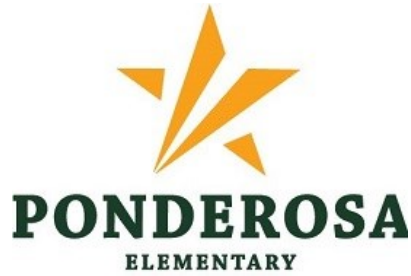


Ponderosa Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Ponderosa Elementary School
Street	804 Ponderosa Avenue
City, State, Zip	Sunnyvale CA, 94086
Phone Number	(408) 423-4000
Principal	Lauryce Haney
Email Address	lhane@scusd.net
School Website	https://ponderosa.santaclarausd.org/
County-District-School (CDS) Code	43-69674-6048995

2023-24 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2023-24 School Description and Mission Statement

The mission of Ponderosa Elementary School is to develop a caring community of life-long learners that fosters continual growth. Ponderosa Vision, addresses that we are a diverse and inclusive school community committed to academic excellence. We provide instruction in a respectful, responsible, safe and kind learning environment through collaboration with faculty, families and community.

In the development and improvement of the whole child we address 4 components of our focused plan for academic excellence and the social-emotional health and wellness of our students, families, and staff:

Communicate and collaborate with all school community members

Foster positive experiences with students and make the learning relevant and rigorous.

Lead by example, we are lifelong learners and champions of a growth mindset.

Commitment to equity, inclusion, and providing opportunity

Ponderosa Elementary School has a student body of approximately 500 ethnically, socially, and academically diverse students in grades K-5.

We have three Specialized Academic Instruction (SAI) classrooms a K/1, a 2/3, and a 4/5th grade offering.

Our school has 22 general education classroom teachers, one Teacher on Special Assignment (TOSA) assisting with school support, three SAI teachers, consisting of three self-contained classrooms and two Resource Support Program (RSP) teachers, one part-time library media assistant, one P.E. teacher, and one P.E. paraeducator, one full time and one part-time speech/language pathologist (SLP), one part-time psychologist, one part-time math intervention specialist, one part-time English Language Support teacher, numerous paraeducators and student attendants, one attendance clerk, one health assistant, one part-time nurse, one secretary, one part-time English Language Support & Assessment Technician (ELSAT), one cafeteria manager, one cafeteria assistant, one part-time Wellness Coordinator, two part-time counselors, one day custodian, and two part-time night custodians.

Ponderosa's campus includes 30 classrooms, a library media center, a multi-purpose building, and an administration building that houses the school office, a nurse/first aid station, and teacher work areas. The school facility was modernized in 2004 and again in 2016. New playground equipment was installed on all three playgrounds in 2019. There is a facility for preschool and daycare on site.

2023-24 School Description and Mission Statement

Ponderosa was named a California Distinguished School in 1997 and 2004. Ponderosa received the Gold Positive Behavior Intervention Strategies (PBIS) Implementation Award in 2019. Ponderosa Superstars are committed to our PBIS motto: Be respectful; be responsible; be safe, and be kind!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	77
Grade 2	89
Grade 3	87
Grade 4	88
Grade 5	88
Total Enrollment	501

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7%
Male	54.3%
American Indian or Alaska Native	0.6%
Asian	41.1%
Black or African American	1.2%
Filipino	4%
Hispanic or Latino	31.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.6%
White	19%
English Learners	33.3%
Socioeconomically Disadvantaged	34.3%
Students with Disabilities	14.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	88.58	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.72	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.70	2.75	12115.80	4.41
Unknown	3.00	10.74	56.70	7.52	18854.30	6.86
Total Teaching Positions	27.90	100.00	753.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.30	91.67	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.64	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown	1.50	5.65	48.90	6.36	15831.90	5.67
Total Teaching Positions	26.50	100.00	770.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

School Facility Conditions and Planned Improvements

General Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings.

Age of School Buildings

The main campus of Ponderosa was built in 1964 with additions made in 1968 and 1977. Portables were added in 1978 for class size reduction. There are 30 classrooms, a multipurpose room, a library, and an administration building.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X	Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	59	59	59	47	46
Mathematics (grades 3-8 and 11)	58	58	47	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	248	94.66	5.34	59.11
Female	121	115	95.04	4.96	78.26
Male	141	133	94.33	5.67	42.42
American Indian or Alaska Native	--	--	--	--	--
Asian	106	102	96.23	3.77	74.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	80	90.91	9.09	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	77.78
English Learners	91	78	85.71	14.29	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	86	94.51	5.49	31.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	18.75

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	258	98.47	1.53	58.14
Female	121	118	97.52	2.48	68.64
Male	141	140	99.29	0.71	49.29
American Indian or Alaska Native	--	--	--	--	--
Asian	106	106	100.00	0.00	75.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	86	97.73	2.27	27.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	77.78
English Learners	91	89	97.80	2.20	19.10
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	89	97.80	2.20	39.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	18.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	67.90	48.81	45.03	42.09	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	88	97.78	2.22	46.59
Female	42	42	100.00	0.00	59.52
Male	48	46	95.83	4.17	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	37	35	94.59	5.41	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	76.47
English Learners	30	28	93.33	6.67	3.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.8	93.3	94.4	93.3	94.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Ponderosa family members are encouraged to be a part of their child's education and partners in the school program's growth and improvement. We offer many opportunities to provide feedback, participate, and volunteer at Ponderosa in various capacities. Volunteers assist in the classrooms, office, and around campus as playground supervisors. Parents facilitate and coordinate many family activities and fundraisers through our Parent Teacher Student Association (PTSA) and Ponderosa Enrichment Programs Committee (PEPCO). The School Site Council and ELAC provide input and guidance on site-based decisions and school budget priorities. The principal holds monthly gatherings for parents to ask questions or discuss topics of interest in a less structured setting. Ponderosa offers translation services for parents in need. Surveys and other open format opportunities are also utilized in an effort to learn how the Ponderosa staff can best meet student and family needs. We appreciate partnering with families to provide the best experience possible for our Ponderosa Superstars. Anyone interested in becoming more involved is encouraged to contact their child's teacher, our school office, PTSA (ptsaponderosa@gmail.com) or PEPCO (gopepco@gmail.com). Furthermore, each week the Principal sends home the Ponderosa Press which offers information about upcoming events and how to volunteer.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	527	83	15.7
Female	249	241	31	12.9
Male	292	286	52	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	1	33.3
Asian	220	212	20	9.4
Black or African American	6	6	1	16.7
Filipino	22	22	2	9.1
Hispanic or Latino	174	172	44	25.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	13	13	2	15.4
White	99	97	12	12.4
English Learners	203	197	36	18.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	184	182	46	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	86	22	25.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.18	0.00	0.12	2.57	2.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	22	1	3	
2	21		4	
3	20	3	1	
4	27		3	
5	22		4	
Other	11	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	22	1	3	
2	22		4	
3	20	3	1	
4	26		3	
5	27		3	
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	18	4	0	0
2	21	1	3	0
3	22	1	3	0
4	27	0	3	0
5	22	1	3	0
6	0	0	0	0
Other	8	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13434	193	13241	\$128,492
District	N/A	N/A	\$12,187	\$122,976
Percent Difference - School Site and District	N/A	N/A	8.3	4.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	54.0	34.6

Fiscal Year 2022-23 Types of Services Funded

Ponderosa receives targeted allocated monies to fund programs that benefit our populations historically underserved, including English Learners (aka Emerging Bilinguals or Multi-linguals), those with low socioeconomic status, and foster/homeless youth. Money is used to fund programs such as our Literacy Intervention Teachers (LIT), Math Intervention Teacher (MIT), and our English Learner Support Teacher.

Comprehensive Coordinated Early Intervening Services (CCEIS) money is used to fund a CCEIS Coach in order to address the over-representation (based on averages) of minority students, specifically Hispanic and Latino males, identified with a learning disability. The CCEIS Coach works with kindergarten through fifth-grade teachers on strategies to differentiate instruction and to support struggling students. This year, we focus on oral language development in students across all subject areas and utilizing instructional strategies to promote more student collaboration and shared talk time.

Ponderosa is fortunate to have a very active parent led foundation. Ponderosa Enrichment Programs Committee (PEPCO) is a non-profit organization founded to build a stable funding source to support additional staff resources and supplemental programs. PEPCO primarily raises funds through direct donations, participation in ongoing passive fundraising programs (e.g. eScrip and Box Tops), and through special fundraising events (e.g. Catalog Sales, Walk-a-Thon). Funds are used to support such endeavors as a recess enrichment program, a fine arts program, and a performing arts program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$81,047	\$55,550
Mid-Range Teacher Salary	\$122,516	\$84,645
Highest Teacher Salary	\$145,248	\$111,284
Average Principal Salary (Elementary)	\$179,532	\$139,860
Average Principal Salary (Middle)	\$194,368	\$146,440
Average Principal Salary (High)	\$202,770	\$158,447
Superintendent Salary	\$298,733	\$278,268
Percent of Budget for Teacher Salaries	34.74%	32.21%
Percent of Budget for Administrative Salaries	5.67%	4.89%

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4