



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ponderosa School	Elementary	43-69674-6048995	4/22/25	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ponderosa Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Ponderosa Elementary's School Plan for Student Achievement (SPSA) is intentionally aligned with the goals and priorities outlined in the Santa Clara Unified School District's Local Control and Accountability Plan (LCAP), as well as federal and state requirements under the Every Student Succeeds Act (ESSA). Our plan reflects a cohesive, data-informed strategy to address site-specific needs while promoting equitable access to high-quality instruction, targeted supports, and whole-child development.

Through a cycle of continuous improvement, Ponderosa leverages local and state academic and engagement data, including CAASPP, i-Ready diagnostics, chronic absenteeism, and stakeholder input, to guide the development of goals, metrics, and actions that promote measurable student growth and close achievement and opportunity gaps. The SPSA integrates actions supported by school funds and other categorical resources to ensure alignment with LCAP goals related to academic achievement, student wellness, parent engagement, and social-emotional learning.

The plan is developed collaboratively with input from the School Site Council, English Learner Advisory Committee, certificated and classified staff, families, and district support personnel. It prioritizes evidence-based practices, culturally and linguistically responsive instruction, and inclusive school climate initiatives to support all learners, particularly those in historically underserved student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students.

In essence, Ponderosa's SPSA serves as a living blueprint for implementing, monitoring, and refining practices that advance student success and prepare all learners to be resilient, future-ready, lifelong thinkers and leaders.

Educational Partner Involvement

How, when, and with whom did your Ponderosa Elementary 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

The Principal, School Support TOSA, Instructional Coach TOSA, all school staff, and the school community collaborate to review site data and identify areas of strength and areas for growth. In partnership with the Site Leadership Team (SLT), School Site Council (SSC), and English Learner Advisory Committee (ELAC), and the parent teacher-student association (PTSA) these school, family, and community advisory groups help determine site priorities based on data analysis and stakeholder feedback.

During collaboration meetings, we regularly review student performance data across academics, behavioral engagement, participation, and social-emotional wellness. Equity remains a guiding principle in these discussions, ensuring the needs of historically underserved students are centered. The process also includes reflection on progress toward previous goals, with adjustments made as needed to stay responsive and student-centered. These conversations guide school-wide goal setting, annual budget decisions, and the strategic use of Targeted Funds, directly informing the development of this plan.

Stakeholder Engagement and Committee Meetings

Throughout the school year, Ponderosa Elementary has engaged with key educational / community partner groups to review data, discuss school priorities, and provide input on the development and implementation of the School Plan for Student Achievement (SPSA). These meetings foster collaboration, ensure alignment with district goals, and help guide site-based decision-making.

Site Leadership Team (SLT):

August 20, September 24, October 29, December 3 January 7, February 4, March 4, April 1, May 6

English Learner Advisory Committee (ELAC):

October 23, December 18, March 25, April 29, May 19

School Site Council (SSC):

November 5, December 17, January 28, March 24, April 29

Parent Teacher Student Association (PTSA):

August 13, September 10, October 8, November 12, December 10, January 28, February 11, March 11, April 8

These regular meetings provided structured opportunities for parents, staff, and community members to collaborate, reflect on progress, and offer input to support all students' academic, behavioral, and social-emotional growth.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2024 California School Dashboard, Ponderosa Elementary has two indicators in the Orange performance level: English Learner Progress and Suspension Rate. These areas indicate a need for continued focus on supporting English Language Development and reinforcing proactive behavior supports through PBIS and social-emotional learning strategies.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

A review of student group performance reveals significant disparities:

- English Learners are in the Orange performance level for both ELA and Math.
- Hispanic students, socioeconomically disadvantaged students, and students with disabilities are in the Orange performance level for Math.
- Students with disabilities are in the Red performance level for ELA, which is two or more levels below the "All Students" group, which is in Green.

These performance gaps highlight a continued need for differentiated instruction, inclusive support structures, and intentional interventions designed to increase equitable access and outcomes.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, we utilize local measures such as iReady diagnostic assessments (administered three times annually) to monitor growth in reading and mathematics. These assessments help guide instructional planning, identify students in need of targeted support, and track academic growth over time.

Analysis of iReady and other local data confirms the persistent achievement gap between students in underperforming subgroups (EL, SED, Hispanic, SWD) and their peers. To address this, we are implementing data-driven small group instruction, refining designated ELD supports, strengthening inclusive practices, and leveraging site and district-funded interventions. Our goal is to ensure every student receives the academic and behavioral support they need to succeed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Ponderosa Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.6%	1.56%		3	8
African American	1.16%	1.2%	0.78%	6	6	4
Asian	42.08%	41.12%	38.99%	218	206	200
Filipino	4.05%	3.99%	2.92%	21	20	15
Hispanic/Latino	30.12%	31.14%	34.31%	156	156	176
Pacific Islander	0.19%	0.2%	0.19%	1	1	1
White	20.66%	18.96%	16.37%	107	95	84
Multiple/No Response	1.54%	2.59%	4.68%	8	13	24
Total Enrollment				518	501	513

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			20
Kindergarten	79	72	72
Grade 1	91	77	82
Grade 2	91	89	87
Grade3	89	87	84
Grade 4	82	88	82
Grade 5	86	88	86
Total Enrollment	518	501	513

Conclusions based on this data:

1. **Stable Enrollment Over Time:**
Ponderosa's total student enrollment has remained relatively consistent over the past three years, ranging between 501 and 518 students, which reflects continued interest and stability in our school community.
2. **Growth Opportunity Through Transitional Kindergarten (TK):**

The addition of a second Transitional Kindergarten (TK) class provides a unique opportunity to welcome students earlier and support them over the course of seven school years, strengthening relationships and continuity in learning.

3. **SAI Classes Contribute to Broader School Community:**
Our enrollment data includes students in the three Special Academic Instruction (SAI) classes, which add approximately 30 students to our school population. These classes are an integral part of our diverse and inclusive campus community. At Ponderosa, we support students with a wide range of learning needs, cultures, and talents, enriching the experience for all. It's worth noting that students enrolled in the preschool program are not included in our enrollment count, as that program is managed through the district's central office.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	203	168	185	32.30%	39.2%	36.1%
Fluent English Proficient (FEP)	101	138	130	18.60%	19.5%	25.3%
Reclassified Fluent English Proficient (RFEP)	34	69	65	2.9%	6.6%	12.7%

Conclusions based on this data:

- 1. Consistently High EL Enrollment**
English Learners continue to make up a significant portion of the student population, ranging from 32% to 39% over the past three years. This sustained enrollment underscores the importance of maintaining strong programs and resources to support multilingual learners.
- 2. Growth in Reclassification Reflects Student Progress**
The Reclassified Fluent English Proficient (RFEP) student population has more than doubled from 2021–22 to 2022–23, reflecting meaningful gains in English language proficiency. This progress is a testament to the dedication of students, staff, and families working together to meet reclassification goals.
- 3. Ongoing Commitment to EL Growth and Success**
The rise in Fluent English Proficient (FEP) and RFEP students suggests that existing supports are working. To build on this momentum, the school will continue refining instructional strategies, strengthening language development programming, and promoting culturally responsive practices that support both language acquisition and academic achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	83	89	82	79	83	82	79	83	90.1	95.2	93.3
Grade 4	81	87	82	78	81	76	78	80	76	96.3	93.1	92.7
Grade 5	82	86	83	80	82	78	80	82	78	97.6	95.3	94
All Grades	254	256	254	240	242	237	240	241	237	94.5	94.5	93.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2447.	2454.	2467.	36.59	48.10	48.19	15.85	15.19	12.05	23.17	12.66	20.48	24.39	24.05	19.28
Grade 4	2473.	2485.	2491.	30.77	36.25	44.74	26.92	18.75	14.47	16.67	15.00	18.42	25.64	30.00	22.37
Grade 5	2566.	2526.	2519.	48.75	34.15	32.05	28.75	28.05	25.64	10.00	14.63	15.38	12.50	23.17	26.92
All Grades	N/A	N/A	N/A	38.75	39.42	41.77	23.75	20.75	17.30	16.67	14.11	18.14	20.83	25.73	22.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.49	30.38	33.73	53.66	50.63	42.17	15.85	18.99	24.10
Grade 4	25.64	27.50	27.63	58.97	52.50	56.58	15.38	20.00	15.79
Grade 5	45.00	32.93	34.62	45.00	47.56	44.87	10.00	19.51	20.51
All Grades	33.75	30.29	32.07	52.50	50.21	47.68	13.75	19.50	20.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.27	31.65	33.73	46.34	44.30	46.99	24.39	24.05	19.28
Grade 4	28.21	25.00	25.33	51.28	52.50	54.67	20.51	22.50	20.00
Grade 5	35.00	28.05	30.77	56.25	46.34	47.44	8.75	25.61	21.79
All Grades	30.83	28.22	30.08	51.25	47.72	49.58	17.92	24.07	20.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.29	26.58	21.69	69.51	62.03	71.08	12.20	11.39	7.23
Grade 4	12.82	21.25	21.33	74.36	67.50	65.33	12.82	11.25	13.33
Grade 5	22.50	23.17	24.36	68.75	64.63	60.26	8.75	12.20	15.38
All Grades	17.92	23.65	22.46	70.83	64.73	65.68	11.25	11.62	11.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.73	27.85	37.35	62.20	53.16	49.40	17.07	18.99	13.25
Grade 4	8.97	22.50	27.63	69.23	63.75	57.89	21.79	13.75	14.47
Grade 5	40.00	24.39	32.05	48.75	58.54	46.15	11.25	17.07	21.79
All Grades	23.33	24.90	32.49	60.00	58.51	51.05	16.67	16.60	16.46

Conclusions based on this data:

1. **High Participation Supports Reliable Trends**
Participation in CAASPP ELA assessments has remained consistently above 90% across grades 3–5 for the past three years. This strong participation provides a dependable data set that reflects the performance of nearly all students and informs instructional planning with accuracy.
2. **Growth in Early Grades, Opportunities in Upper Elementary**
 - Grade 3 performance continues to improve, with both the mean scale score and the percentage of students meeting or exceeding standards rising steadily—now at 60.24% in 2023–24. This reflects effective foundational instruction and early literacy support.
 - Grade 4 demonstrates steady gains in performance and consistency across domains like reading and writing, with 59.21% of students meeting or exceeding standards in 2023–24.
 - Grade 5 shows a modest decline, with 57.69% meeting or exceeding standards, compared to 77.5% in 2021–22. This trend signals a need for sustained support as students advance to more complex literacy tasks.

Instructional Focus Areas and Next Steps

- **Early Literacy Success:** The positive outcomes in Grade 3 suggest current early interventions and instruction are working well. Expanding those successful practices into Grades 4 and 5 may help maintain growth over time.
- **Strengthen Writing and Research Skills:** Across grades, a significant portion of students are scoring “At or Near Standard” in writing and research/inquiry. Focused instruction on organization, clarity, citing evidence, and academic writing could help move these students to “Above Standard.”

- Upper Grade Support: Grade 5 data suggests a need for more intensive and differentiated literacy support. Leveraging iReady data, classroom writing samples, and targeted small-group instruction can help close gaps before middle school.

3. Implications for Instruction and Intervention Summary:
ELA data reflects a strong foundation in early grades and a growing need for intentional support in upper elementary. By reinforcing early successes, focusing on writing and academic literacy, and targeting support where performance dips, the school is well-positioned to continue improving outcomes for all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	83	89	85	81	87	85	81	87	93.4	97.6	97.8
Grade 4	82	87	82	81	85	79	81	85	79	98.8	97.7	96.3
Grade 5	82	86	83	79	86	80	79	86	80	96.3	100.0	96.4
All Grades	255	256	254	245	252	246	245	252	246	96.1	98.4	96.9

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2471.	2478.	2480.	42.35	43.21	51.72	15.29	29.63	12.64	21.18	6.17	14.94	21.18	20.99	20.69
Grade 4	2492.	2497.	2501.	33.33	31.76	35.44	23.46	16.47	30.38	18.52	32.94	15.19	24.69	18.82	18.99
Grade 5	2566.	2532.	2514.	54.43	41.86	31.25	11.39	16.28	12.50	21.52	16.28	23.75	12.66	25.58	32.50
All Grades	N/A	N/A	N/A	43.27	38.89	39.84	16.73	20.63	18.29	20.41	18.65	17.89	19.59	21.83	23.98

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.65	39.51	47.13	40.00	41.98	32.18	22.35	18.52	20.69
Grade 4	33.33	34.12	31.65	43.21	38.82	45.57	23.46	27.06	22.78
Grade 5	45.57	37.21	26.25	36.71	38.37	42.50	17.72	24.42	31.25
All Grades	38.78	36.90	35.37	40.00	39.68	39.84	21.22	23.41	24.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.53	37.04	42.53	37.65	48.15	36.78	18.82	14.81	20.69
Grade 4	34.57	34.12	31.65	44.44	42.35	50.63	20.99	23.53	17.72
Grade 5	37.97	30.23	20.00	53.16	50.00	48.75	8.86	19.77	31.25
All Grades	38.78	33.73	31.71	44.90	46.83	45.12	16.33	19.44	23.17

Conclusions based on this data:

- High Participation Ensures Strong Data Confidence**
Participation in the CAASPP math assessments remains consistently high across Grades 3–5, with over 96% of students tested in each of the past three years. This strong participation ensures the results provide a reliable and inclusive picture of student performance and offer meaningful insights to guide instructional planning and intervention.
- Promising Growth in Grade 3 Math Achievement**
Grade 3 students continue to show encouraging progress, with the percentage of students exceeding standards rising from 42.35% to 51.72% over the last three years. Their strong performance in problem-solving and reasoning suggests that foundational math instruction is highly effective in the early grades.

Steady Performance in Grade 4 with Opportunities for Growth
Grade 4 scores have remained relatively stable, with gradual increases in students meeting or exceeding standards. However, a notable number of students remain in the “Nearly Met” or “Not Met” categories, emphasizing the need to strengthen Tier 1 instruction and close learning gaps as content becomes more complex.

Targeted Support Needed in Grade 5
Grade 5 saw a decline in overall achievement, with the percentage of students meeting or exceeding standards dropping from 54.43% in 2021–22 to 31.25% in 2023–24. The increase in students not meeting standards indicates that academic gaps may be widening, and a focused effort is needed to reinforce core math concepts, especially in reasoning and application.
- Instructional Implications and Next Steps**

 - **Leverage Grade 3 Practices:** The success in Grade 3 can inform practices in other grades. Emphasizing early conceptual understanding, hands-on learning, and small-group instruction has shown positive results.
 - **Reinforce Problem-Solving and Reasoning:** Data from Grades 4 and 5 show a need for deeper work in real-world problem solving and communicating mathematical thinking. Continued modeling, discourse-based lessons, and visual representations can help students build confidence and mastery.
 - **Data-Driven Interventions:** Using tools like iReady and classroom assessments will support targeted small-group instruction and identify students needing additional scaffolding.
 - **Professional Collaboration:** Continued professional development and collaborative planning can support teachers in adapting successful strategies from lower grades and refining instruction for upper-grade students.

Summary:
While math achievement is strong in the early grades, particularly in Grade 3, there is an opportunity to improve consistency and deepen learning in Grades 4 and 5. By focusing on targeted interventions, differentiated instruction, and expanding successful early-grade practices, we can strengthen math outcomes across all grade levels and ensure students are confidently prepared for future success.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1425.8	1432.5	1426.7	1428.7	1424.5	1424.2	1418.6	1451.1	1432.6	28	31	46
1	1420.5	1425.0	1413.1	1432.6	1434.5	1425.1	1407.8	1415.0	1400.7	33	24	38
2	1452.0	1446.1	1458.3	1460.5	1451.8	1479.3	1443.0	1439.9	1436.8	32	30	27
3	1467.7	1471.5	1482.8	1483.3	1477.5	1479.6	1451.4	1465.0	1485.7	29	26	33
4	1500.3	1491.1	1459.9	1503.9	1498.2	1460.3	1496.2	1483.5	1459.3	29	35	18
5	1512.1	1521.7	1516.7	1510.3	1533.9	1524.7	1513.4	1509.0	1508.4	16	29	29
All Grades										167	175	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	32.14	45.16	32.61	39.29	12.90	28.26	7.14	6.45	10.87	21.43	35.48	28.26	28	31	46
1	6.06	8.33	10.53	27.27	16.67	18.42	27.27	45.83	31.58	39.39	29.17	39.47	33	24	38
2	21.88	3.33	14.81	25.00	36.67	48.15	12.50	40.00	11.11	40.63	20.00	25.93	32	30	27
3	6.90	26.92	15.15	20.69	7.69	36.36	44.83	26.92	27.27	27.59	38.46	21.21	29	26	33
4	20.69	14.29	0.00	31.03	25.71	27.78	24.14	42.86	16.67	24.14	17.14	55.56	29	35	18
5	18.75	27.59	13.79	31.25	27.59	31.03	37.50	24.14	34.48	12.50	20.69	20.69	16	29	29
All Grades	17.37	21.14	16.75	28.74	21.71	30.89	24.55	30.86	21.99	29.34	26.29	30.37	167	175	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.43	51.61	32.61	21.43	9.68	30.43	10.71	9.68	6.52	21.43	29.03	30.43	28	31	46
1	21.21	8.33	15.79	27.27	33.33	42.11	24.24	33.33	23.68	27.27	25.00	18.42	33	24	38
2	40.63	13.33	40.74	6.25	46.67	25.93	28.13	20.00	22.22	25.00	20.00	11.11	32	30	27
3	27.59	34.62	39.39	41.38	26.92	24.24	13.79	11.54	12.12	17.24	26.92	24.24	29	26	33
4	44.83	37.14	11.11	24.14	42.86	38.89	20.69	2.86	22.22	10.34	17.14	27.78	29	35	18
5	50.00	41.38	34.48	31.25	34.48	41.38	6.25	10.34	17.24	12.50	13.79	6.90	16	29	29
All Grades	37.13	32.00	29.84	24.55	32.57	33.51	18.56	13.71	16.23	19.76	21.71	20.42	167	175	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	32.26	26.09	35.71	12.90	23.91	28.57	22.58	30.43	21.43	32.26	19.57	28	31	46
1	9.09	4.17	5.26	12.12	16.67	21.05	27.27	41.67	10.53	51.52	37.50	63.16	33	24	38
2	9.38	3.33	7.41	40.63	30.00	40.74	12.50	43.33	18.52	37.50	23.33	33.33	32	30	27
3	3.45	11.54	3.03	6.90	7.69	24.24	31.03	23.08	45.45	58.62	57.69	27.27	29	26	33
4	0.00	5.71	0.00	41.38	14.29	16.67	24.14	31.43	16.67	34.48	48.57	66.67	29	35	18
5	6.25	10.34	3.45	18.75	13.79	24.14	37.50	41.38	37.93	37.50	34.48	34.48	16	29	29
All Grades	7.19	11.43	9.42	26.35	16.00	25.13	25.75	33.71	27.23	40.72	38.86	38.22	167	175	191

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	54.84	28.26	32.14	19.35	43.48	17.86	25.81	28.26	28	31	46
1	30.30	29.17	31.58	51.52	62.50	52.63	18.18	8.33	15.79	33	24	38
2	37.50	30.00	44.44	40.63	53.33	44.44	21.88	16.67	11.11	32	30	27
3	34.48	23.08	42.42	41.38	38.46	39.39	24.14	38.46	18.18	29	26	33
4	48.28	28.57	16.67	34.48	51.43	44.44	17.24	20.00	38.89	29	35	18
5	31.25	51.72	24.14	56.25	37.93	72.41	12.50	10.34	3.45	16	29	29
All Grades	38.92	36.57	31.94	41.92	43.43	49.21	19.16	20.00	18.85	167	175	191

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.71	29.03	32.61	39.29	41.94	36.96	25.00	29.03	30.43	28	31	46
1	15.15	4.17	2.63	45.45	54.17	78.95	39.39	41.67	18.42	33	24	38
2	25.00	3.33	29.63	37.50	73.33	59.26	37.50	23.33	11.11	32	30	27
3	62.07	46.15	27.27	17.24	26.92	42.42	20.69	26.92	30.30	29	26	33
4	41.38	45.71	11.11	44.83	37.14	61.11	13.79	17.14	27.78	29	35	18
5	68.75	65.52	55.17	18.75	17.24	27.59	12.50	17.24	17.24	16	29	29
All Grades	38.32	33.14	26.70	35.33	41.71	50.26	26.35	25.14	23.04	167	175	191

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.86	35.48	21.74	64.29	35.48	54.35	17.86	29.03	23.91	28	31	46
1	12.12	8.33	10.53	27.27	50.00	23.68	60.61	41.67	65.79	33	24	38
2	12.50	10.00	3.70	50.00	56.67	66.67	37.50	33.33	29.63	32	30	27
3	3.45	11.54	0.00	17.24	26.92	69.70	79.31	61.54	30.30	29	26	33
4	3.45	8.57	0.00	55.17	37.14	33.33	41.38	54.29	66.67	29	35	18
5	12.50	17.24	6.90	50.00	48.28	58.62	37.50	34.48	34.48	16	29	29
All Grades	10.18	15.43	8.90	43.11	42.29	51.31	46.71	42.29	39.79	167	175	191

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.86	48.39	45.65	28.57	22.58	39.13	28.57	29.03	15.22	28	31	46
1	6.06	4.17	2.63	63.64	58.33	52.63	30.30	37.50	44.74	33	24	38
2	12.50	6.67	11.11	50.00	66.67	59.26	37.50	26.67	29.63	32	30	27
3	3.45	11.54	12.12	48.28	46.15	69.70	48.28	42.31	18.18	29	26	33
4	10.34	2.86	0.00	68.97	54.29	44.44	20.69	42.86	55.56	29	35	18
5	6.25	6.90	6.90	68.75	62.07	65.52	25.00	31.03	27.59	16	29	29
All Grades	13.77	13.71	16.23	53.89	51.43	54.45	32.34	34.86	29.32	167	175	191

Conclusions based on this data:

1. **Steady Participation and Growing Understanding**
Over the past three years, the number of English Learners participating in the ELPAC has grown from 167 to 191 students. This increase reflects either a growing English Learner population or improved participation in the assessment process. With more students represented, we now have a stronger picture of language development progress, allowing us to better tailor support and instruction.

2. **Early Grade Strengths and Areas for Support**
In Kindergarten through Grade 2, many students show strong oral language skills, especially in listening and speaking. However, reading and writing remain areas where students are more likely to score at lower proficiency levels. These early years are a critical window for developing foundational literacy skills, and we will continue to focus on structured phonics, vocabulary development, and early writing support.

Growth and Challenges in Upper Elementary Grades

In Grades 3–5, students continue to build strength in oral language, especially in speaking and listening. However, many students remain in the “Beginning” or “Moderately Developed” levels for reading and writing, especially in Grades 4 and 5. Continued attention to comprehension, writing structure, and academic language will support these students in advancing to higher levels of proficiency.

3. **Instructional Focus Areas Moving Forward**
- **Reading & Writing:** These domains show the greatest need for targeted support. Instructional strategies like scaffolded writing, guided reading, and vocabulary-rich content will help elevate student performance.
 - **Listening & Speaking:** These remain relative strengths across grade levels. Instruction that builds on these oral skills—such as academic discussions and listening-based activities—can help bridge into stronger literacy development.
 - **Grade-Level Targeting:** In the early grades, we will focus on early literacy and writing basics. In upper grades, we aim to strengthen complex reading comprehension and more advanced writing for academic success.

Summary:

Overall, our English Learners are showing growth in oral language skills and participation in assessment. Continued investment in literacy development, especially reading and writing, will help ensure our students gain the academic language they need for long-term success. Through responsive instruction and collaboration, we’re committed to helping all students thrive in their English language development journey.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
513	29.6%	36.1%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	185	36.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	152	29.6%
Students with Disabilities	74	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	8	1.6%
Asian	200	39%
Filipino	15	2.9%
Hispanic	176	34.3%
Two or More Races	24	4.7%
Pacific Islander	1	0.2%
White	84	16.4%

Conclusions based on this data:

1. A Diverse and Vibrant Student Community

Ponderosa Elementary is proud to serve a diverse student population, with 39% of students identifying as Asian and 34.3% as Hispanic—our two largest racial/ethnic groups. This rich diversity enhances our school culture and underscores the importance of culturally responsive teaching and inclusive curriculum that reflects and respects the lived experiences of all students.

2. **Supporting Students with Varied Linguistic and Economic Needs**
With 36.1% of students identified as English Learners and 29.6% as socioeconomically disadvantaged, many students benefit from additional language development supports, academic resources, and family outreach services. Our school remains committed to providing equitable access to learning opportunities that address both academic and social-emotional needs.
3. **Inclusive Support for Students with Disabilities**
Approximately 14.4% of our students receive special education services, reflecting the importance of inclusive practices and collaborative teaching between general education and support staff. We are committed to ensuring that every child, regardless of learning differences, receives the individualized support they need to thrive.

Summary:

The demographics of our school community affirm the need for tailored, student-centered strategies that celebrate diversity and promote success for all learners. By continuing to foster strong partnerships between staff, families, and community, we can create a learning environment where every student feels valued, supported, and empowered.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Orange		

Conclusions based on this data:

1. Strong Academic Achievement in Core Subjects
- We’re proud to share that our school is performing well in English Language Arts and Mathematics, both earning a Green rating on the 2024 Fall Dashboard. This reflects the dedication of our teachers and the effectiveness of our instructional practices, with the majority of students meeting or exceeding grade-level expectations. We will continue building on these strengths to ensure all learners are both supported and challenged.

2. **Continued Support for English Learners**
While many students are making progress, the English Learner Progress indicator is rated Orange, highlighting a key area of focus. We are committed to strengthening our English language development supports so more of our multilingual students can achieve language proficiency and reach their full academic potential.

Focus on Improving Attendance and Engagement
Chronic Absenteeism is currently rated Yellow, which signals a need for continued attention. We are actively working on strengthening family partnerships, offering student supports, and encouraging consistent attendance, knowing that regular school attendance is essential to long-term success.
3. **Strengthening School Climate Through Restorative Practices**
Our Suspension Rate is rated Orange, and while suspension rates remain low overall, we recognize the importance of continued improvement in this area. We're deepening our focus on restorative practices, inclusive supports, and behavior interventions to ensure every student feels safe, connected, and supported on campus.

Summary:
The 2024 Dashboard reflects our strong academic foundation and caring school environment, while also identifying areas where we can grow. We remain committed to ensuring all students have the opportunity to succeed academically, socially, and emotionally through inclusive, student-centered approaches.

School and Student Performance Data

Academic Performance English Language Arts

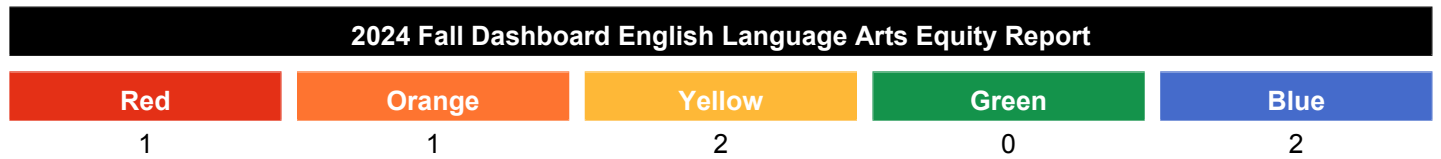
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 24.5 points above standard Increased 5.2 points 232 Students	English Learners  Orange 38.3 points below standard Maintained 1.5 points 106 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 38.5 points below standard Increased 6.4 points 80 Students

Students with Disabilities  Red 91.1 points below standard Declined 15.5 points 49 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Blue 60.2 points above standard Increased 9.9 points 91 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 42.3 points below standard Increased 6.2 points 84 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 79.7 points above standard Increased 18.5 points 41 Students

Conclusions based on this data:

- Persistent Achievement Gaps Across Student Groups**
 While the “All Students” group is performing in the Green range with scores 24.5 points above standard and a 5.2-point increase, achievement gaps persist for several student groups. English Learners (Orange), Socioeconomically Disadvantaged (Yellow), and Hispanic students (Yellow) all remain below standard. Students with Disabilities (Red) continue to face the greatest challenge, with scores 91.1 points below standard and a 15.5-point decline, signaling a critical need for strengthened academic and inclusive support.
- School-wide Growth with Targeted Needs**
 Overall school performance in ELA is improving, with many students making gains. Asian and White students showed exceptional progress, scoring 60.2 and 79.7 points above standard, respectively, with double-digit growth. However, the small decline for English Learners and the sharper decline for Students with Disabilities highlight the need for differentiated instruction, targeted interventions, and inclusive strategies that ensure every learner continues to grow.
- Opportunities to Leverage Strengths for Broader Impact**
 The academic success of higher-performing groups reflects instructional strategies that are working well. These strengths can be studied and shared across classrooms to help elevate achievement for all. By expanding access to effective literacy practices, we can support underperforming groups and close opportunity gaps.

School and Student Performance Data

Academic Performance Mathematics

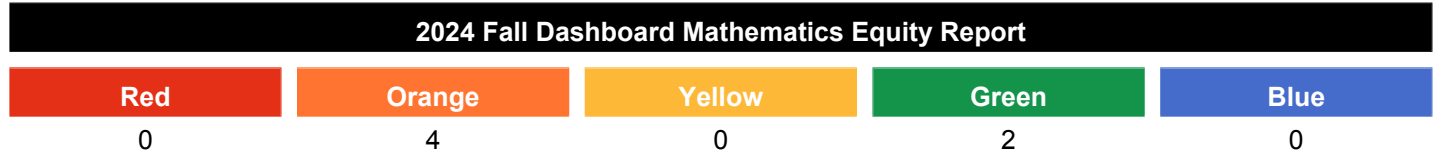
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 18.5 points above standard Declined 8.5 points 237 Students	English Learners  Orange 30.5 points below standard Declined 16.8 points 111 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 47.3 points below standard Declined 10.8 points 85 Students

Students with Disabilities  Orange 87.6 points below standard Declined 8.6 points 49 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  Green 67.0 points above standard Declined 4.5 points 93 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Orange 46.5 points below standard Declined 3.0 points 86 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 56.9 points above standard Declined 4.0 points 41 Students

Conclusions based on this data:

- Strong Overall Performance with High Achievement in Key Groups**
Ponderosa students continue to demonstrate strong performance in mathematics, with the “All Students” group scoring 18.5 points above standard (Green). Notably, Asian students (+67 points) and White students (+56.9 points) are performing well above standard and maintaining strong achievement, reflecting effective instruction and consistent access to foundational math skills. While there was a slight decline from the previous year, these scores indicate that overall, students are well-supported and progressing.
- Achievement Gaps Persist for Key Student Groups**
Several student groups, including English Learners, Socioeconomically Disadvantaged, and Hispanic students, are currently performing below standard and are rated Orange. Each of these groups also experienced a decline in performance, signaling a need for more focused and differentiated support. These data highlight the importance of continuing to build instructional strategies that are responsive to the needs of all learners.
- Support Needed for Students with Disabilities**
Students with Disabilities are currently 87.6 points below standard and saw an 8.6-point decline, emphasizing the need for strategic support. Enhanced scaffolds, collaborative planning, and increased instructional time may help accelerate growth and close persistent gaps. Building strong Tier 1 instruction and leveraging small-group interventions can support student access to rigorous math content.

In summary, while overall performance in math remains strong for many students, the data points to areas where equity-focused strategies are needed. Continued collaboration, monitoring, and responsive instruction will be key to ensuring every student experiences success in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
49.6% making progress.	making progress.
Number Students: 127 Students	Number Students: 0 Students

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.

2024 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
14.2%	36.2%	0.8%	48.8%

Conclusions based on this data:

1. Academic Performance: English Learner Progress:
The 2024 California School Dashboard shows that 49.6% of English Learners (ELs) at Ponderosa made progress toward English language proficiency. While this places the school in the Orange performance level, it also means nearly half of our EL students are growing in their language development, a strong foundation on which to build.
2. At the same time, about 36% of students remained at lower ELPI levels, suggesting a need for more targeted strategies to help all students move forward. These figures provide helpful insight into where additional supports, such as scaffolded instruction, small-group learning, and vocabulary-rich experiences, can potentially accelerate progress.
3. Summary and Next Steps:
Looking ahead, we remain committed to improving outcomes for English Learners by strengthening our language development practices and expanding supports for students who are not yet advancing. With focused collaboration between teachers, staff, and families, we will continue to promote growth and celebrate each step students take toward English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.4% Chronically Absent

Declined 2.4

545 Students

English Learners



Orange

18.2% Chronically Absent

Maintained 0.1

209 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Socioeconomically Disadvantaged



Yellow

16.8% Chronically Absent

Declined 8.5

191 Students

Students with Disabilities  Orange 20.6% Chronically Absent Declined 5 97 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Asian  Orange 10.4% Chronically Absent Increased 1 211 Students	Filipino  No Performance Color 6.7% Chronically Absent Declined 2.4 15 Students	Hispanic  Yellow 17.9% Chronically Absent Declined 7.7 190 Students
Two or More Races  No Performance Color 7.7% Chronically Absent Declined 13.7 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 11.2% Chronically Absent Declined 1.1 89 Students

Conclusions based on this data:

- The 2024 California School Dashboard shows that Ponderosa's overall chronic absenteeism rate is 13.4%, which places us in the Yellow performance level. While we recognize that consistent attendance is essential for academic success, we're encouraged to see positive momentum in many areas.

Encouraging Improvements Across Student Groups
Several student groups have shown meaningful declines in chronic absenteeism compared to the previous year:
Socioeconomically Disadvantaged students improved by 8.5 percentage points
Hispanic students improved by 7.7 points
Students with Disabilities improved by 5 points
- These trends point to the positive impact of our ongoing attendance efforts, including outreach, family partnerships, and student support systems. We are committed to building on this progress.

While progress is being made, some student groups continue to face higher rates of chronic absenteeism:
Students with Disabilities (20.6%)
English Learners (18.2%)
Socioeconomically Disadvantaged (16.8%)
Hispanic students (17.9%)

These groups are still experiencing higher-than-average absence rates, signaling a continued need for targeted supports, including check-ins, family communication, and strategies to remove barriers to attendance.
- Monitoring and Sustaining Progress

White and Asian students have relatively lower rates (11.2% and 10.4%, respectively), and we will continue to monitor all groups to ensure no trends go unnoticed. These lower rates remind us that with consistent strategies and family engagement, improved attendance is achievable for all students.

Moving Forward Together

We will continue to expand our family partnerships, early interventions, and incentive programs to promote regular attendance. Together, with our staff, students, and families, we are committed to creating a school environment where every day counts, and every student is supported in showing up and thriving.

School and Student Performance Data

Conditions & Climate Suspension Rate

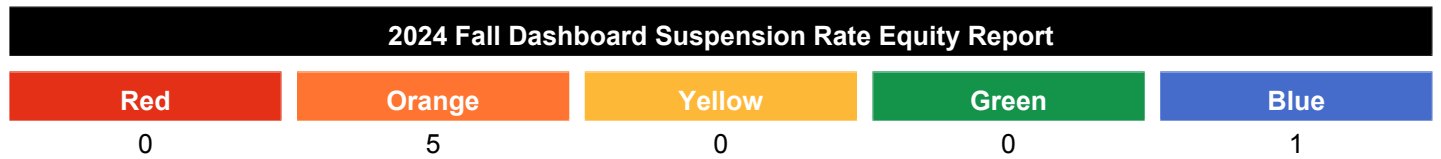
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.2% suspended at least one day Increased 1.2% 573 Students	English Learners  Orange 1.4% suspended at least one day Increased 1.4% 219 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  Orange 1.5% suspended at least one day Increased 1.5% 198 Students

Students with Disabilities  Orange 2% suspended at least one day Increased 2% 98 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Asian  Blue 0% suspended at least one day Maintained 0% 223 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Orange 1.5% suspended at least one day Increased 1.5% 203 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 3.3% suspended at least one day Increased 3.3% 92 Students

Conclusions based on this data:

- Low Suspension Rates Reflect Positive School Climate:**
Overall, suspension rates at our school remain very low, with fewer than 2% of students suspended at least once during the year. This places our site well below state averages and reflects a strong commitment to fostering a safe, supportive learning environment. While our overall performance level is Orange due to a slight increase from the previous year, our rates remain commendably low across all student groups.
- Notable Successes in Student Behavior and Inclusion:**
Several student groups, including Asian, Filipino, and students identifying as Two or More Races, had zero suspensions, demonstrating the success of our proactive and inclusive approach to behavior support. These results reflect the positive impact of staff efforts, consistent expectations, and our emphasis on restorative practices and social-emotional learning.
- Continued Focus on Equity and Early Intervention:**
While our suspension rates are low, a few student groups experienced slight increases this year, including Students with Disabilities, English Learners, and White and Hispanic students. This signals a need to continue refining our Tier 1 supports and ensure consistent, equitable implementation of interventions across all classrooms. Ongoing professional development and student support services will help us build on our strengths and keep suspension rates moving in the right direction.

Summary:
We are proud of our school's positive climate and the low rates of suspension across all groups. By continuing to invest in relationship-building, early intervention, and restorative approaches, we can ensure all students feel safe, supported, and ready to learn every day.



Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Overall Student Academic Progress

School Goal - The overall percentage of students who are early on, mid, or above grade level will improve by 20 percentage points in iReady Reading from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to see the overall percentage of students early on, mid, or above grade level improve to 70%+ in Reading by the Diagnostic 3 assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard and local iReady and CAASPP data reveals that while overall student performance in English Language Arts is strong—with all students performing 24.5 points above standard—there are still persistent achievement gaps among key student groups.

- English Learners are performing 38.3 points below standard
- Hispanic students are 42.3 points below standard
- Students with Disabilities are 91.1 points below standard, a Red indicator
- Socioeconomically Disadvantaged students are 38.5 points below standard

These groups remain significantly behind their Asian (+60.2 points) and White (+79.7 points) peers, despite incremental growth in some areas. Additionally, the English Learner Progress Indicator is rated Orange, with 49.6% of EL students making progress toward proficiency.

Local iReady data reflects that while many students are progressing, a substantial percentage remain below grade level in foundational reading skills—particularly in grades 4 and 5. This aligns with CAASPP performance in Grade 5, which showed a decline in students meeting or exceeding standards in ELA over the past three years.

Steps taken to address these needs include:

- Continued implementation and refinement of Designated ELD (dELD) instruction across grades K–5
- A schoolwide phonics and morphology focus, aligned with UFLI and foundational skills professional development
- Strategic small-group instruction using iReady and formative assessment data to meet individual student needs
- Targeted support for newcomer students, including push-in and pull-out models
- A schoolwide PBIS focus on Opportunities to Respond and Engage, promoting increased student voice and interaction
- Ongoing data-informed intervention and progress monitoring cycles to adjust supports as needed

This goal reflects our commitment to accelerating learning for all students, with a specific focus on ensuring historically underserved students receive the targeted academic and language development support they need to access grade-level content and thrive.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading data pertaining to all students	Our intervention and instructional efforts have supported a 20% growth observed from Diagnostic 1 to Diagnostic 3 in Reading.	At the completion of the iReady Diagnostic 3 of the 2025-2026 school year student achievement scores will demonstrate comparable growth in Reading and Math in the academic year.
CA School Dashboard data pertaining to All students including EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	EL, Hispanic, Special Education, and Socioeconomically Disadvantaged students are performing in the Orange or Red performance bands compared to the Green/ Blue for their Asian and White peer subgroups.	2025-26 Dashboard data will show that all students make growth in grade-level progress, and our focus subgroups will progress into the next performance band with a long-term expectation that all groups will be performing at grade level standard or above.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will design and deliver instruction aligned with Common Core State Standards and board policy, ensuring differentiation based on student needs. Instructional decisions will be guided by ongoing data analysis (e.g., iReady assessments, grade-level discussions, progress monitoring) to provide targeted support and appropriately challenge students with rigorous learning opportunities.	All Students	General Fund
1.2	Targeted interventions will include continuing with refining and structuring dELD in K-5 to support student needs, a schoolwide phonics focus (with morphology in upper grades), a PBIS focus on Opportunities to Engage and Respond, and providing newcomer intervention. Furthermore, Districtwide Professional Development on UFLI and Foundational Skills, 1-5 data-informed intervention develops systematic foundational skills and comprehension, and K-5 teachers pulling strategic small groups based on needs (using UFLI).	All Students	General Fund
1.3	Provide funding for all of the supplies, books, and materials we need to run the school program successfully. Materials will be in varying reading levels that will promote engagement and reading in support of all students through an inclusive and equitable lens.	All Students	General Fund

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Analysis

The implementation of strategies to support our goal of improving overall student academic progress in reading has been strong in its first year. Grade-level teams regularly engaged in data reflection cycles, using iReady Diagnostic data to inform instruction and small-group interventions. Our schoolwide focus on foundational reading skills, strategic small-group instruction, and targeted support for English learners and students below grade level contributed to significant progress.

At the start of the year, 43% of students were identified as early on, mid, or above grade level in iReady Reading Diagnostic 1. By Diagnostic 2, this increased to 56%, and early indicators suggest we have reached 63% by Diagnostic 3—a 20 percentage point improvement, exactly aligned with our goal. This growth reflects a strong foundation for continued implementation of effective practices and instructional collaboration.

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 between the intended implementation and the budgeted expenditures. All planned professional development, intervention support, and curriculum-aligned resources were implemented as outlined, and teacher teams continued to leverage data and collaborate regularly.

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.

Based on this year's strong progress, we propose to maintain the current annual improvement outcome (20 percentage point improvement from Diagnostic 1 to 3). However, we are adjusting our 3-year goal to reflect a higher level of ambition and long-term sustainability. The revised goal is:

Our 3-year goal is to see the overall percentage of students early on, mid, or above grade level in reading improve to 70%+ by the Diagnostic 3 assessment.

This update is reflected in the School Goal section of Goal 1 within the SPSA. We will continue to monitor iReady trends, refine data-driven instruction, and support staff with targeted professional learning and planning time to sustain this trajectory of growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting our Efforts to Close the Opportunity/ Achievement Gap

Students identified as EL and/ or Special Education will improve at least one academic performance band as measured in iReady reading data from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard and local iReady diagnostic data indicates a continued need to close achievement and opportunity gaps for students identified as English Learners (EL) and students receiving Special Education services. While our overall performance in ELA is in the Green category—24.5 points above standard—students in the EL and Special Education subgroups are significantly underperforming in comparison, with Students with Disabilities scoring 91.1 points below standard and English Learners 38.3 points below standard.

Local assessment data from iReady reinforces this need:

- Diagnostic 1 to Diagnostic 2 results showed that 36% of EL students and 33% of students with IEPs improved by at least one performance band.
- Early Diagnostic 3 results indicate this improved to 49% of EL students and 47% of Special Education students, which is a promising upward trend.
- However, when considering our three-year goal, 30% of EL students and 43% of SPED students remain two or more grade levels below, underscoring a continued need for strategic, data-informed support.

Steps already in place to address these gaps include:

- Implementation and refinement of designated ELD (dELD) across grades K–5, aligned to student language proficiency needs.
- Schoolwide focus on foundational reading instruction through UFLI and phonics (including morphology in upper grades).
- Targeted small-group instruction informed by iReady data, including strategic support for both decoding and comprehension skills.
- Collaboration between general education and RSP/SAI teachers, with increased attention to IEP goal alignment, accommodations, and shared intervention strategies.
- A PBIS sitewide focus on increasing student engagement through structures like Opportunities to Engage and Respond in Tier 1 instruction.
- Ongoing professional development and coaching, with an emphasis on inclusive practices and effective interventions for historically underserved students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	As of iReady Diagnostic 3 for 2023-24: 49% of EL students and 47% of Special Education students improved at least one performance band. 30% of EL students and 43% of Special Education students are currently performing two or more grade levels below.	In 2025-26 Students identified as EL and/ or Special Education will improve at least one academic performance band as measured in iReady reading data from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below.
CA School Dashboard CA School Dashboard data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	2024 Dashboard data shows significant performance gaps: EL: Orange (ELA: 38.3 points below standard; Math: 30.5 points below) SPED: Red/Orange (ELA: 91.1 below; Math: 87.6 below) SED: Yellow/Orange (ELA: 38.5 below; Math: 47.3 below) Hispanic: Yellow/Orange (ELA: 42.3 below; Math: 46.5 below)	By the 2025 Dashboard release (2024–25 data): EL, SPED, Hispanic, and SED students will demonstrate progress in points toward standard and maintenance or improvement in color levels. At least one subgroup will move up one color level, and all will demonstrate growth narrowing the gap with non-target peers.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide release time for teachers to better understand, review, and address student needs through collaborative thought partner efforts. This is paid time, for teachers to meet with educational partners to analyze data, engage in professional development, and / or plan differentiated educational opportunities and targeted instruction, especially for focus group students who are not making adequate growth.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	4250 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	EL Support Teacher will model, coach, and collaborate with teaching staff to implement best practices in support of students with the most pressing academic needs. A focus on Hispanic/Latino, and EL students. EL Support teacher will work directly with EL students.	EL, Hispanic, and Socioeconomically Disadvantaged	96509 Targeted Allocation 1000-1999: Certificated Personnel Salaries And 3000-3999 STRS Contributions
1.3	Provide substitutes for assessments, field trips, IEP Meetings, 504 Meetings, SST Meetings, professional development, and professional goal setting conferences, where student needs will be discussed and addressed.	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.4	Special education para educators, noon duty campus supervisor teammates, student attendants, and other classified staff will have the opportunity to collaborate, attend training(s), and provide small group instruction, supervision, as appropriate to meet the needs of students before, during, and after school hours.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	9,358 Targeted Allocation 2000-2999: Classified Personnel Salaries And 3202 PERS - CLASSIFIED
1.5	Books, reference materials, ebook, and other learning materials	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	1757 Targeted Allocation 4000-4999: Books And Supplies
1.6	Supplies	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	3205 Targeted Allocation 4000-4999: Books And Supplies
1.7	Presentations/ Speaker Opportunities	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	1200 Targeted Allocation 0000: Unrestricted 5800: Professional/ Consulting Services and Operating
1.8	Translation Services - Provide translation services either through site support, district support or vendors, or outside vendors.	English Learners	1750 Targeted Allocation
1.9	Family Engagement Events led by staff or outside vendor	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	1300 Targeted Allocation 1000-1999: Certificated Personnel Salaries 000: Unrestricted

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies under Goal 2 has been both comprehensive and collaborative, with an emphasis on data-driven support for English Learners (ELs) and students with disabilities. Our continued use of iReady assessments provided timely insights into student progress and allowed for strategic adjustments throughout the year.

Key strategies—such as designated ELD (dELD) instruction, foundational reading programs (UFLI), and targeted small-group instruction—were implemented consistently across classrooms. Teachers and support staff participated in collaborative planning, analyzed data, and worked together to design responsive interventions. Our EL Support Teacher and RSP/SAI teams worked closely with general education teachers to align instruction with student needs, while paraeducators and support staff helped deliver targeted small-group supports.

This collective effort resulted in promising progress:

- 49% of EL students and 47% of SPED students improved at least one performance band from Diagnostic 1 to Diagnostic 3.
- These reflect meaningful gains from earlier in the year (36% and 33%, respectively).

While our three-year goal remains ambitious—reducing the number of students performing two or more grade levels below to under 10%—the progress made this year reflects the effectiveness of our core strategies and strong momentum toward this goal.

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

Overall, implementation aligned closely with what was proposed in the SPSA.

- Professional learning opportunities, release time for planning, and collaborative meetings were carried out as planned, supporting both instruction and student support services.
- The EL Support Teacher served as a key asset to the implementation process, successfully coaching staff and providing targeted instruction to students.
- Family engagement events, translation services, and presentations were provided to support whole-child learning and reduce barriers for engagement.

There were no significant variances in budgeted expenditures beyond slight adjustments in allocation between salary and materials lines based on availability and scheduling. All strategies and services were deployed in a manner aligned to the intent of the goal.

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.

Based on the analysis and promising student gains this year, the goal language and strategies will remain in place. The only change is to affirm the three-year goal, which remains both ambitious and necessary:

To reduce the percentage of students identified as EL and/or Special Education performing two or more grade levels below in reading to below 10% by the end of year three.

This three-year goal was re-committed to under the Annual Measurable Outcomes section, and progress toward this target will continue to be monitored using iReady Reading diagnostics and Dashboard indicators.

Next year's work will continue to prioritize:

- High-impact small-group instruction
- Strengthened alignment between IEP goals and Tier 1 instruction

- Deeper coaching and collaboration across general and special education teams
- Responsive family engagement and ongoing data cycles

These actions are reflected in the Strategies/Activities table under Strategy/Activity numbers 1.1 through 1.9, which remain unchanged in focus but will be fine-tuned based on teacher input, student performance, and ongoing reflection.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Well-Being and Student/ School Connectedness

We will reduce the Chronic Absenteeism rate by 3 percentage points from 13.4% to 10.4% or lower, as measured by the CA State Dashboard. Our longer-term, 3-year goal, is to achieve and maintain a rate of under 5%, by building student connectedness and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard indicates that Ponderosa Elementary had a chronic absenteeism rate of 13.4%, which was an improvement of 2.4 percentage points from the previous year. While this places us well below the state average of ~25%, the data also shows that specific student groups—including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—continue to experience higher-than-average rates of chronic absenteeism, with some groups still rated Orange on the Dashboard.

In addition to Dashboard data, our internal attendance records show that we have made even greater progress during the current year, with our chronic absenteeism rate currently tracking around 8%. This positive trajectory is the result of intentional and collaborative efforts across staff, families, and students to promote daily attendance and foster a stronger sense of school connectedness.

However, we recognize that even occasional absences can negatively impact academic progress and student belonging, especially for our most vulnerable learners. There is an ongoing need to:

- Build on our momentum by continuing to reinforce the importance of regular attendance.
- Address barriers to attendance through proactive family outreach, communication, and school-based supports.
- Strengthen school connectedness and social-emotional learning so that students feel safe, supported, and motivated to attend every day.

This goal reflects our shared belief that students thrive when they feel connected, safe, and supported, emotionally, socially, and academically. Strengthening school culture and fostering consistent attendance are foundational steps toward equitable and successful outcomes for every student.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	13.4% Chronic Absenteeism	We expect the chronic absenteeism rate to decrease to 10.4% or lower by the 2025–26 CA Dashboard release, through sustained efforts in fostering a welcoming school climate, personalized family outreach, and strong staff-student relationships

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Building Stronger Relationships: Utilize our Wellness program and leverage the intern counselors for social-emotional support. Utilize PBIS practices and our Mult-tiered systems of support like regular check-ins with a trusted adult. Creating a positive school climate where students feel valued, supported, and connected to their peers and teachers and a 4 Be's focus each week (Responsible, Respectful, Kind, Safe). Providing opportunities for students to engage in extracurricular activities or clubs that align with their interests. Implementing leadership students during recess/lunch where students serve as peer leaders and mentors. Leveraging big buddies programs that upper grades and lower grades utilize in the classroom for stronger connections	All Students with a focus on our targeted groups	The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
1.2	Parent Communication and Education: Leverage SSC/ ELAC/ PTSA meetings/ and Community Events to engage all families. Generate translated material when and where possible Hosting parent workshops or information sessions on topics relevant to our community. Some of the offerings in the past have included the importance of attendance and its impact on academic success, behavior support and interventions at home and school, digital literacy, anti-bullying efforts, etc. Utilizing technology to communicate attendance data and trends to parents. Utilizing our attendance outreach team and student services support to personally connect with families of chronically absent students to understand and address underlying issues.	All Students with a focus on our targeted groups	The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
1.3	Social-Emotional Connection: Integrating social-emotional learning (SEL) practices into the school day to teach skills like self-	All Students with a focus on our targeted groups, and those demonstrating the biggest need	

	awareness, self-management, and responsible decision-making. Classroom lessons delivered by the Wellness Coordinator, examples include the Zones of Regulation and return to baseline strategies. Implementing restorative practices to address conflicts and promote positive relationships among students and between students and staff. Offering counseling services or support groups for students struggling with social-emotional challenges that may affect their attendance.		The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
1.4	Working with Student Services to conduct home visits for students with significant attendance issues to understand their home environment and provide support. Implementing attendance monitoring systems to track and intervene early with students who show signs of chronic absenteeism. Collaborating with community organizations or agencies to provide resources and support for families facing barriers to attendance, such as transportation or health-related issues.	All Students with a focus on our targeted groups, and those demonstrating the biggest need	The general fund.

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, our school made measurable progress toward our goal of reducing chronic absenteeism. The implementation of relationship-centered strategies, such as increased family outreach, wellness supports, structured check-ins, and student engagement initiatives, helped foster a stronger sense of belonging and accountability among students. Through the combined efforts of staff, students, and families, we were able to reduce chronic absenteeism from 15.7% to approximately 8% based on current site and district attendance data. That said, we are still waiting to see what the CA dashboard data comes in at.

The effectiveness of these efforts is evident in the increased consistency of attendance among students who previously struggled with engagement. While some student groups continue to face attendance challenges, we are encouraged by the direction of our data and the positive momentum that has been established.

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 were encountered between the intended implementation and actual strategies. We were able to implement the majority of activities using existing resources and leveraged support from our attendance and wellness teams and district partnerships. Although some of our activities were executed without specific budget line items, the overall alignment between our strategies and desired outcomes remained strong.

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.

Due to the significant decrease in chronic absenteeism this year, we are revising the 3-year goal. Originally set to reach under 9%, we are adjusting our 3-year goal to target under 5% chronic absenteeism. This updated metric better reflects our school's trajectory and maintains high expectations for continued improvement. This change will be reflected in the

SPSA Goal 3 section under the “Title and Description of School Goal” and “Annual Measurable Outcomes.” We will continue refining strategies to ensure sustainability and equitable outcomes across all student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Strengthening Family Connectedness/ Student Enrichment

We will have 70%+ of families participating in their child's education and with the school community as measured by participating or volunteering in the student's classroom during the instructional day, on a field trip, in an advisory committee meeting, or in an event before, during, or after school on campus (not to include Back to School night or Open House). This will be measured by attendance taken by staff, sign-in sheets, or parent surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In School Site Council, SELAC, and other community events, our parent community has expressed an interest in identifying more ways to participate at school and in their child's learning. Staff has addressed that the more involved the parents are in the child's education has been a supporting factor in their child's participation, engagement, and achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets / California Healthy Kids Survey / Family Count at Events	352 Families participated in school events in 24-25 based on staff feedback.	We expect to have 70% or more of families participating at school in one of the capacities identified.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff-Led/ District Events: Family engagement events read aloud/ games, LIT family events, ELAC, SSC, Lunch/ BBQ picnic, RAFT Day.	All Students	

	Review for efficacy and support current PTSA Events Play Dates, Science Night, International Night, etc. Teacher training and collaboration in using Parent Square, Class newsletters, or related communication efforts At staff meetings, teachers will be given time to send a positive / connecting email Engage families in survey opportunities, on how can we improve partnership efforts Invite families to Weekly Booster Assemblies when their student is being recognized, trimester academic classroom celebrations and performances: end of reading/writing unit, wax museum, classroom, or grade-level concerts, plays, or other opportunities		The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners. Some of these have been addressed in the SPSA with other goal strategies.
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This was our first year working toward this goal, and we are encouraged by the results. We set an initial benchmark expecting 30% of families to participate in school engagement opportunities beyond Back to School Night or Open House. Through intentional implementation of a variety of strategies, most notably classroom celebrations, the Booster Assemblies, and grade level events, as well as including classroom volunteer opportunities, family-focused events such as International Night, Science Night, and RAFT Day, as well as encouraging attendance at advisory meetings and assemblies, we reached approximately 65% family participation.

Staff also incorporated new communication strategies using ParentSquare and made consistent efforts to build positive connections with families through classroom updates and personal outreach. The range of events provided opportunities for diverse forms of engagement, including academic, cultural, and social activities that reflected our school community's interests. This level of engagement significantly exceeded our initial expectations and indicates strong momentum toward our long-term vision of inclusive and connected school-family partnerships.

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 deviations in implementation or expenditures from the original plan. We utilized a combination of general funds and site-based stipends and leveraged community partnerships (such as PTSA, PEPCO, and the YMCA) to support key family engagement events and staff participation. Some of the funding and resource sharing for family engagement also overlapped with other goals and strategies already outlined in the SPSA, providing additional efficiency.

The primary difference in implementation was the positive response to our efforts to improve family participation, which outpaced our initial estimates and gave us the confidence to raise our participation target for the following year.

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.

As a result of this year's success, we will increase the annual participation target to 70% of families for the 2025–26 school year while maintaining the same overall goal focus and reviewing strategies for improvements. The measurement tools (sign-in sheets, attendance logs, staff-collected data, and parent surveys) will remain consistent, as they provided reliable insight into engagement this year.

To further refine our efforts, we will:

- Continue offering a wide range of events and volunteer opportunities, while working to align them even more directly with instructional priorities.
- Provide staff with support and templates for consistent, proactive family communication.

These updates will be reflected in the revised metrics and strategies section of Goal 4 in the 2025–26 SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,329.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
Targeted Allocation	\$124,329.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$124,329.00

Total of federal, state, and/or local funds for this school: \$124,329.00

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	124,329	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	124,329.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,200.00
1000-1999: Certificated Personnel Salaries	107,059.00
2000-2999: Classified Personnel Salaries	9,358.00
4000-4999: Books And Supplies	4,962.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	1,750.00
0000: Unrestricted	Targeted Allocation	1,200.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	107,059.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	9,358.00
4000-4999: Books And Supplies	Targeted Allocation	4,962.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 2

124,329.00

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
Nate Ramezane	Principal
Rene Coronado	Classroom Teacher
Michele Shumaker	Classroom Teacher
Cathy Thorwaldson	Classroom Teacher
Amber Braz-Rivera	Other School Staff
Ahmet Altay	Parent or Community Member
Bhavna Dixit	Parent or Community Member
Kaushik Roy	Parent or Community Member
Raza Syed	Parent or Community Member
Nicole Wong	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 4/21/25.

Attested:



Principal, Nate Ramezane on 4/22/25



SSC Chairperson, Kaushik Roy on 4/22/25