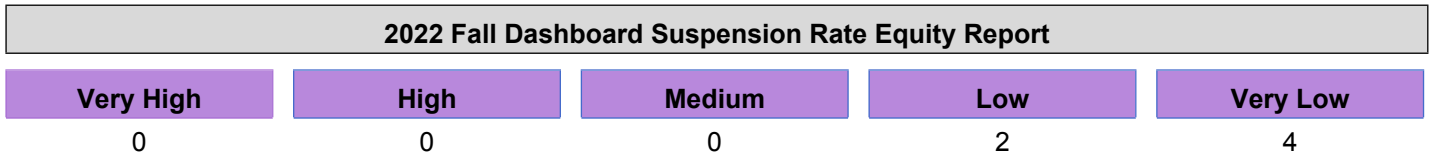
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

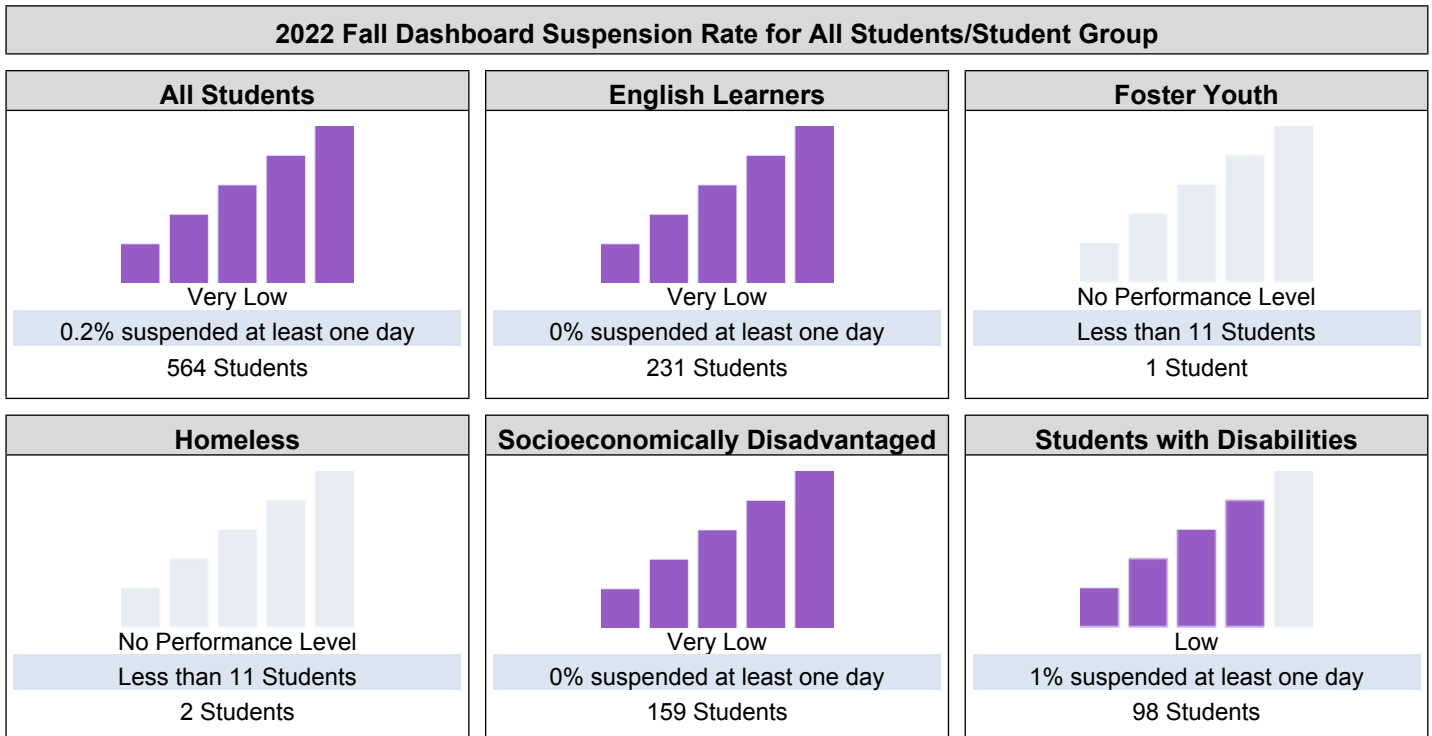
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



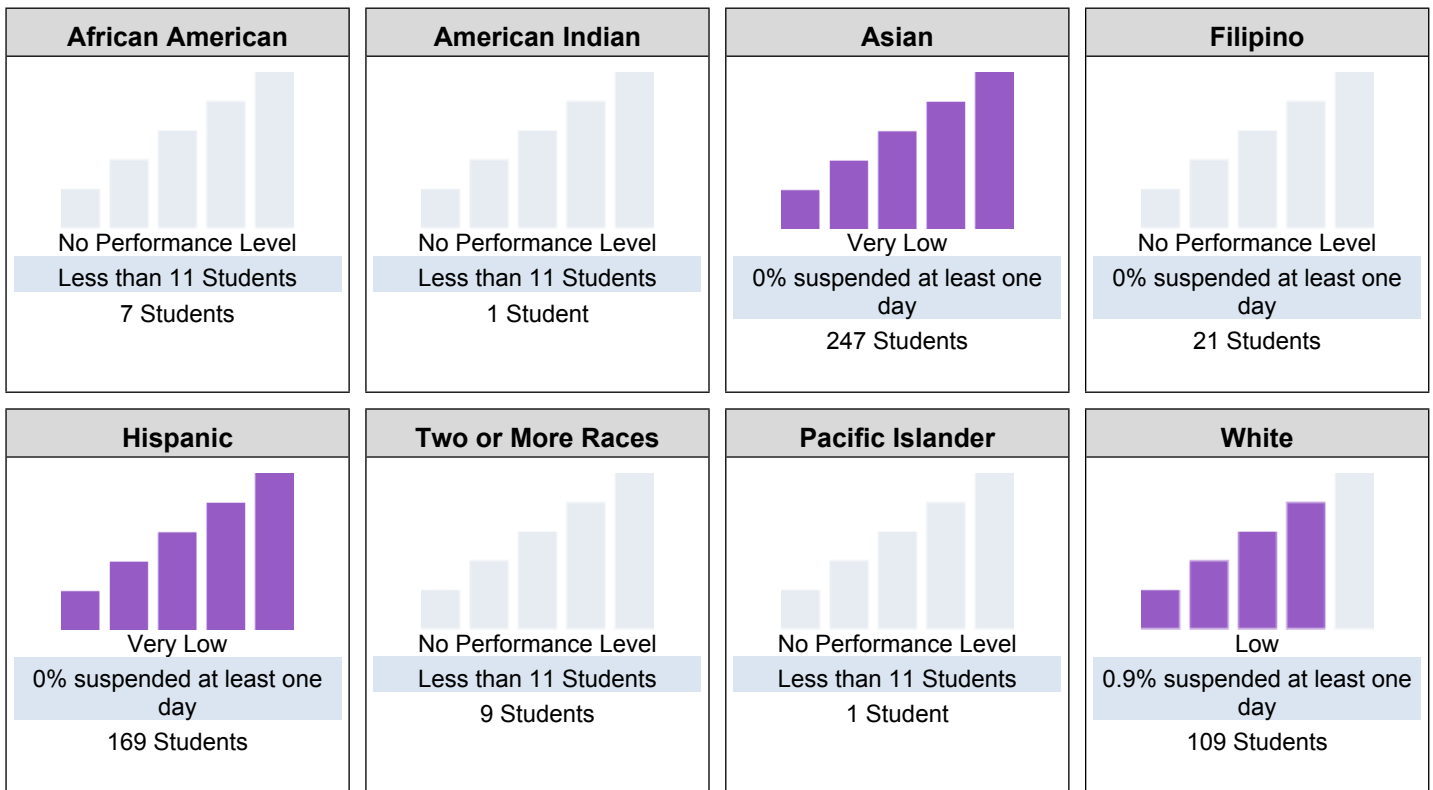
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We have made significant progress in bringing suspensions down and implementing consequences with reflective, instructional and restorative components instead.
2. Our highest subgroup had only a 1% suspension rate.
3. Areas for greatest improvement include: Socially disadvantaged, students with disabilities, and White subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

School Goal: By iReady W3 of the 2023-2024 school year, the median percent progress toward annual typical growth of EL students and Hispanic or Latino students will be within 5% of non-EL and non-Hispanic or Latino students. Long term, we expect this gap to continue to lessen until both groups are performing at or above grade level.

Identified Need

Our EL and Hispanic or Latino students need significant targeted support to increase achievement on state and district assessments. Both EL data and data pertaining to Hispanic and Latino students are considered because both pose a need, because our school-wide CCEIS focus is on Hispanic and Latino students, and because the two subgroups overlap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Approximately 52% our ELs progressed at least one overall level on the ELPAC. Approximately 31% maintained their level, and almost 17% decreased by a level.	By May of 2024, at least 75% of EL students will show progress on the ELPAC when comparing one year to the next, and no one will decrease a level.
iReady data pertaining to Hispanic and Latino students	Window 3 iReady data indicates that iReady reading median annual typical growth for Hispanic and Latino students is 82% as compared to 114% for non-Hispanic or Latino students	By iReady W3 of the 2023-2024 school year, the median annual typical growth of Hispanic or Latino students will be within 5% of non-Hispanic or Latino students. Long term, we expect this gap to continue to lessen until both groups are performing at or above grade level.
iReady data pertaining to EL students	Window 3 iReady data indicates that iReady reading median annual typical growth	By iReady W3 of the 2023-2024 school year, the median annual typical growth of EL

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	for EL students is 91% as compared to 112% for non-EL students	students will be within 5% of non-EL students. Long term, we expect this gap to continue to lessen until both groups are performing at or above grade level.
Dashboard data pertaining to EL students and Hispanic and Latino Students	Only for the 2022 Dashboard, the color dials have been replaced with one of five status levels (Very High, High, Medium, Low, and Very Low). While overall, our ELA academic performance is high, our EL students and Hispanic and Latino students' performance is low.	2023 Dashboard data will show that EL students and Hispanic and Latino students' performance will be medium or better. Long term, we expect this gap to lessen until all groups are performing at high or very high levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students and Hispanic and Latino students

Strategy/Activity

CCEIS Coach and EL Support Teacher will model and coach teachers to use best practices to meet the needs of struggling students, especially Hispanic and Latino and EL students. EL Support teacher will work directly with EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100,684

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide teacher release time and translation for conferences and meetings for EL families, translation of important documents, etc. so that teachers and principal can communicate and partner with EL families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,128

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students and Hispanic and Latino students

Strategy/Activity

Provide release time or after work hours paid time for teachers to meet to analyze data and plan differentiated educational opportunities and targeted instruction, especially for EL students and Hispanic and Latino students, who are not making adequate growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,712

Source(s)

Targeted Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic and Latino Students, English Learners

Strategy/Activity

Provide funding for new library books and materials in varying reading levels that will promote engagement in reading in support of our EL and Hispanic/Latino students. Include culturally responsive literature.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Targeted Allocation
None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented these strategies/activities last school year and did not see the growth we hoped in closing the gap. We would like to continue this focus and continue to work with this goal in mind.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be implemented with a greater focus on designated ELD during collaboration time. The EL support teacher will evaluate curriculum used and make strategic decisions about curriculum and strategies to best support EL students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading/Special Education

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

By iReady W3 of the 2023-2024 school year, the median percent progress toward annual typical growth of students receiving special education services will be at least the same as students who are not receiving special education services, with both groups meeting or exceeding 100% annual typical growth.

Identified Need

Special ed students are now meeting their annual typical growth of 100%, but Dashboard data indicates they are performing in the low range, while general education students are performing in the high range. We need to continue to support these students until their actual performance is in the high range, with the medium range being an intermediate step and immediate goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Data	Last school year, the median percent progress toward annual typical growth of students receiving special education services was 40% compared to 63% of students not receiving special education support last school year. Our goal was to bring that span down from 23 percentage points to 5 percentage points. We brought it down to 6 percentage points, which is a huge improvement. At this time, special education students median annual typical growth is 100% with general ed students growth being 106%.	By iReady W3 of the 2023-2024 school year, the median percent progress toward annual typical growth of students receiving special education services will be the same or better than students who are not receiving special education services. Both groups will make at least 100% annual typical growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data	Dashboard data indicates that special education students are performing in the low range on the ELA CAASPP test, while general education students are performing in the high range. We need to support special education students until their performance is in the high range, with the medium range being an intermediate step and immediate goal.	Dashboard data for the 2022-2023 school year will indicate that special education students performance in ELA will be at the level medium or high, with high being the expectation over time.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with special needs (having an IEP)

Strategy/Activity

Provide release time for teachers to meet to address student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Targeted Allocation
None Specified
Funding addressed in a previous goal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with special needs (having an IEP)

Strategy/Activity

General education teachers will focus on students with special needs when analyzing student work during collaborative conversations. Specialized Academic Instruction (SAI) teachers will be included in collaborative conversations with general education teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Targeted Allocation
None Specified
Funding addressed in a previous goal

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Allow release time for assessment, IEP Meetings, 504 Meetings, SST Meetings, professional development, and professional goal setting conferences, where student needs will be discussed and addressed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3571

Source(s)

Targeted Allocation
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with special needs (having an IEP)

Strategy/Activity

Special education para educators and student attendants will have the opportunity to collaborate outside of work hours or attend trainings as appropriate to met the specific needs of the students they support. Other staff, such as office staff, may be included in trainings to meet student needs, as appropriate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Targeted Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last school year, the median percent progress toward annual typical growth of students receiving special education services was 40% compared to 63% for students not receiving special education support. Our goal was to bring that span down from 23 percentage points to 5 percentage points. We brought it down to a 6 percentage point difference, which is a huge improvement. This was a very lofty goal, and we did not quite make it, but we came within 6 points instead of 5. Additionally the annual typical growth was 100% for special ed students, which is also a huge improvement from 60% last year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We want this success to continue, and we want special ed students overall academic performance in ELA to be up from low to medium immediately, and high long term. We have allocated targeted funds towards training para educators and purchasing materials and supports, as needed. Office staff have also indicated a need to be trained in de-escalation strategies, in order to best support students with emotional and behavioral needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

By May of 2024, the percentage of students performing at or above grade level in math will increase by 10 or more percentage points as measured by comparing Window 3 2023 to Window 3 2024 data.

Identified Need

57% of students are performing at or above grade level in math as determined by iReady W3 data. This is down from 63% at W3 last school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math iReady Data	57% of students are performing at or above grade level in math.	The number of students performing at or above grade level in math will increase by 10%, comparing W3 results from 2023 and 2024.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Dedicate staff meeting and collaboration time to analyzing student work and providing targeted math instruction for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 1000-1999: Certificated Personnel Salaries Salary covered by other sources.
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide release time or paid after work hours time for teachers to collaborate or receive PD on meeting the needs of their math students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified Other Funding Sources

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2022-2023 school year, the MIT teacher has been effective in supporting struggling students. While our iReady data does not show overall school growth, her struggling students did grow.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Ponderosa's budget is no longer able to support this MIT intervention position. Classroom teachers will need to differentiate instruction in order to meet the needs of all learners.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We anticipate no notable changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

Ponderosa's Behavior Tracking Tools (BTTs) will show a 20% or greater decline in incidents of physical aggression when comparing 2022-2023 year end numbers of incidents with 2023-2024 year end numbers of incidents.

Identified Need

In 2022-2023, there were 86 counts of major physical aggression and 50 counts of minor physical aggression, totaling 136 incidents. The number of major incidents has stayed about the same (increased by one) and the minor incidents have decreased by 20. We need to reduce these incidents so that all students are safe at school and so that all students are able to effectively deal with anger, frustration, and other intense emotions. Vision 2035 includes a focus on behavioral and emotional wellness and growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
BTTs	86 incidents	We expect to see a 20% or greater decline in incidents of physical aggression.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Wellness Team will meet weekly to discuss students in need of support and refer them to the Wellness Coordinator, Counseling interns, and School Psychologist for individual or group support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS Strategies will emphasize kindness, and students and classes will be recognized and honored. Individual students and classes will be recognized during school-wide announcements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Other Funding Sources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide ongoing training and coaching for lunch duty supervisors so that they are skilled in implementing effective behavior management strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Other Funding Sources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will hold class meetings and include mindfulness, focusing, visualizations and stretching to promote a sense of calm. They will plan activities that focus on Social Emotional Learning (SEL).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

No Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Game options will be provided at lunch recess through Allera Sports in order to ensure all students have a place to play where they will be enthusiastically welcomed. This will enhance social/emotional development and school climate. Students will also learn school-wide rules to common recess games, such as four square and soccer so that all students have a common understanding and disagreements and disruptions to play are minimized.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Other Funding Sources (PEPCO- Ponderosa's fund raising parent group)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified PEPCO Foundation
---	------------------------------------

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2021-22 school year had a SEL focus as did the 2022-2023 school year, and we feel that it is important to continue this and pay special attention to reducing acts of physical aggression for the 2023-2024 school year. . We continued to see aggressive behaviors, especially from students who struggle with impulse control. Our goal was to show a 25% or greater decline in incidents of physical aggression when comparing 2021-22 year end numbers of incidents with 2022-23 year end numbers of incidents. The number of major incidents ended up being almost identical- 85 in 2022 and 86 in 2023. The number of minor incidents decreased by 20, from 70 to 50. A strong PBIS Team and staff-wide implementation will ensure optimal effectiveness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences are anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$121,095.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$121,095.00

Subtotal of state or local funds included for this school: \$121,095.00

Total of federal, state, and/or local funds for this school: \$121,095.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	124,798	3,703.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	121,095.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	100,684.00
2000-2999: Classified Personnel Salaries	3,128.00
None Specified	5,571.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
	Targeted Allocation	11,712.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	100,684.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	3,128.00
None Specified	Targeted Allocation	5,571.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,524.00
Goal 2	6,571.00
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Lauryce Haney	Principal
Rene Coronado	Classroom Teacher
Jennifer Riley	Classroom Teacher
Suzy Valentini	Classroom Teacher
Marisabel Gore	Other School Staff
Kaushik Roy	Parent or Community Member
Nicole Wong	Parent or Community Member
Melissa Braunworth	Parent or Community Member
Jessica Silberman	Parent or Community Member
Steve Choy	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/25/23.

Attested:



Principal, Lauryce Haney on 5/12/23



SSC Chairperson, Kaushik Roy on 5/12/23