

Ponderosa Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Ponderosa Elementary School
Street	295 Ponderosa Rd
City, State, Zip	South San Francisco, CA 94080-4218
Phone Number	650.877.8825
Principal	Julie Erskine
Email Address	jerskine@ssfusd.org
School Website	https://ponderosa-ssfusd-ca.schoolloop.com/
County-District-School (CDS) Code	41690706045116

2021-22 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website Address	www.ssfusd.org

2021-22 School Overview

Ponderosa Elementary School is a K-5 school with high standards for sustained and improved student achievement. Faculty and staff are Highly Qualified Professionals that are committed to help all students succeed. The Certificated and Classified staff, parents and the school community will continue to maintain open communications to ensure that all students are working towards meeting grade level standards evidenced by the SBAC and district assessments. Students will learn the core standards-based curriculum in a safe and stimulating environment.

The Ponderosa Mission Statement: The Ponderosa Community encourages and cultivates social and educational growth for all learners.

Ponderosa Elementary School's Regular and Special Education educational programs include on-going school assessments, including integrated, formative and summative assessments to monitor progress in math and ELA

Parents are consistently involved in many aspects of our community including in and out of the classroom including educational support, yard duty assistants, parent/grandparent volunteer (Covid-permissible) and nearly 100% participation during Teacher-Parent Conference week. In addition, our PTA is active throughout the school year raising supplemental monies to support our field trips, school wide assemblies and educational software programs. Carnivals, information nights, math events, and numerous other positive and thoughtful activities enhance our community; Covid Protocol permitting.

Response to Intervention (RtI) and Student Study Team (SST) meetings are held throughout the year. All students at Ponderosa ES are supported to ensure academic and socio-emotional success. Students needing additional academic and social support are monitored at Student Study Team (SST) Meeting(s). The principal, teachers, special education teachers, academic support teacher, speech pathologist and parent(s) work collaboratively to see how we can best meet all the academic needs of students needing additional support. When students are needing additional support interventions from Tiers 1-3 are implemented. Immediate intervention plans are developed with specific objective(s), person/people responsible to ensure progress is being made, data collection and student work samples are gathered to assess growth and development. Tier I modifications and accommodations are made. Additional Tier II interventions are added as needed. Our 180 funds are specifically targeted for CCSS Intervention and Support.

2021-22 School Overview

Students receive the following services and interventions in the regular education program:

- ELA Reading and Writing Small-Individual Group work with our Intervention teachers.
- Leveled reading groups, Fountas and Pinnell, AR Reading, Read Naturally, Rime Magic, and Math and reading computer assisted work, including Smarty Ants and IXL Reading & Math.
- LCAP funded 1.0 Reading intervention teacher using Fountas and Pinnell LLI
- Diversified instruction (flexible grouping, interactive learning opportunities, accommodations/modifications and individualized lessons).
- Student Study Team (SST) individualized plans
- English Language Development program and Bilingual Aide/Para Educator assistance (Spanish and English).
- Grade level and cross-grade team teaching for specific skills (phonics, leveled reading practice, math, etc.)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	65
Grade 2	58
Grade 3	65
Grade 4	66
Grade 5	63
Total Enrollment	381

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	13.6
Black or African American	1
Filipino	15.5
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	1.3
Two or More Races	9.2
White	15.5
English Learners	18.6
Foster Youth	0.8
Homeless	0.3
Socioeconomically Disadvantaged	24.9
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.0	84.2	339.5	85.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.5	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	7.8	2.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	7.0	1.8	12115.8	4.4
Unknown	3.0	15.8	39.2	9.9	18854.3	6.9
Total Teaching Positions	19.0	100.0	396.1	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015	Yes	0%
Science	Delta Education-FOSS/2008	Yes	0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006	Yes	0%
Foreign Language			
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	Yes	0%
Visual and Performing Arts	Art in Action	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Ponderosa Elementary School Facilities are well maintained. Facilities are clean and in good working order. Enhancements have included a security fence, decorative planting, and barn themed sheds for playground equipment and learning materials. Future plans include a shaded structure for outdoor eating and additional learning space.

Year and month of the most recent FIT report

December 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	149	78.01	21.99	44.3
Female	78	63	80.77	19.23	46.03
Male	113	86	76.11	23.89	43.02
American Indian or Alaska Native	0	0	0	0	0
Asian	24	22	91.67	8.33	68.18
Black or African American	--	--	--	--	--
Filipino	28	25	89.29	10.71	60
Hispanic or Latino	89	66	74.16	25.84	28.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	14	77.78	22.22	57.14
White	26	19	73.08	26.92	42.11
English Learners	34	29	85.29	14.71	13.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	38	80.85	19.15	21.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	24	51.06	48.94	25

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	150	78.53	21.47	46.00
Female	78	63	80.77	19.23	44.44
Male	113	87	76.99	23.01	47.13
American Indian or Alaska Native	0	0	0	0	0
Asian	24	22	91.67	8.33	68.18
Black or African American	--	--	--	--	--
Filipino	28	25	89.29	10.71	52.00
Hispanic or Latino	89	67	75.28	24.72	29.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	14	77.78	22.22	71.43
White	26	19	73.08	26.92	52.63
English Learners	34	29	85.29	14.71	13.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	39	82.98	17.02	28.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	25	53.19	46.81	24.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	33.96	N/A	29.57	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	53	89.83	10.17	33.96
Female	23	20	86.96		
Male	36	33	91.67		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	24	20	83.33	16.67	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	11	84.62	15.38	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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

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

Opportunities for Parental Involvement - School Year 2021-22

All families are welcome and highly encouraged to participate in their child's well being and development. At Ponderosa Elementary our parents and community give numerous hours working in (temporarily on hold for 21-22) and outside the classrooms. Family participation at our school is high and we are proud of the on-going commitment from all stakeholders. Financial support from our parents is significant. Our school through the efforts of our PTA Board and General Membership raise monies every year to supplement our educational program.

There are countless ways parents and community members can become involved including:

- PTA
- In/Out Classroom Assistance; including Art in Action (on-hold per COVID protocols)
- Attending all Teacher-Parent Conference, performances, school and district functions
- Field trips
- School Site Council (SSC).
- English Language Learners Advisory Committee (ELAC) and District English language Development (DELAC)

To learn more about specific opportunities for getting involved, please contact the school principal, Julie Erskine, at 650-877-8825 or jerskine@ssfusd.org

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	387	385	20	5.2
Female	168	168	8	4.8
Male	219	217	12	5.5
American Indian or Alaska Native	0	0	0	0.0
Asian	54	53	0	0.0
Black or African American	4	4	0	0.0
Filipino	59	59	1	1.7
Hispanic or Latino	170	169	15	8.9
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	36	36	0	0.0
White	59	59	1	1.7
English Learners	85	85	9	10.6
Foster Youth	4	4	3	75.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	105	104	9	8.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	77	77	3	3.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.24	0.00	5.39	0.00	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.98	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

School Safety Plan

School Safety plan was last reviewed and updated: October 2021

School Safety plan was last discussed with school faculty: August 2021

Brief description of the key elements included in the 2021-2022 Safety Plan:

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addressed the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan focuses on five emergencies; fire, earthquake, lock-down, shelter in place and secure campus.

The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communication with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supply kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management handbook.

Ponderosa Elementary School students are supervised before school by their teachers. During the day, teachers and noon supervisors supervise students in the cafeteria and on the playground. Visitors to the school must sign in at the office where they are provided a visitor sticker to wear. All school staff members watch to make sure visitors are wearing these stickers when on campus.

Ponderosa Elementary School was established at the current site 60 years ago. There were additions to the campus: grades K – 5. There is a multipurpose room, a Measure J library-media center, Exploratorium, and seven new classrooms. The Main Office is inviting and welcoming at all times. The campus includes 25 fully functional communal toilets, which are cleaned daily, or more if needed. The custodial team ensures that the facilities are well maintained and a scheduled maintenance program is administered by the district's Measure J School Bond.

The district takes great effort to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district's governing board has adopted cleaning standards for all schools in the district. A summary of those standards is available at www.ssfusd.org.

The district participates in the State School Deferred Maintenance Program, which provided state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	20	2	1	
2	22		3	
3	19	2	2	
4	32		2	
5	26	1		2
6				
Other	6	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	3	
1	15	3	1	
2	13	5		
3	14	2	3	
4	22	1	2	
5	22	1	2	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	13	3	2	
2	15	4		
3	13	4	1	
4	16	2	2	
5	21	1	2	
6				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,595	\$2,779.09	\$6,459.94	\$80,387
District	N/A	N/A	\$2,074.46	\$80,387
Percent Difference - School Site and District	N/A	N/A	102.8	0.0
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-26.6	-0.8

2020-21 Types of Services Funded

Peer Assistance and Review; Part A – English Learner (EL); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Governor's Emergency Education Relief Funds, Coronavirus Relief, State General Funds, ESSER I & II

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,352	\$51,029
Mid-Range Teacher Salary	\$82,857	\$78,583
Highest Teacher Salary	\$104,979	\$99,506
Average Principal Salary (Elementary)	\$135,036	\$124,576
Average Principal Salary (Middle)	\$143,186	\$131,395
Average Principal Salary (High)	\$167,460	\$144,697
Superintendent Salary	\$242,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development:

All teachers in the South San Francisco Unified School District have the opportunity to participate in formal, full-day professional development days scheduled as part of the district calendar. In addition, on-going Wednesday professional development on trauma informed practices and numerous online platforms including Priority State Standards, Google Classroom, Diebels, Literably and a deeper dive into IXL.

Professional Development days focused on:

- Common Core State Standards Development, Wonders, Math Expressions, Professional Learning Communities and English Language development: Kate Kinsella Academic Vocabulary.
- Assist in the development of District adopted pacing calendars in both Math and English Language Arts.
- Positive Behavior Intervention and Support: PAX and Soul Shoppe

All teachers and principal that attend workshops outside of school must share information and learning with fellow staff members on site and district wide.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3

South San Francisco Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website Address	www.ssfusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4272	3488	81.65	18.35	47.01
Female	2013	1650	81.97	18.03	53.22
Male	2259	1838	81.36	18.64	41.46
American Indian or Alaska Native	--	--	--	--	--
Asian	549	482	87.80	12.20	70.69
Black or African American	50	33	66.00	34.00	27.27
Filipino	824	725	87.99	12.01	61.44
Hispanic or Latino	2130	1698	79.72	20.28	31.57
Native Hawaiian or Pacific Islander	82	74	90.24	9.76	29.73
Two or More Races	374	286	76.47	23.53	64.18
White	254	183	72.05	27.95	53.89
English Learners	860	733	85.23	14.77	13.85
Foster Youth	19	9	47.37	52.63	--
Homeless	70	42	60.00	40.00	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1727	1411	81.70	18.30	31.23
Students Receiving Migrant Education Services	24	21	87.50	12.50	9.52
Students with Disabilities	697	481	69.01	30.99	13.14

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4272	3463	81.06	18.94	38.42
Female	2013	1629	80.92	19.08	41.19
Male	2259	1834	81.19	18.81	35.98
American Indian or Alaska Native	--	--	--	--	--
Asian	549	485	88.34	11.66	68.32
Black or African American	50	33	66.00	34.00	18.18
Filipino	824	726	88.11	11.89	51.03
Hispanic or Latino	2130	1675	78.64	21.36	21.76
Native Hawaiian or Pacific Islander	82	73	89.02	10.98	21.92
Two or More Races	374	283	75.67	24.33	53.79
White	254	181	71.26		48.07
English Learners	860	719	83.60	16.40	13.57
Foster Youth	19	10	52.63	47.37	--
Homeless	70	34	48.57	51.43	12.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1727	1396	80.83	19.17	22.59
Students Receiving Migrant Education Services	24	21	87.50	12.50	0.00
Students with Disabilities	697	484	69.44	30.56	8.75

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.