Ponderosa Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Ponderosa Elementary School
Street	398 B Street
City, State, Zip	South San Francisco, CA 94080
Phone Number	650.877.8825
Principal	Julie Erskine
Email Address	jerskine@ssfusd.org
School Website	https://ponderosa.ssfusd.org
Grade Span	K-5
County-District-School (CDS) Code	41690706045116

2025-26 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	www.ssfusd.org

2025-26 School Description and Mission Statement

Ponderosa Elementary School is a Preschool-5th grade 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 state 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

2025-26 School Description and Mission Statement

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 English Language Arts.

Parents are consistently involved in many aspects of our community including in and out of the classroom including educational support, parent/grandparent volunteers, 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.

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.

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

- Small-Individualized group work with our Intervention teachers.
- Leveled reading groups, Dibels, UFI Reading, AR Reading, Read Naturally, Rime Magic, and Math and reading computer assisted work, including IXL Math.
- LCAP funded 1.5 Reading intervention teachers
- 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.)
- PAXIS, Zones of Regulation and Soul Shoppe for all students to build self-regulation and advocacy skills

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	47
Grade 2	48
Grade 3	63
Grade 4	63
Grade 5	66
Total Enrollment	359

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.3
Asian	15.6
Black or African American	0.3
Filipino	12.8
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.7
White	13.9
English Learners	20.6
Homeless	2.2
Migrant	0.3
Socioeconomically Disadvantaged	36.8
Students with Disabilities	17.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	86.97	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	1	4.65	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	1.7	8.33	41.4	9.47	15831.9	5.67
Total Teaching Positions	21.4	100	437.6	100	279044.8	100

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

2022-23 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)	18.7	91.46	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.88	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	3.66	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	20.4	100	425.1	100	277698	100

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

2023-24 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)	19.9	92.65	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	1	4.65	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	1.16	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	0.3	1.54	18.6	4.18	13705.8	4.91
Total Teaching Positions	21.4	100	446.9	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.7	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.7	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5	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)	14.7	0	0

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

2025-26 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 instruction 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/2017/ Look (Newcomer)	0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015 for K-2 and Illustrative Math IM 2021 for 3-5	0%
Science	TWIG Science (Imagine Learning, 2022)	0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006	0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	0%
Visual and Performing Arts		0%

Note: Cells with N/A values do not require data.

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.
Note that 4 portables are used by SSF Recreation and Parks.

The Overall Rating: 97.66%

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
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			Exemplary
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exemplary

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	53	49	49	47	48
Mathematics (grades 3-8 and 11)	48	48	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	189	99.47	0.53	52.91
Female	90	89	98.89	1.11	59.55
Male	100	100	100.00	0.00	47.00
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	61.54
Black or African American	--	--	--	--	--
Filipino	26	26	100.00	0.00	65.38
Hispanic or Latino	83	83	100.00	0.00	39.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	72.22

White	33	32	96.97	3.03	65.63
English Learners	30	29	96.67	3.33	24.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.51	1.49	34.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	5.41

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	189	99.47	0.53	48.15
Female	90	89	98.89	1.11	43.82
Male	100	100	100.00	0.00	52.00
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	26	26	100.00	0.00	69.23
Hispanic or Latino	83	82	98.80	1.20	35.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	66.67
White	33	33	100.00	0.00	57.58
English Learners	30	30	100.00	0.00	23.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	67	66	98.51	1.49	30.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	8.33

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.14	38.1	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	63	98.44	1.56	38.10
Female	27	27	100.00	0.00	33.33
Male	37	36	97.30	2.70	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	22.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4%	98.4%	100.0%	98.4%	98.4%

C. Engagement

State Priority: Parental Involvement

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

2025-26 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 include:

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 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 PAWS (Parent Artist with Students)
- Attending all Teacher-Parent Conference, performances, school and district functions
- Field trips
- School Site Council (SSC)/English Language Advisory Committee (ELAC)
- 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	370	367	43	11.7
Female	177	176	26	14.8
Male	193	191	17	8.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	59	3	5.1
Black or African American	--	--	--	--
Filipino	46	46	3	6.5
Hispanic or Latino	170	169	26	15.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	4	11.4
White	52	52	6	11.5
English Learners	79	78	8	10.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	141	139	26	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	78	7	9.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.26	0	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety Plan

School Safety plan was last reviewed and updated: September 2025
School Safety plan was last discussed with school faculty: August 2025

Brief description of the key elements included in the 2025-2026 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 more than 60 years ago. There were additions to the campus: grades Preschool – 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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	0
1	12	5	0	0
2	16	2	2	0
3	13	2	3	0
4	21	1	2	0
5	17	1	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	11	4	0	0
1	16	1	2	0
2	13	4	1	0
3	16	2	2	0
4	17	2	2	0
5	20	1	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	2	
1	12	2	2	
2	16	1	2	
3	13	3	2	
4	21	1	2	
5	17	2	2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$20,790.00	$3,323.00	$9,840.00	$95,928.32
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	25.3	-4.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-12.4	-4.2

Fiscal Year 2024-25 Types of Services Funded

Students at Ponderosa Elementary School receive services supported through 180 and 123 Funds. Ponderosa provides tiered instruction. The Instruction Leadership Team is supported with intervention funds. As a team, staff identify a problem, make a plan and use data to identify areas of improvement needed. Using a continuous system of improvement, staff identify

Fiscal Year 2024-25 Types of Services Funded

supplementary items that can further enhance out Tier 1 instruction. This includes materials to support UFLI and small group instruction in reading and math.

Additionally, multi-lingual learners are supported with small group instruction daily. Two bilingual paraprofessionals support classroom teachers and students with targeted lesson. Materials to better enhance instruction are purchased. Teachers are using lesson from Look to provides systematic lesson to our multi-lingual newcomer students. Two lead teachers ensure that all Newcomers have access to this curriculum.

Students that need additional literacy support beyond Tier 1 attend reading intervention. Ponderosa has 1.5 reading specialist time to best support students in small group. Instructional materials from UFLI, SIPPS and Orton-Gillingham informed instruction.

Additionally at the school site educational programs such as Soul Shoppe and PAXIS are used to support the social-emotional learning of all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

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 and weekly teacher release time for PE give time for teachers to meet and plan for: trauma informed practices, online platforms, Priority State Standards, math and reading practices, Amplify, Dibels, Look newcomer program and a deeper dive into IXL.

At the school site we also focused specifically on:

- Positive Behavior Intervention and Support: PAX and Soul Shoppe
- Orton-Gillingham, Dibels and informd practices in reading.
- Math Practices through SVMI and IM.

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3