

Ponderosa Elementary Teaching & Learning Board Presentation

March 27, 2025



Presented by: Julie Erskine

Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic
Priorities /
LCAP Goals



Portrait of a
Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star



Exceptional Instruction



Engaged Students



Purposeful Partnerships



Empowered Educators



Equity-Centered Systems

LEARN
constantly as their
life and world
change

NAVIGATE
their futures
purposefully

IMPACT
their communities
for the better

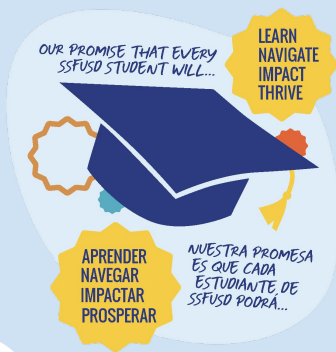
THRIVE
as a person





As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

SSFUSD's Portrait of a Graduate



GRADUATE AIM

CHARACTERISTIC

DESCRIPTION

LEARN

constantly as their life
and world change

Intellectual curiosity and
critical thinking

Academic excellence

Creativity and
resourcefulness

- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence
- Demonstrates mastery of all academic disciplines needed for post-secondary success
- Explores their creativity and finds new and innovative ways to solve problems

THRIVE

as a person

Self-awareness

Wellness

Real-world readiness

- Confidently embraces their identities and understands their values, intentions, and impact on others
- Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being
- Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful

NAVIGATE

their future purposefully

Career and/or college
readiness

Technology skills

Financial literacy

- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose
- Uses current technologies fluently to meet their needs and solve problems
- Understands the importance of money management and has the skills to make informed short and long-term financial decisions

IMPACT

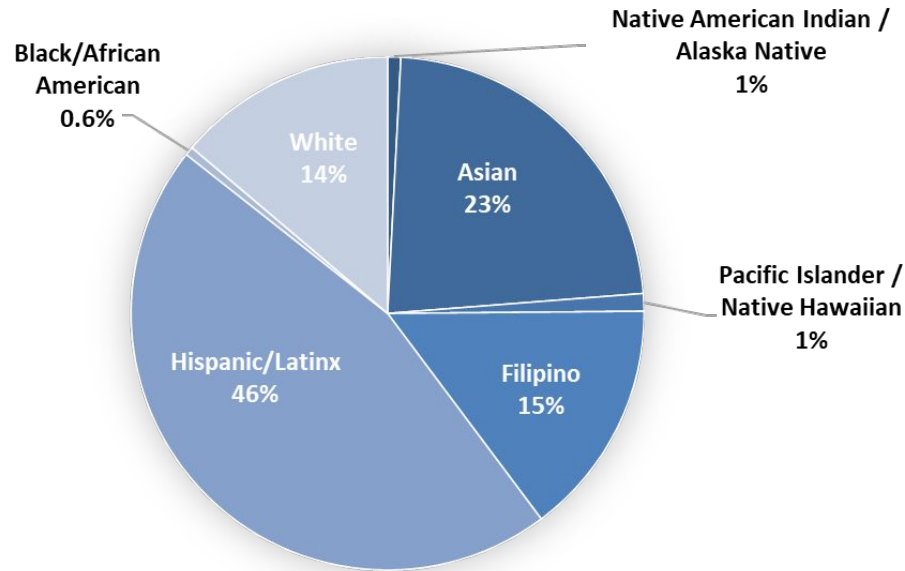
their community
for the better

Collaboration

Community service and
engagement

- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal
- Finds opportunities to support others and be involved in their communities

Student Demographics



Students by grade level

<u>TK</u>	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
24	49	48	47	65	61	65

Students by program

Student Group	#	%
Female	176	49%
Male	186	52%
Multilingual Learners*	67	19%
Redesignated MLs	19	5%
Students w/Disabilities	88	25%
Socioeconomically Disadvantaged	128	36%
All Students	359	

*Multilingual Learner group does not include 9 students whose status is currently pending



A Space to Learn

The Ponderosa Community encourages and cultivates social and educational *growth* for all learners.

**Soul Shoppe &
PAX**

Math Talks
Math Norms
Orton-Gillingham

Small Groups

Common
Language

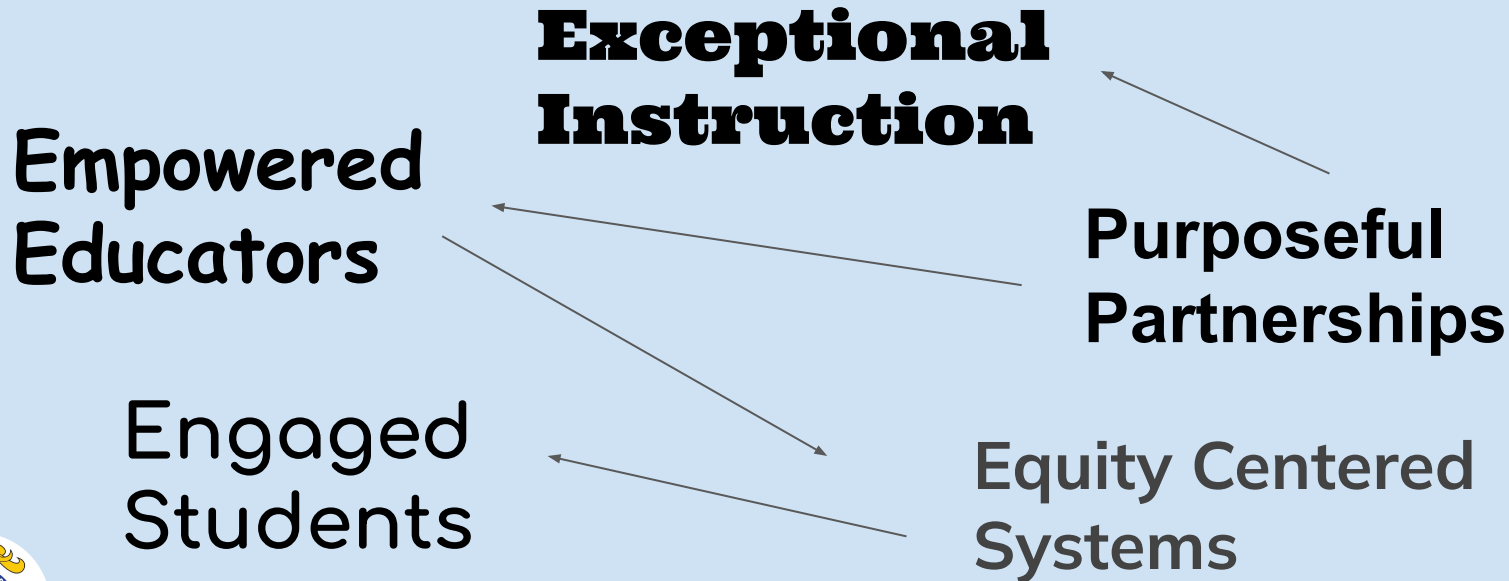
Dibels/IXL



Collaborative Learning Cycles: **Identify a need**

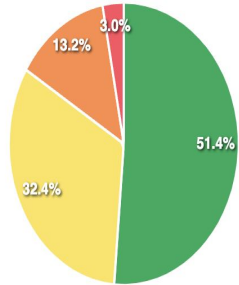
Establish a process

Use assessment to see if it is working



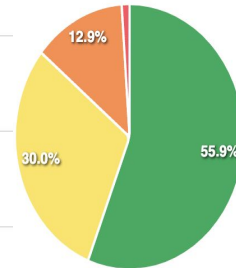
Attendance

2023-2024



TIER	%	TOTAL
● Satisfactory (<5%): Tier 1	51.4%	190
● At Risk (5-9%): Tier 1	32.4%	120
● Moderate Chronic (10-19%): Tier 2	13.2%	49
● Severe Chronic (20-49%): Tier 3	3.0%	11
● Extreme Chronic (>=50%): Tier 3	0.0%	0

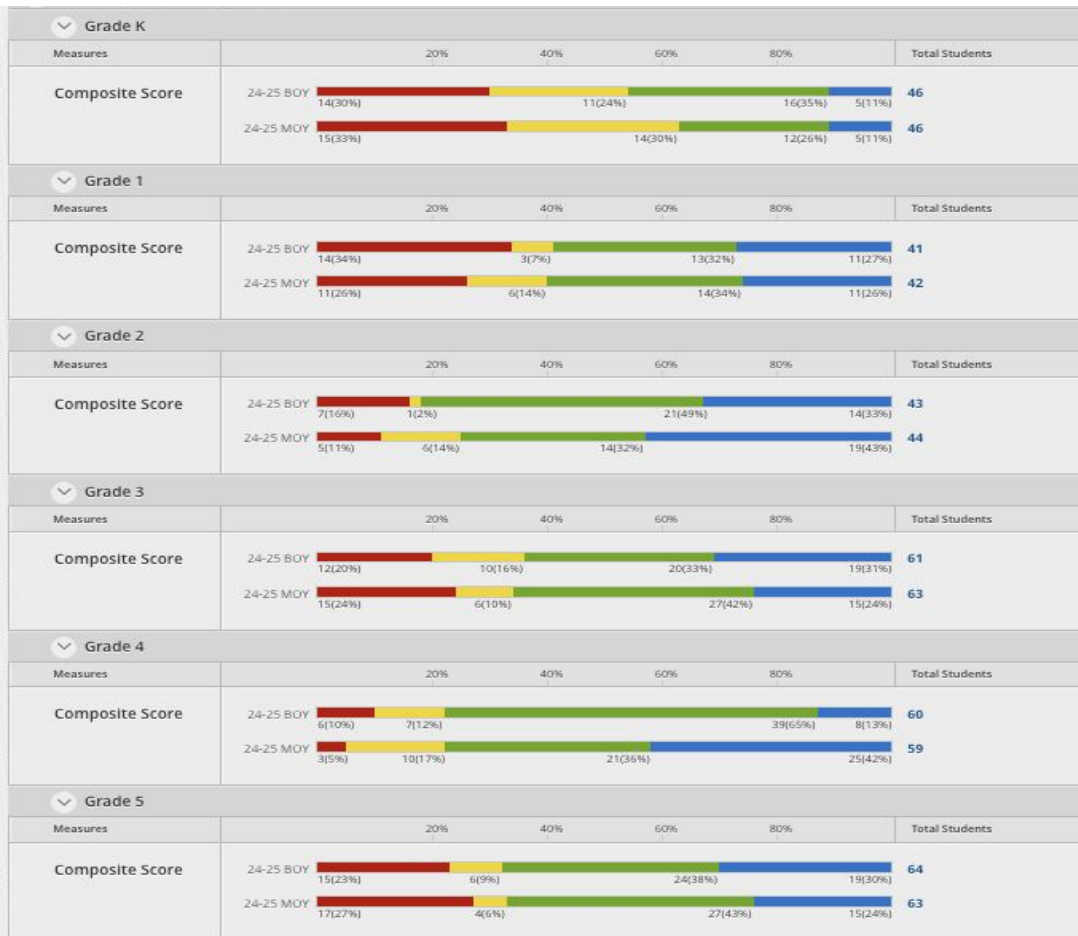
2024-2025



TIER	%	TOTAL
● Satisfactory (<5%): Tier 1	55.9%	203
● At Risk (5-9%): Tier 1	30.0%	109
● Moderate Chronic (10-19%): Tier 2	12.9%	47
● Severe Chronic (20-49%): Tier 3	1.1%	4
● Extreme Chronic (>=50%): Tier 3	0.0%	0



Ponderosa - Dibels Data



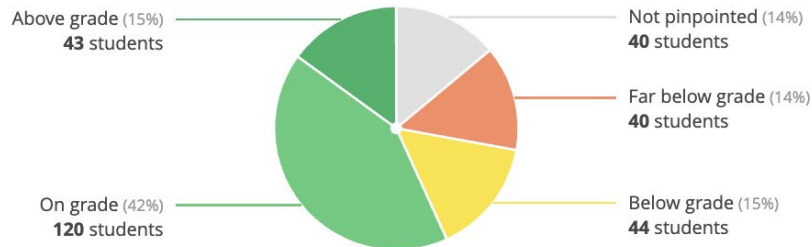
Ponderosa - IXL Data

Ponderosa January Snapshot (Jan 13, 2025 - Feb 7, 2025)

Math | Grades 1 - 5

Levels ☒ National norms

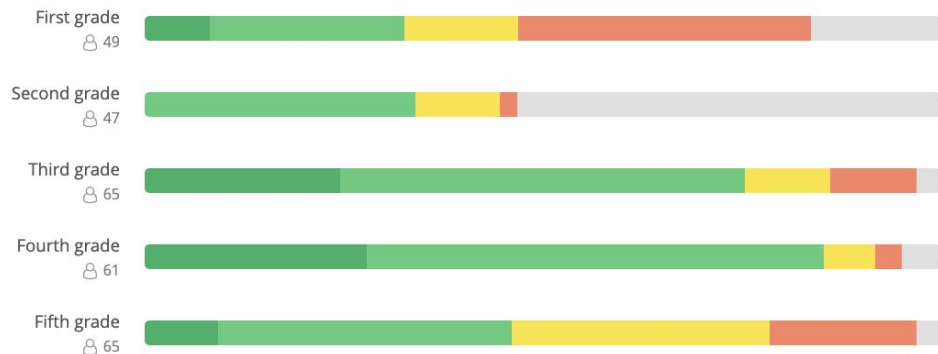
Diagnostic levels



Group by

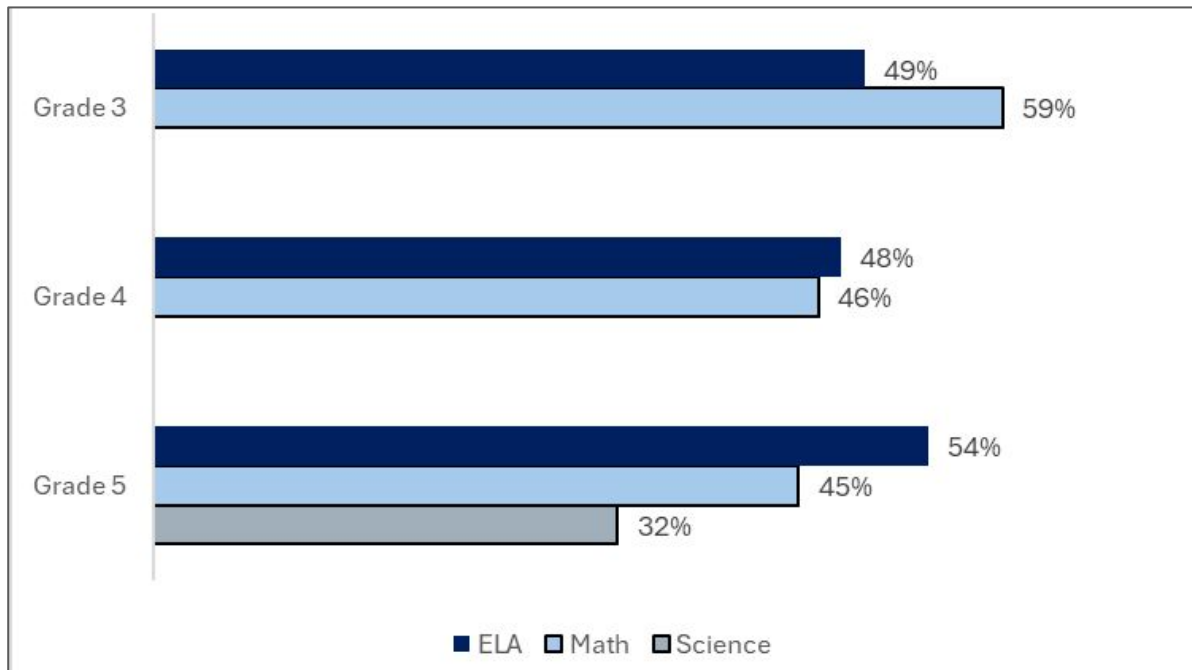
Grade

Apply changes



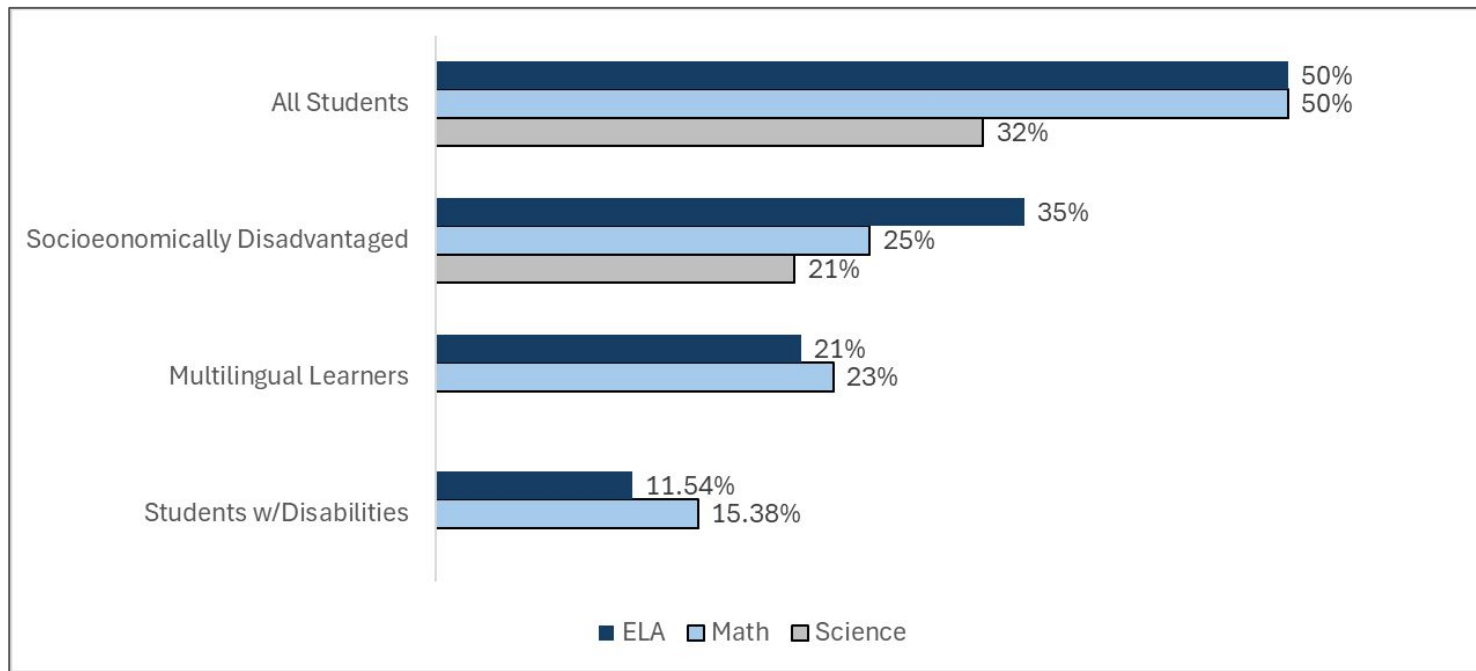
CAASPP: ELA, Math, and CAST - 2024 Results by grade level

Students meeting/exceeding grade level standard



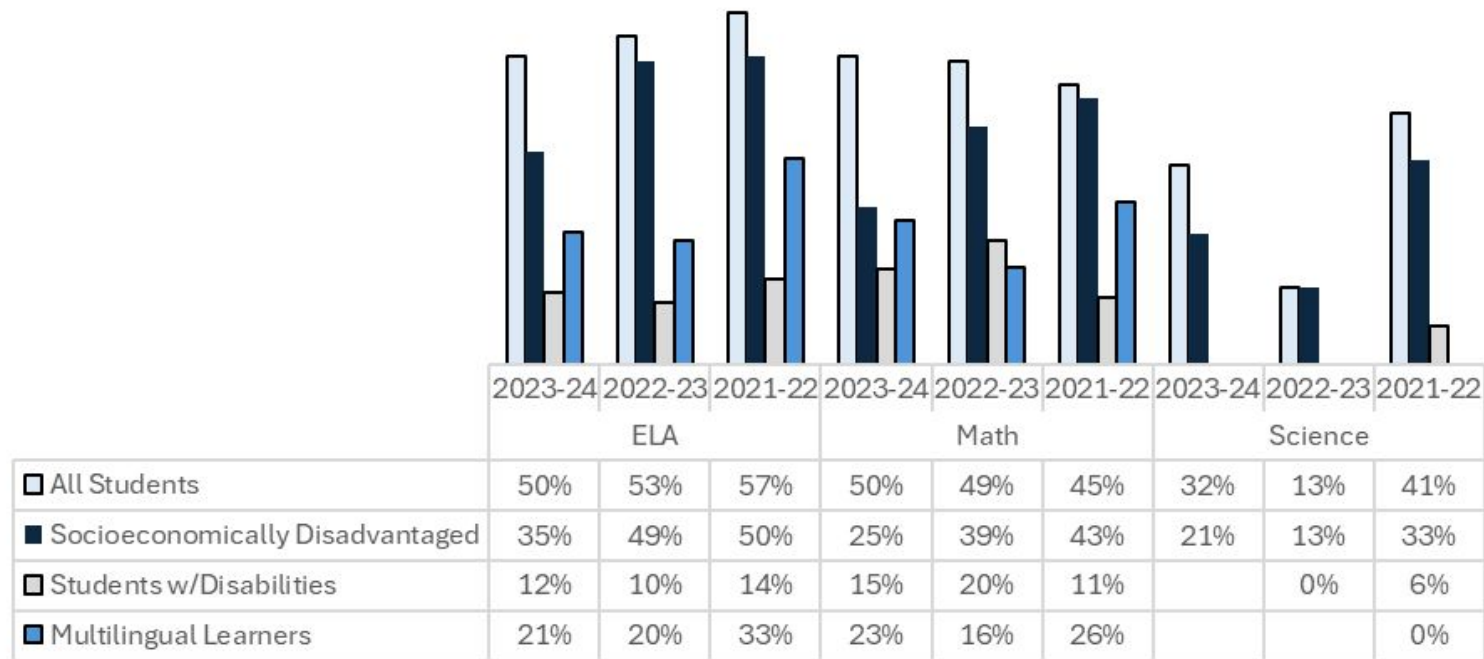
CAASPP: ELA, Math, and CAST - 2024 Results - target student groups

Students meeting/exceeding grade level standard



CAASPP: ELA, Math, and CAST - multiple years

Students meeting/exceeding grade level standard



□ All Students

■ Socioeconomically Disadvantaged

□ Students w/Disabilities

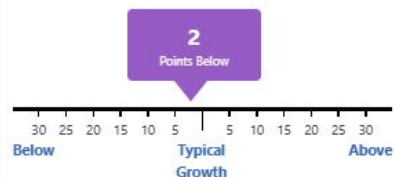
■ Multilingual Learners



Ponderosa Elementary

English Language Arts

Growth Score All Students

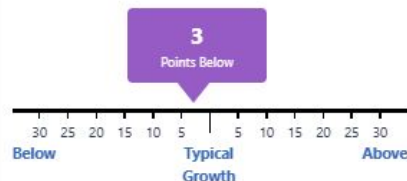


Growth Category All Students

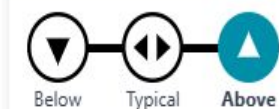


Mathematics

Growth Score All Students



Growth Category All Students



- Asian
- Filipino
- Hispanic
- White
- Socioeconomically Disadvantaged

- Socioeconomically Disadvantaged

- English Learners
- Filipino
- White
- Students with Disabilities



Ponderosa Elementary - 2024 CA School Dashboard

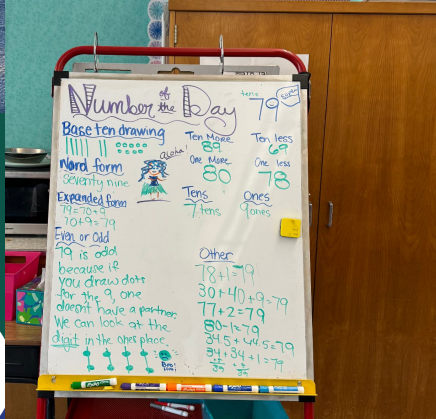
Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Yellow	Yellow
English Learners	Blue	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Orange	N/A	Red	Orange
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	Yellow	Blue	N/A	--	--
Filipino	N/A	Yellow	Blue	N/A	--	--
Hispanic	N/A	Yellow	Yellow	N/A	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Yellow	Blue	N/A	--	--
Two or More Races	N/A	Orange	Blue	N/A	--	--

Student groups with fewer than 30 students are not displayed to protect student privacy



Learn - Intellectual Curiosity & Critical Thinking

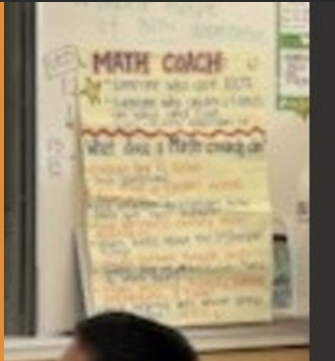
- New ways to problem solve
- A growth mindset





Impact: Collaboration & Community Engagement

- Support Others
- Teamwork





Navigate: College and Career Readiness & Technology Skills

- Understand options after high school
- Uses technology to solve problems

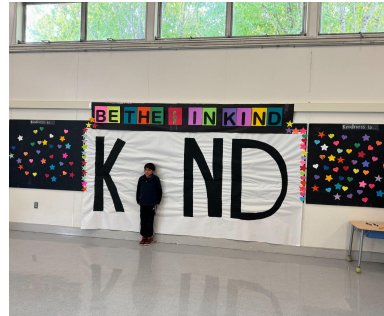
"One reason I want to be a tutor is, I like helping other people so they get the knowledge they need. ..Lastly, I want to become a tutor because when I was at a younger age, I had fun with the tutors and looked up to them. And that is why I want to become a tutor".

-Ponderosa, 5th grade tutor



Thrive: Self Awareness & Wellness

- Understand impacts on others
- Self advocacy
- Life skills: Discipline & overcoming obstacles



Partnership



Thank you!

Natalie Long

Margarita Chenoweth

Jackie Chin

Cindy Ko

Heather Hefner

Nicole Longa



Team Ponderosa



Questions?

