



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

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ponderosa School	Elementary	43-69674-6048995	4/7/26	June 11, 2026

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

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

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

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

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

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

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Plan Description

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

Ponderosa Elementary's School Plan for Student Achievement (SPSA) is intentionally aligned with the priorities outlined in the Santa Clara Unified School District's Local Control and Accountability Plan (LCAP), as well as federal and state requirements under the Every Student Succeeds Act (ESSA). The plan reflects our commitment to ensuring that our daily work, site priorities, and district goals operate in alignment to support the academic success and well-being of every student.

Ponderosa's SPSA is grounded in a cycle of continuous improvement. We analyze multiple sources of academic and engagement data, including CAASPP results, i-Ready diagnostics, DIBELS literacy measures, attendance and chronic absenteeism data, and stakeholder input, to identify trends, determine needs, and develop measurable goals and actions that support student growth and reduce opportunity gaps.

The plan prioritizes four core areas that reflect both district priorities and the conditions necessary for student success: overall student academic progress, closing opportunity and achievement gaps for focal student groups, strengthening student connectedness and social-emotional well-being, and deepening family engagement and enrichment opportunities. Together, these areas support the development of the whole child—academically, socially, and emotionally.

The SPSA is developed collaboratively through input and review from the School Site Council, English Learner Advisory Committee, certificated and classified staff, families, and district partners. Through this process, Ponderosa prioritizes evidence-based instructional practices, culturally and linguistically responsive teaching, targeted interventions, and inclusive school climate initiatives that ensure all students, particularly multilingual learners, students with disabilities, and socioeconomically disadvantaged students, have equitable access to high-quality learning opportunities.

Ponderosa's SPSA serves as a living blueprint that guides the implementation, monitoring, and refinement of practices designed to improve outcomes for all students and prepare them to be resilient, future-ready learners and leaders.

Educational Partner Involvement

How, when, and with whom did your Ponderosa Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

Stakeholder Engagement and Committee Meetings:

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

Site Leadership Team (SLT):

8/19, 9/23, 10/21, 11/18, 1/13, 2/10, 3/24, 4/28

English Learner Advisory Committee (ELAC):

October 22, November 19, February 11, March 11, April 8, May 17

School Site Council (SSC):

October 14th, December 2nd, March 3rd, April 7th

Parent Teacher Student Association (PTSA):

September 16, October 14, November 12, December 5, January 14, February 10, March 11, April 3, May 5

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Ponderosa Elementary is not a ATSI/ CSI school site for 26/27. This section is not applicable at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, Ponderosa Elementary has no overarching indicators in the Orange or Red performance level

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

A review of student group performance reveals the following significant disparities:

- Socioeconomically disadvantaged students, are in the Orange performance level for ELA
- English Learners, Hispanic students, and students with disabilities are in the Yellow performance level for ELA
- Socioeconomically disadvantaged students, Hispanic students, and students with disabilities are in the Yellow performance level for mathematics

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

Other Needs

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

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.56%	1.34%	0.80%	8	7	4
African American	0.78%	0.95%	0.80%	4	5	4
Asian	38.99%	35.88%	32.80%	200	188	165
Filipino	2.92%	2.86%	3.38%	15	15	17
Hispanic/Latino	34.31%	35.88%	39.36%	176	188	198
Pacific Islander	0.19%	0.19%	%	1	1	
White	16.37%	16.79%	16.90%	84	88	85
Multiple/No Response	4.68%	5.92%	5.17%	24	31	26
Total Enrollment				513	524	503

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	20	44	40
Kindergarten	72	68	73
Grade 1	82	72	69
Grade 2	87	89	71
Grade3	84	86	83
Grade 4	82	83	83
Grade 5	86	82	84
Total Enrollment	513	524	503

Conclusions based on this data:

1. Total student enrollment at Ponderosa Elementary has increased modestly over the past three years, growing from 501 students in 2022–23 to 524 students in 2024–25. Analysis shows this net growth is attributable to the expansion of the Transitional Kindergarten (TK) program. While enrollment in grades K–5 remains relatively stable, this State-wide policy-driven increase at the entry level indicates the immediate need to continue planning for classroom space, staffing, and foundational instructional support (e.g., early literacy) to meet the needs of these cohorts as they progress through the grades.

2. Ponderosa continues to serve a highly diverse student population, with Asian and Hispanic/Latino students representing the two largest demographic groups. Over the past three years, the percentage of Hispanic/Latino students has increased (31.14% to 35.88%), while the percentage of Asian students has gradually decreased (41.12% to 35.88%), resulting in a more balanced representation between these groups. Additionally, the percentage of students identifying as Two or More Races has increased (2.59% to 5.92%), reflecting broader demographic diversification within the school community.
3. Grade-level enrollment remains relatively stable, although the site reduced one 2nd-grade section in 25-26. One other notable change over the past few years is the additional increase in Transitional Kindergarten enrollment (from 0, 20, to 44 students). This is a response to the policy-driven, statewide expansion of the TK program rather than a neighborhood population increase. District-wide, we have seen a decrease in overall student enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	185	170	154	33.3%	36.1%	30.6%
Fluent English Proficient (FEP)	130	122	126	27.5%	25.3%	25.0%
Reclassified Fluent English Proficient (RFEP)	65	62		13.8%	12.70%	

Conclusions based on this data:

- 1. Multilingual Learners Continue to Represent a Significant Portion of the Student Population**
English Learners continue to represent a substantial portion of Ponderosa's student population. While the percentage increased from 33.3% in 2022–23 to 36.1% in 2023–24, it decreased slightly to 32.4% in 2024–25. Despite this fluctuation, approximately one-third of students are identified as English Learners, reinforcing the importance of maintaining strong designated and integrated English Language Development (ELD) practices and targeted academic supports.
- 2. Continued Need to Support Language Development and Academic Access**
A significant portion of students at Ponderosa are multilingual learners or have developed English proficiency after receiving language support. This highlights the ongoing need for instructional strategies that promote language development while ensuring equitable access to grade-level academic content across all subject areas.
- 3. Sustained Focus on Supporting Multilingual Learner Success**
Given the consistent presence of multilingual learners within the student population, Ponderosa will continue to prioritize instructional practices that support language acquisition, literacy development, and academic achievement. This includes strengthening Tier 1 instruction, providing targeted interventions where needed, and fostering culturally and linguistically responsive teaching practices that help students build both language proficiency and academic confidence.
The consistency of the English Learner population reinforces the importance of integrating language development into Tier 1 instruction across all classrooms, rather than treating language support as a separate intervention.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	83	89	82	79	83	80	79	83	80	95.2	93.3	97.6
Grade 4	87	82	82	81	76	81	80	76	81	93.1	92.7	98.8
Grade 5	86	83	77	82	78	75	82	78	75	95.3	94	97.4
All Grades	256	254	241	242	237	236	241	237	236	94.5	93.3	97.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2454.	2467.	2454.	48.10	48.19	35.00	15.19	12.05	30.00	12.66	20.48	12.50	24.05	19.28	22.50
Grade 4	2485.	2491.	2520.	36.25	44.74	55.56	18.75	14.47	11.11	15.00	18.42	13.58	30.00	22.37	19.75
Grade 5	2526.	2519.	2546.	34.15	32.05	42.67	28.05	25.64	24.00	14.63	15.38	13.33	23.17	26.92	20.00
All Grades	N/A	N/A	N/A	39.42	41.77	44.49	20.75	17.30	21.61	14.11	18.14	13.14	25.73	22.78	20.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.38	33.73	23.75	50.63	42.17	58.75	18.99	24.10	17.50
Grade 4	27.50	27.63	41.98	52.50	56.58	43.21	20.00	15.79	14.81
Grade 5	32.93	34.62	32.00	47.56	44.87	50.67	19.51	20.51	17.33
All Grades	30.29	32.07	32.63	50.21	47.68	50.85	19.50	20.25	16.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.65	33.73	28.75	44.30	46.99	58.75	24.05	19.28	12.50
Grade 4	25.00	25.33	35.80	52.50	54.67	49.38	22.50	20.00	14.81
Grade 5	28.05	30.77	37.33	46.34	47.44	44.00	25.61	21.79	18.67
All Grades	28.22	30.08	33.90	47.72	49.58	50.85	24.07	20.34	15.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.58	21.69	17.50	62.03	71.08	68.75	11.39	7.23	13.75
Grade 4	21.25	21.33	24.69	67.50	65.33	69.14	11.25	13.33	6.17
Grade 5	23.17	24.36	24.00	64.63	60.26	66.67	12.20	15.38	9.33
All Grades	23.65	22.46	22.03	64.73	65.68	68.22	11.62	11.86	9.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.85	37.35	23.75	53.16	49.40	60.00	18.99	13.25	16.25
Grade 4	22.50	27.63	28.40	63.75	57.89	56.79	13.75	14.47	14.81
Grade 5	24.39	32.05	32.00	58.54	46.15	50.67	17.07	21.79	17.33
All Grades	24.90	32.49	27.97	58.51	51.05	55.93	16.60	16.46	16.10

Conclusions based on this data:

1. **1. Strong Participation Ensures Reliable Data for Instructional Planning:**
Participation in CAASPP ELA assessments has remained consistently high across grades 3–5, with 97.9% of enrolled students tested in 2024–25, an increase from the prior two years. This high participation rate provides a reliable data set that reflects the performance of nearly all students and supports accurate identification of instructional strengths and areas for improvement.
2. **2. Overall Growth in ELA Achievement Across Grades:**
Overall student performance in English Language Arts shows continued improvement across the past three years, with the percentage of students meeting or exceeding standards increasing from 60.17% in 2022–23 to 65.38% in 2024–25. Notable gains were observed in Grade 4 and Grade 5, where increases in mean scale scores and a higher percentage of students exceeding standards suggest that instructional strategies and literacy supports are positively impacting student outcomes.
3. **3. Continued Opportunity to Move Students from “Nearly Met” to “Met” or “Exceeded”:**
While overall achievement is improving, a meaningful portion of students continue to perform in the “Nearly Met Standard” category, particularly in writing, reading comprehension, and research/inquiry tasks. Strengthening instruction in academic writing, text analysis, and evidence-based responses will support students in moving from near proficiency to meeting or exceeding grade-level expectations. Continued emphasis on strong Tier 1 literacy instruction, targeted small-group support, and progress monitoring will help sustain positive trends in student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	83	89	82	81	87	82	81	87	82	97.6	97.8	100
Grade 4	87	82	82	85	79	82	85	79	82	97.7	96.3	100
Grade 5	86	83	77	86	80	76	86	80	76	100.0	96.4	98.7
All Grades	256	254	241	252	246	240	252	246	240	98.4	96.9	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2478.	2480.	2474.	43.21	51.72	47.56	29.63	12.64	24.39	6.17	14.94	9.76	20.99	20.69	18.29
Grade 4	2497.	2501.	2535.	31.76	35.44	48.78	16.47	30.38	20.73	32.94	15.19	14.63	18.82	18.99	15.85
Grade 5	2532.	2514.	2546.	41.86	31.25	43.42	16.28	12.50	17.11	16.28	23.75	15.79	25.58	32.50	23.68
All Grades	N/A	N/A	N/A	38.89	39.84	46.67	20.63	18.29	20.83	18.65	17.89	13.33	21.83	23.98	19.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53.09	54.02	51.22	33.33	24.14	31.71	13.58	21.84	17.07
Grade 4	37.65	40.51	50.00	36.47	37.97	35.37	25.88	21.52	14.63
Grade 5	39.53	31.25	39.47	33.72	41.25	34.21	26.74	27.50	26.32
All Grades	43.25	42.28	47.08	34.52	34.15	33.75	22.22	23.58	19.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.51	47.13	46.34	41.98	32.18	39.02	18.52	20.69	14.63
Grade 4	34.12	31.65	43.90	38.82	45.57	35.37	27.06	22.78	20.73
Grade 5	37.21	26.25	36.84	38.37	42.50	44.74	24.42	31.25	18.42
All Grades	36.90	35.37	42.50	39.68	39.84	39.58	23.41	24.80	17.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.04	42.53	35.37	48.15	36.78	51.22	14.81	20.69	13.41
Grade 4	34.12	31.65	50.00	42.35	50.63	34.15	23.53	17.72	15.85
Grade 5	30.23	20.00	34.21	50.00	48.75	43.42	19.77	31.25	22.37
All Grades	33.73	31.71	40.00	46.83	45.12	42.92	19.44	23.17	17.08

Conclusions based on this data:

1. **Strong Participation Ensures Reliable Data for Instructional Planning:**
Participation in CAASPP mathematics assessments remains consistently high across Grades 3–5, with 99.6% of enrolled students tested in 2024–25. This high level of participation ensures that the results reflect the performance of nearly all students and provide a reliable foundation for analyzing trends and informing instructional planning.
2. **Overall Improvement in Mathematics Achievement Across Grades:**
Mathematics achievement shows positive growth across the past three years, particularly in the most recent year. The percentage of students exceeding standards increased from 39.84% in 2023–24 to 46.67% in 2024–25, while the percentage of students not meeting standards declined from 23.98% to 19.17%. Grade-level data indicates notable improvement in Grades 4 and 5, with increases in both mean scale scores and the percentage of students exceeding standards. These gains suggest that current instructional practices and supports are contributing to improved student performance in mathematics.
3. **Continued Opportunity to Strengthen Mathematical Reasoning and Problem Solving:**
While overall achievement has improved, a portion of students continue to perform in the “Nearly Met Standard” category, particularly in areas related to mathematical reasoning, modeling, and application of concepts in complex problems. Continued emphasis on conceptual understanding, mathematical discourse, and real-world problem solving will help move students from near proficiency to meeting or exceeding grade-level expectations. Ongoing use of data-driven instruction, small-group support, and targeted interventions will support continued progress in mathematics achievement.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1432.5	1426.7	1422.4	1424.5	1424.2	1430.9	1451.1	1432.6	1402.3	31	46	36
1	1425.0	1413.1	1440.0	1434.5	1425.1	1444.6	1415.0	1400.7	1435.0	24	38	26
2	1446.1	1458.3	1455.2	1451.8	1479.3	1472.9	1439.9	1436.8	1437.2	30	27	37
3	1471.5	1482.8	1469.0	1477.5	1479.6	1473.5	1465.0	1485.7	1464.0	26	33	22
4	1491.1	1459.9	1522.3	1498.2	1460.3	1522.7	1483.5	1459.3	1521.3	35	18	22
5	1521.7	1516.7	1492.9	1533.9	1524.7	1493.6	1509.0	1508.4	1491.7	29	29	20
All Grades										175	191	163

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.16	32.61	22.22	12.90	28.26	25.00	6.45	10.87	36.11	35.48	28.26	16.67	31	46	36
1	8.33	10.53	15.38	16.67	18.42	26.92	45.83	31.58	34.62	29.17	39.47	23.08	24	38	26
2	3.33	14.81	18.92	36.67	48.15	29.73	40.00	11.11	29.73	20.00	25.93	21.62	30	27	37
3	26.92	15.15	13.64	7.69	36.36	22.73	26.92	27.27	40.91	38.46	21.21	22.73	26	33	22
4	14.29	0.00	27.27	25.71	27.78	45.45	42.86	16.67	13.64	17.14	55.56	13.64	35	18	22
5	27.59	13.79	15.00	27.59	31.03	25.00	24.14	34.48	25.00	20.69	20.69	35.00	29	29	20
All Grades	21.14	16.75	19.02	21.71	30.89	28.83	30.86	21.99	30.67	26.29	30.37	21.47	175	191	163

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	51.61	32.61	25.00	9.68	30.43	33.33	9.68	6.52	22.22	29.03	30.43	19.44	31	46	36
1	8.33	15.79	26.92	33.33	42.11	23.08	33.33	23.68	26.92	25.00	18.42	23.08	24	38	26
2	13.33	40.74	37.84	46.67	25.93	32.43	20.00	22.22	16.22	20.00	11.11	13.51	30	27	37
3	34.62	39.39	27.27	26.92	24.24	45.45	11.54	12.12	4.55	26.92	24.24	22.73	26	33	22
4	37.14	11.11	54.55	42.86	38.89	31.82	2.86	22.22	0.00	17.14	27.78	13.64	35	18	22
5	41.38	34.48	40.00	34.48	41.38	20.00	10.34	17.24	15.00	13.79	6.90	25.00	29	29	20
All Grades	32.00	29.84	34.36	32.57	33.51	31.29	13.71	16.23	15.34	21.71	20.42	19.02	175	191	163

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		26.09	16.67		23.91	13.89		30.43	47.22		19.57	22.22		46	36
1		5.26	11.54		21.05	15.38		10.53	53.85		63.16	19.23		38	26
2		7.41	8.11		40.74	35.14		18.52	21.62		33.33	35.14		27	37
3		3.03	4.55		24.24	13.64		45.45	31.82		27.27	50.00		33	22
4		0.00	13.64		16.67	45.45		16.67	18.18		66.67	22.73		18	22
5		3.45	10.00		24.14	10.00		37.93	35.00		34.48	45.00		29	20
All Grades	11.43	9.42	11.04	16.00	25.13	22.70	33.71	27.23	34.97	38.86	38.22	31.29	175	191	163

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.84	28.26	22.22	19.35	43.48	58.33	25.81	28.26	19.44	31	46	36
1	29.17	31.58	34.62	62.50	52.63	46.15	8.33	15.79	19.23	24	38	26
2	30.00	44.44	37.84	53.33	44.44	56.76	16.67	11.11	5.41	30	27	37
3	23.08	42.42	27.27	38.46	39.39	54.55	38.46	18.18	18.18	26	33	22
4	28.57	16.67	50.00	51.43	44.44	36.36	20.00	38.89	13.64	35	18	22
5	51.72	24.14	15.00	37.93	72.41	70.00	10.34	3.45	15.00	29	29	20
All Grades	36.57	31.94	31.29	43.43	49.21	53.99	20.00	18.85	14.72	175	191	163

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.03	32.61	22.22	41.94	36.96	63.89	29.03	30.43	13.89	31	46	36
1	4.17	2.63	15.38	54.17	78.95	61.54	41.67	18.42	23.08	24	38	26
2	3.33	29.63	21.62	73.33	59.26	62.16	23.33	11.11	16.22	30	27	37
3	46.15	27.27	50.00	26.92	42.42	27.27	26.92	30.30	22.73	26	33	22
4	45.71	11.11	45.45	37.14	61.11	40.91	17.14	27.78	13.64	35	18	22
5	65.52	55.17	50.00	17.24	27.59	10.00	17.24	17.24	40.00	29	29	20
All Grades	33.14	26.70	31.29	41.71	50.26	48.47	25.14	23.04	20.25	175	191	163

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.48	21.74	13.89	35.48	54.35	61.11	29.03	23.91	25.00	31	46	36
1	8.33	10.53	19.23	50.00	23.68	30.77	41.67	65.79	50.00	24	38	26
2	10.00	3.70	18.92	56.67	66.67	40.54	33.33	29.63	40.54	30	27	37
3	11.54	0.00	4.55	26.92	69.70	31.82	61.54	30.30	63.64	26	33	22
4	8.57	0.00	13.64	37.14	33.33	59.09	54.29	66.67	27.27	35	18	22
5	17.24	6.90	10.00	48.28	58.62	30.00	34.48	34.48	60.00	29	29	20
All Grades	15.43	8.90	14.11	42.29	51.31	43.56	42.29	39.79	42.33	175	191	163

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	48.39	45.65	30.56	22.58	39.13	38.89	29.03	15.22	30.56	31	46	36
1	4.17	2.63	11.54	58.33	52.63	65.38	37.50	44.74	23.08	24	38	26
2	6.67	11.11	13.51	66.67	59.26	56.76	26.67	29.63	29.73	30	27	37
3	11.54	12.12	0.00	46.15	69.70	63.64	42.31	18.18	36.36	26	33	22
4	2.86	0.00	9.09	54.29	44.44	72.73	42.86	55.56	18.18	35	18	22
5	6.90	6.90	5.00	62.07	65.52	50.00	31.03	27.59	45.00	29	29	20
All Grades	13.71	16.23	13.50	51.43	54.45	56.44	34.86	29.32	30.06	175	191	163

Conclusions based on this data:

1. Participation dipped in 24–25, but the data still provides clear, actionable trends:
Across grades K–5, the number of students tested decreased from 191 (23–24) to 163 (24–25). While this represents a smaller testing cohort because smaller EL population, the grade-level and domain patterns remain consistent enough to guide targeted instructional decisions—especially around the persistent gap between oral language strengths and literacy-based domains (reading/writing).

2. 2. Oral language is a relative strength overall, with improved performance indicators in 24–25:
In 24–25, the All Grades Oral Language Level 4 increased to 34.36% (up from 29.84% in 23–24), and the proportion of students at Overall Language Level 1 decreased notably to 21.47% (down from 30.37%). Domain data also shows fewer students in the “Beginning” range, especially in Listening (Beginning down to 14.72%) and Speaking (Beginning down to 20.25%), suggesting that classroom structures supporting academic discourse and language routines are positively impacting student language development.
3. 3. Reading and writing remain the greatest growth opportunity, especially as academic demands increase in grades 3–5:
Despite some positive movement (e.g., Written Language Level 1 decreased to 31.29% in 24–25 from 38.22% in 23–24), the literacy domains continue to show the greatest need. Reading still reflects a large proportion of students in the “Beginning” band (42.33% All Grades), and grade-level patterns suggest that as students move into upper elementary, the language load of complex texts and extended writing remains a barrier. This reinforces the need to continue strengthening structured literacy, explicit vocabulary instruction, sentence/paragraph frames, modeled writing, and consistent opportunities to read, write, speak, and listen about grade-level content with scaffolds.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	30.2%	32.4%	0.0%
Total Number of Students enrolled in Ponderosa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	170	32.4%
Foster Youth	0	0.0%
Homeless	1	0.2%
Socioeconomically Disadvantaged	158	30.2%
Students with Disabilities	78	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1%
American Indian	7	1.3%
Asian	188	35.9%
Filipino	15	2.9%
Hispanic	188	35.9%
Two or More Races	31	5.9%
Pacific Islander	1	0.2%
White	88	16.8%

Conclusions based on this data:

1. A Diverse and Vibrant Student Community:

Ponderosa Elementary continues to serve a diverse student population that reflects the broader community. In 2024–25, Asian and Hispanic students each represent 35.9% of the student population, making them the two largest racial/ethnic groups at the school. Additional representation from White (16.8%), Two or More Races (5.9%), Filipino (2.9%), and other groups further contributes to the cultural richness of the school community. This diversity strengthens the learning environment and reinforces the importance of culturally responsive instruction, inclusive curriculum, and opportunities for students to learn from one another's perspectives and experiences.

2. 2. Supporting Students with Linguistic and Economic Needs:

A significant portion of the student population benefits from additional academic and language development supports. In 2024–25, 32.4% of students are identified as English Learners and 30.2% are socioeconomically disadvantaged. These demographics highlight the importance of continuing strong instructional supports such as integrated English Language Development (ELD), targeted small group instruction, and family engagement efforts that ensure all students have equitable access to learning opportunities and resources.

3. 3. Inclusive Support for Students with Disabilities:

Approximately 14.9% of students receive special education services, reflecting the importance of inclusive practices and coordinated support systems. Collaboration between general education teachers, special education staff, and support personnel remains essential to ensuring that students receive the individualized instruction, accommodations, and services necessary for academic and social success.

Summary:

The demographics of the Ponderosa Elementary community highlight the importance of maintaining equitable, culturally responsive, and inclusive educational practices. By continuing to support multilingual learners, students with disabilities, and students facing economic challenges, the school remains committed to creating a learning environment where every student is valued, supported, and empowered to succeed.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
1. Strong Academic Performance in Core Subjects:
Ponderosa Elementary demonstrates strong academic performance in both English Language Arts and Mathematics, with both indicators earning a Blue rating on the 2025 Fall California School Dashboard, the highest performance level. These results reflect the effectiveness of instructional practices, staff collaboration, and targeted supports that help students meet and exceed grade-level expectations. The school will continue to build on these

strengths by maintaining rigorous instruction, using data to guide interventions, and ensuring that all students are both supported and challenged in their learning.

2. **2. Positive Progress in English Learner Development:**
The English Learner Progress indicator is rated Green, indicating that a strong percentage of multilingual students are making meaningful progress toward English proficiency. This progress reflects the school's ongoing focus on integrated English Language Development (ELD), targeted small-group instruction, and strategies that support both language acquisition and academic achievement. Continued emphasis on language-rich instruction, academic discourse, and vocabulary development will further support English Learners in advancing toward reclassification and long-term academic success.
3. **3. Positive School Climate and Student Engagement Indicators:**
School climate and engagement indicators also reflect strong performance. Suspension Rate is rated Blue, demonstrating effective behavior supports, proactive interventions, and a positive school culture that emphasizes respect, responsibility, and student connection. Chronic Absenteeism is rated Green, indicating solid attendance patterns while still highlighting the importance of continued partnership with families to support consistent student attendance. Maintaining a safe, supportive, and engaging school environment remains a priority for the school community.

Summary:

The 2025 California School Dashboard results highlight strong academic achievement, positive student engagement, and a supportive school climate at Ponderosa Elementary. With top-level performance in both English Language Arts and Mathematics and positive indicators across other measures, the school will continue to refine instructional practices, strengthen supports for multilingual learners, and maintain a positive learning environment where all students can thrive academically, socially, and emotionally.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 41.1 points above standard Increased 16.6 points 234 Students	English Learners Yellow 14.9 points below standard Increased 23.4 points 99 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 48 points below standard Declined 9.6 points 76 Students

Students with Disabilities  Yellow 46.9 points below standard Increased 44.2 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 72.4 points above standard Increased 12.2 points 93 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 37.6 points below standard Increased 4.7 points 71 Students
Two or More Races  No Performance Color 73 points above standard 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 93.2 points above standard Increased 13.5 points 48 Students

Conclusions based on this data:

1. Strong overall ELA performance with continued schoolwide growth:
Ponderosa Elementary demonstrates strong performance in English Language Arts, earning a Blue rating on the 2025 Fall California School Dashboard, the highest performance level. The All Students group scored 41.1 points above standard and increased by 16.6 points, reflecting meaningful growth in student literacy achievement. These results highlight the effectiveness of instructional practices, data-driven instruction, and staff collaboration in supporting students' reading and writing development across grade levels.
 2. Continued progress for several student groups, with opportunities to close achievement gaps:
Several student groups showed positive growth in ELA performance. English Learners increased by 23.4 points, moving closer to grade-level standards, and Students with Disabilities increased by 44.2 points, reflecting significant improvement in access to and engagement with grade-level curriculum. Despite these gains, these groups, along with Socioeconomically Disadvantaged and Hispanic students, continue to perform below standard, highlighting an opportunity to further strengthen targeted instruction, intervention systems, and inclusive practices that support equitable access to rigorous literacy instruction.
 3. High performance among several racial/ethnic groups highlights effective instructional practices:
Asian and White student groups performed at particularly high levels, earning Blue ratings and scoring 72.4 and 93.2 points above standard, respectively. These outcomes reflect strong literacy outcomes for many students and demonstrate the effectiveness of current instructional strategies. Continued efforts will focus on leveraging these successful practices across classrooms and grade levels to support improved outcomes for all student groups.
- Summary:
Overall, the 2025 Dashboard data reflects strong schoolwide literacy performance and continued improvement for several student groups, including significant gains for English Learners and Students with Disabilities. Moving

forward, Ponderosa Elementary will continue focusing on equitable access to high-quality literacy instruction, targeted small-group support, and integrated language development, ensuring that all students continue to grow and meet grade-level standards in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

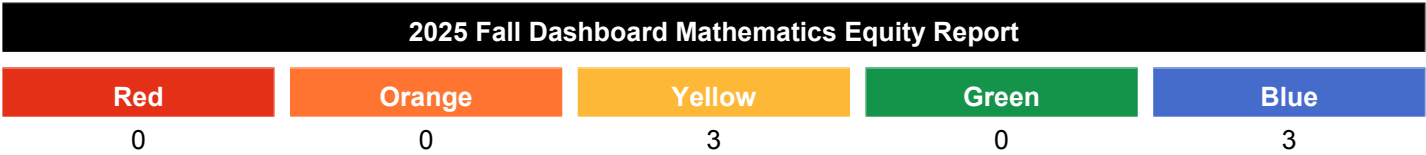
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 40.1 points above standard Increased 21.6 points 236 Students	English Learners  Blue 0.8 points above standard Increased 31.3 points 101 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 43.3 points below standard Increased 4 points 78 Students

Students with Disabilities  Yellow 61.2 points below standard Increased 26.4 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 78.3 points above standard Increased 11.3 points 94 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 35 points below standard Increased 11.5 points 72 Students
Two or More Races  No Performance Color 56.7 points above standard 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 77.1 points above standard Increased 20.2 points 48 Students

Conclusions based on this data:

1. Strong overall mathematics performance with significant schoolwide growth:
Ponderosa Elementary demonstrates strong performance in mathematics, earning a Blue rating on the 2025 Fall California School Dashboard, the highest performance level. The All Students group scored 40.1 points above standard and increased by 21.6 points, reflecting meaningful growth in student mathematical understanding and problem-solving skills. These results highlight the impact of strong instructional practices, collaboration among staff, and a focus on building conceptual understanding alongside procedural fluency.
 2. Notable growth for English Learners and continued progress for several student groups:
English Learners showed particularly strong improvement, increasing by 31.3 points and now performing slightly above standard (+0.8), earning a Blue performance level. This growth reflects the effectiveness of strategies that support both language development and access to mathematical thinking, including structured academic discourse, visual models, and scaffolded problem solving. Students with Disabilities and Socioeconomically Disadvantaged students also demonstrated growth, though these groups remain below standard, indicating the continued importance of targeted interventions and inclusive instructional practices.
 3. High performance among several student groups highlights effective math instruction:
Asian and White student groups performed at particularly high levels, earning Blue ratings and scoring 78.3 and 77.1 points above standard, respectively. These outcomes reflect strong mathematical achievement for many students and demonstrate the effectiveness of instructional practices that support deep mathematical reasoning and engagement. Moving forward, the school will continue working to expand access to these successful practices to ensure all students benefit from high-quality mathematics instruction.
- Summary:
The 2025 Dashboard results reflect strong overall mathematics achievement and significant improvement across multiple student groups, including notable gains for English Learners. Ponderosa Elementary will continue focusing

on equitable access to rigorous math instruction, targeted small-group support, and strategies that promote mathematical discourse and conceptual understanding, ensuring all students continue to grow and succeed in mathematics.

School and Student Performance Data

Academic Performance Science

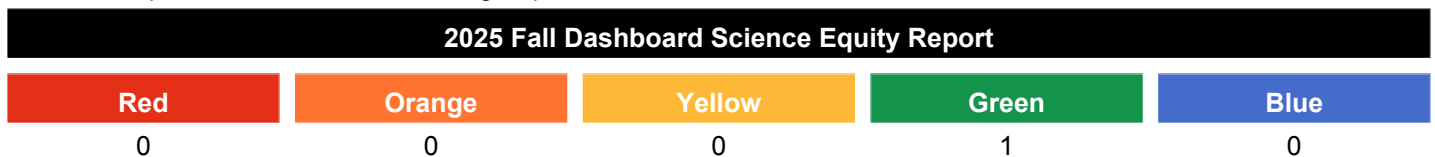
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 66.1 science points Increased 8.7 points 74 Students	English Learners  Green 53.7 science points Increased 13.2 points 32 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 42.3 science points Declined 2.2 points 23 Students

Students with Disabilities  No Performance Color 49.1 science points Increased 13.4 points 15 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 68.4 science points Increased 2.2 points 35 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 49 science points Increased 2.3 points 20 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 74.4 science points 15 Students

Conclusions based on this data:

1. Strong overall science performance with continued growth:
Ponderosa Elementary demonstrates strong performance in science, with the All Students group earning a Blue rating on the 2025 Fall California School Dashboard. Students scored 66.1 science points and increased by 8.7 points, indicating continued improvement in students' understanding of scientific concepts and practices. These results reflect the effectiveness of instruction that emphasizes inquiry, investigation, and opportunities for students to apply scientific reasoning.
 2. Positive progress for English Learners and several student groups:
English Learners demonstrated strong growth in science, increasing by 13.2 points and earning a Green performance level, indicating that many multilingual students are successfully engaging with grade-level science content. This progress suggests that strategies supporting language development alongside content instruction—such as academic discussion, hands-on investigation, and visual supports—are helping students access complex scientific concepts.
 3. Limited subgroup reporting due to small sample sizes, but continued focus on equitable access to science learning:
Several student groups did not receive performance colors due to smaller subgroup sizes. However, available data indicate growth for Students with Disabilities and Hispanic students, both of whom increased in science points. Continuing to provide opportunities for inquiry-based learning, hands-on experimentation, and structured academic language will support all students in deepening their scientific understanding.
- Summary:
Overall, the 2025 Dashboard data reflects strong science performance and continued growth among several student groups. Ponderosa Elementary will continue to support student success in science by promoting hands-on investigation, academic discourse, and integration of literacy and language development within science instruction, ensuring all students have meaningful access to rigorous science learning experiences.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
57.6 making progress.	making progress.
Number Students: 118 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12%	30.8%	0%	57.3%

Conclusions based on this data:

1. 1. Strong progress toward English language proficiency:
The 2025 California School Dashboard indicates that 57.6% of English Learners at Ponderosa Elementary made progress toward English language proficiency, earning a Green performance level. This reflects meaningful improvement from the prior year and demonstrates that a majority of multilingual learners are advancing at least one English Learner Progress Indicator (ELPI) level. These results highlight the effectiveness of integrated English Language Development (ELD), language-rich instruction, and targeted supports that help students develop both academic language and content knowledge.
2. 2. Continued opportunity to support students maintaining lower ELPI levels:
While more than half of English Learners are progressing, 30.8% of students maintained their current ELPI level, indicating that additional supports may be needed to accelerate language growth for some learners. Strengthening strategies such as structured academic discourse, explicit vocabulary instruction, scaffolded writing opportunities, and targeted small-group instruction will help support students as they continue developing proficiency in English.
3. 3. Focus on sustaining growth and accelerating language development:
A smaller percentage of students (12%) decreased one ELPI level, reinforcing the importance of continued monitoring and responsive instruction. By maintaining strong collaboration among classroom teachers, specialists, and families,

the school will continue refining instructional practices that support multilingual learners in progressing toward English proficiency and academic success.

Summary:

The 2025 Dashboard results reflect positive progress in English language development, with the majority of English Learners advancing toward proficiency. Ponderosa Elementary remains committed to strengthening integrated language development, targeted instruction, and collaborative support systems to ensure multilingual learners continue making meaningful progress in both language acquisition and academic achievement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

8% Chronically Absent

Declined 5.4

550 Students

English Learners



Green

9% Chronically Absent

Declined 9.1

188 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Socioeconomically Disadvantaged



Yellow

14.5% Chronically Absent

Declined 2.2

193 Students

Students with Disabilities  Yellow 14.4% Chronically Absent Declined 6.2 104 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Blue 5% Chronically Absent Declined 5.4 199 Students	Filipino  No Performance Color 0% Chronically Absent Declined 6.7 15 Students	Hispanic  Yellow 12.4% Chronically Absent Declined 5.5 202 Students
Two or More Races  No Performance Color 9.4% Chronically Absent Increased 1.7 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 4.5% Chronically Absent Declined 6.7 89 Students

Conclusions based on this data:

1. Strong improvement in overall attendance:
The 2025 California School Dashboard indicates that Ponderosa Elementary has an overall chronic absenteeism rate of 8%, earning a Green performance level. This represents a decline of 5.4 percentage points, demonstrating meaningful improvement in student attendance across the school. These results reflect the impact of ongoing efforts to promote consistent attendance, including family communication, student support systems, and proactive monitoring of attendance patterns.
 2. Positive progress across several student groups:
Several student groups also demonstrated improvement in attendance rates. English Learners declined by 9.1 percentage points, and Students with Disabilities declined by 6.2 percentage points, indicating strong progress in reducing chronic absenteeism for these populations. Additionally, Hispanic students and Socioeconomically Disadvantaged students also saw declines in chronic absenteeism, suggesting that targeted outreach and support strategies are helping more students attend school regularly.
 3. Continued focus on supporting groups with higher absenteeism rates:
Although chronic absenteeism has declined overall, some student groups continue to experience higher rates of absence. Socioeconomically Disadvantaged students (14.5%), Students with Disabilities (14.4%), and Hispanic students (12.4%) remain above the schoolwide average. Continued attention to early identification of attendance concerns, family outreach, and student engagement strategies will help further reduce barriers to regular attendance.
- Summary:**
Overall, the 2025 Dashboard data reflects significant improvement in student attendance and positive progress across several student groups. Ponderosa Elementary will continue strengthening family partnerships, early intervention strategies, and student engagement efforts to ensure students attend school consistently and are able to fully benefit from the learning opportunities provided each day.

School and Student Performance Data

Conditions & Climate Suspension Rate

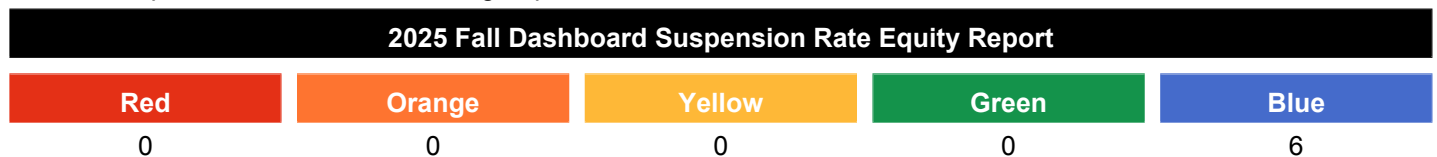
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 1.2% 553 Students	English Learners  Blue 0% suspended at least one day Declined 1.4% 190 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.5% 194 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 2% 104 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Blue 0% suspended at least one day Maintained 0% 201 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Blue 0% suspended at least one day Declined 1.5% 203 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Declined 3.3% 89 Students

Conclusions based on this data:

1. Exceptionally low suspension rates reflect a strong and supportive school climate:
The 2025 California School Dashboard indicates that Ponderosa Elementary has a suspension rate of 0%, earning a Blue performance level, the highest possible rating. This represents a decline of 1.2 percentage points from the previous year, meaning no students were suspended during the reporting period. These results reflect a positive school climate and the effectiveness of proactive behavior supports that prioritize student connection, clear expectations, and supportive interventions.
 2. Positive outcomes across all student groups:
All reportable student groups also earned Blue performance levels, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and White students. These results demonstrate that positive behavior supports and schoolwide expectations are being implemented consistently and equitably across the school community. The absence of suspensions across these groups highlights the effectiveness of staff efforts to build strong relationships with students and address behavioral concerns through supportive approaches.
 3. Continued focus on proactive and restorative practices:
Maintaining a positive school climate remains a priority. The school will continue emphasizing proactive strategies such as clear behavior expectations, social-emotional learning, and restorative approaches that support students in developing strong decision-making and interpersonal skills. Early intervention and consistent communication with families will remain key strategies for sustaining these positive outcomes.
- Summary:
The 2025 Dashboard results reflect an exceptionally positive school climate and strong behavioral supports, with no suspensions recorded across the school. Ponderosa Elementary will continue to foster a safe, inclusive, and supportive learning environment where students feel connected, respected, and ready to learn each day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Overall Student Academic Progress

School Goal - The overall percentage of students in grades 3–5 who are early on, mid, or above grade level will improve by 20 percentage points in iReady Reading from Diagnostic 1 (2026) to Diagnostic 3 (2027). Our 3-year goal is for 70%+ of students to be performing at or above grade level in Reading by Diagnostic 3. Progress for grades K–2 will continue to be monitored using DIBELS to inform instruction and intervention. Our goal for 26-27 will be 70%+ of students performing at or above grade level reading.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

A review of the 2025 California School Dashboard, CAASPP results, and local iReady diagnostic data indicates that Ponderosa Elementary continues to demonstrate strong overall academic performance in English Language Arts, and also that achievement gaps remain among several student groups and a number of students are still performing below grade level in reading.

According to the 2025 Dashboard, the All Students group earned a Blue performance level and is performing 41.1 points above standard, reflecting strong overall literacy outcomes. However, several student groups continue to perform below standard, indicating the need for continued targeted support:

English Learners: 14.9 points below standard (Yellow)

Students with Disabilities: 46.9 points below standard (Yellow), despite significant improvement

Socioeconomically Disadvantaged students: 48 points below standard (Orange)

Hispanic students: 37.6 points below standard (Yellow)

While several of these groups showed notable growth compared to the previous year, the gap between these students and their peers remains significant. At the same time, strong performance among groups such as Asian (+72.4 points above standard) and White students (+93.2 points above standard) highlights opportunities to further expand effective instructional practices across classrooms to support all learners.

Local iReady Reading diagnostic data further reinforces this need. While many students are demonstrating growth between diagnostic windows, a substantial percentage of students in grades 3–5 remain below grade level in reading, particularly in foundational literacy and comprehension skills. This indicates the importance of continuing to strengthen Tier 1 instruction while also providing targeted intervention and progress monitoring to accelerate growth.

To address these needs, the school has implemented several key strategies, including:

Continued implementation of Designated English Language Development (dELD) across grades K–5

A schoolwide focus on foundational literacy, phonics, and morphology, aligned with UFLI and structured literacy practices

Strategic small-group instruction using iReady diagnostic and formative assessment data to address individual learning needs

Targeted supports for multilingual learners, including newcomer support and scaffolded language development within core instruction

A focus on student engagement and academic discourse, aligned with PBIS practices that increase opportunities for students to respond, explain thinking, and actively participate in learning

Data-informed intervention cycles and ongoing progress monitoring to ensure instructional adjustments are responsive to student needs

This goal reflects the school’s commitment to accelerating reading growth for all students, with a particular focus on ensuring that multilingual learners, students with disabilities, and socioeconomically disadvantaged students receive the targeted academic and language development support needed to access grade-level content and achieve long-term success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS data pertaining to students K-2	Intervention and instructional efforts have supported growth. Beginning of the year 31% of K-2 students were in the well below benchmark. By middle of the year assessment 28% of students were in the well below benchmark. Students who scored early on, mid, or above improved from 52% to 57%.	At the completion of the DIBELS Diagnostic 3 of the 2026-2027 school year student achievement scores will demonstrate comparable growth in Reading in the academic year. Specifically, the percentage of students in the well below will be 20% or fewer and students early on, mid, or above will be 60% or more.
iReady Reading data pertaining to students in grades 3-5	In past years, our intervention and instructional efforts have supported a ~20% growth observed from Diagnostic 1 to Diagnostic 3 in Reading.	At the completion of the iReady Diagnostic 3 of the 2026-2027 school year student achievement scores will demonstrate comparable growth in Reading and Math by diagnostic 3 of the testing year.

CA School Dashboard data pertaining to All students including EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	EL, Hispanic, Special Education, and Socioeconomically Disadvantaged students are performing in lower performance bands compared to Asian and White peer subgroups.	2025-26 Dashboard data will show that all students make growth in grade-level progress, and our focus subgroups will progress into the next performance band with a long-term expectation that all groups will be performing at grade level standard or above.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will design and deliver instruction aligned with Common Core State Standards and board policy, ensuring differentiation based on student needs. Instructional decisions will be guided by ongoing data analysis (e.g., DIBELS, iReady assessments, grade-level discussions, progress monitoring) to provide targeted support and appropriately challenge students with rigorous learning opportunities.	All Students	None Specified None Specified General Fund
1.2	Targeted interventions will include continuing with refining and structuring dELD in K-5 to support student needs, a schoolwide phonics focus (with morphology in upper grades), a PBIS focus on Opportunities to Engage and Respond, and providing newcomer intervention. Furthermore, Districtwide Professional Development on UFLI and Foundational Skills, 1-5 data-informed intervention develops systematic foundational skills and comprehension, and K-5 teachers pulling strategic small groups based on needs (using UFLI).	All Students	None Specified None Specified General Fund
1.3	Provide funding for all of the supplies, books, and materials we need to run the school program successfully. Materials will be in varying reading levels that will promote engagement and reading in support of all students through an inclusive and equitable lens.	All Students	None Specified None Specified General Fund

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

At the start of the year, 47% of students were identified as early on, mid, or above grade level in iReady Reading Diagnostic 1. By Diagnostic 2, this increased to 57%. This growth reflects a strong foundation for continued implementation of effective practices and instructional collaboration.

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

There were no major differences between the intended implementation and the budgeted expenditures. All planned professional development, intervention support, and curriculum-aligned resources were implemented as outlined, and teacher teams continued to leverage data and collaborate regularly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this year's data and our focus on making progress, we propose maintaining the current annual improvement outcome (a 20 percentage-point improvement from Diagnostic 1 to 3). And we are adding in a measureable for K-2 since they are now using DIBELS to monitor progress.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Supporting our Efforts to Close the Opportunity/ Achievement Gap

Students identified as English Learners and/or receiving Special Education services will demonstrate measurable literacy growth across the school year.

Students in grades 3–5 will improve at least one academic performance band as measured by iReady Reading Diagnostic 1 (2026) to Diagnostic 3 (2027). Our goal is to have fewer than 20% of students performing two or more grade levels below standard.

By Spring 2027, 20% or fewer of English Learners in grades K–2 performing in the Well Below Benchmark (Red) range on the DIBELS assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

A review of the 2025 California School Dashboard, CAASPP results, and local assessment data (iReady and DIBELS) indicates a continued need to close achievement gaps for English Learners and students receiving Special Education services, particularly in literacy development.

While overall school performance in English Language Arts is strong—with All Students performing 41.1 points above standard and earning a Blue performance level—several student groups continue to perform below grade-level expectations. On the 2025 Dashboard:

- English Learners are performing 14.9 points below standard (Yellow)
- Students with Disabilities are performing 46.9 points below standard (Yellow)

Although both groups demonstrated significant growth compared to the previous year, these results indicate that many students still require targeted support to fully access grade-level literacy instruction.

Local iReady Reading diagnostic data reinforces this need. While many students are demonstrating measurable growth between diagnostic windows, a substantial portion of English Learners and students receiving Special Education services remain below grade level in reading performance bands, with some students performing two or more grade levels below standard. Continued focus on accelerating literacy development is necessary to help these students close the gap and meet grade-level expectations.

Early literacy data from DIBELS in grades K–2 also highlights the importance of strengthening foundational reading skills. While many students are progressing through benchmark levels, a portion of English Learners continue to fall within the Well Below Benchmark (Red) range, indicating the need for early intervention in phonemic awareness, decoding, and early fluency development to prevent long-term reading challenges.

To address these needs, the school has implemented several key strategies, including:

- Continued implementation and refinement of Designated English Language Development (dELD) across grades K–5 aligned with student language proficiency levels
- A schoolwide focus on foundational literacy instruction, including phonics and morphology aligned with UFLI and structured literacy practices
- Strategic small-group instruction based on iReady diagnostic data to target decoding, fluency, and comprehension needs
- Increased collaboration between general education and RSP/SAI teachers, including alignment of IEP goals with core literacy instruction and intervention strategies
- Targeted early literacy intervention in grades K–2, using DIBELS data to inform instruction and provide additional support for students performing below benchmark
- Continued emphasis on student engagement and academic discourse, supported through PBIS practices that increase opportunities for students to respond and actively participate in learning

This goal reflects the school's commitment to accelerating literacy growth for English Learners and students receiving Special Education services, ensuring these students receive the targeted academic and language supports needed to move toward grade-level proficiency and long-term academic success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS and iReady Data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	As of iReady Diagnostic 2 (2025–26), 42% of English Learners and 42% of Students with Disabilities demonstrated at least one level of growth or are performing at mid or above grade level. Students assessed 2 or more grades below: EL: 50% and SpEd 69% K-2 Middle of the Year assessment resulted in 28% of students in the Well Below Benchmark.	In 2026-27 Students identified as English Learners and/or receiving Special Education services will demonstrate measurable literacy growth across the school year. By Spring 2027, 80% of English Learners and Students with Disabilities will demonstrate at least one level of growth or be performing at mid or above grade level as measured by iReady Reading Diagnostic 1 to Diagnostic 3. By Spring 2027, the percentage of English Learners in grades K–2 performing in the Well Below Benchmark (Red) range on the DIBELS assessment will decrease from 28% (2026) to 20% or fewer (2027).
CA School Dashboard CA School Dashboard data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	2025 Dashboard data continues to show performance gaps among key student groups: English Learners: ELA 14.9 points below standard (Yellow) Students with Disabilities: ELA 46.9 points below standard (Yellow) Socioeconomically Disadvantaged: ELA 48.0 points below standard (Orange) Hispanic students: ELA 37.6 points below standard (Yellow)	By the 2026 Dashboard release (2025–26 data): EL, SPED, Hispanic, and SED students will demonstrate progress in points toward standard and maintenance or improvement in color levels. At least one subgroup will move up one color level, and all will demonstrate growth narrowing the gap with non-target peers.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Reading and Language Intervention/ EL Support Teacher will teach students, model, coach, and collaborate with teaching staff to implement best practices in support of students with the most pressing academic needs. A focus will be placed on Hispanic/ Latino and EL students.	EL, Hispanic, and Socioeconomically Disadvantaged	98500 Targeted Allocation 1000-1999: Certificated Personnel Salaries And 3000-3999 STRS Contributions
2.2	Para educators, noon duty campus supervisor teammates, and other classified staff will have the opportunity to participate in professional development/ training/ collaboration and to provide small group instruction opportunities as appropriate to meet the needs of students before, during, and after school hours.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	7200 Targeted Allocation 2000-2999: Classified Personnel Salaries And 3202 PERS - CLASSIFIED
2.3	Teacher release/ paid time for Collaboration/Training opportunities to better understand, review, and address student needs through collaborative thought-partner efforts. The focus is on analyzing student data, engaging in professional development, and / or planning differentiated educational opportunities and targeted instruction, especially for focus group students.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries

2.4	Teacher Substitute provisions for Assessments, IEP/ 504 meetings, Field Trips, Professional Development, Observations, Goal Setting Conferences provide substitutes for assessments, field trips, IEP Meetings, 504 Meetings, SST Meetings, professional development, and professional goal setting conferences, where student needs will be discussed and addressed.	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
2.5	Translation Services - Provide translation services either through site support, district support or vendors, or outside vendors.	English Learners	1850 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
2.6	Books, reference materials, ebook, and other learning materials	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	956 Targeted Allocation 4000-4999: Books And Supplies
2.7	Supplies	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	800 Targeted Allocation 4000-4999: Books And Supplies
2.8	Author Visits/ Professional Speaker Opportunities/ Assemblies	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	750 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
2.9	Family Engagement provisions	All students but focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	750 Targeted Allocation 1000-1999: Certificated Personnel Salaries 000: Unrestricted

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies under Goal 2 has been comprehensive and collaborative, with an emphasis on data-driven support for English Learners (ELs) and students with disabilities.

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

This collective effort resulted in promising progress:

- 42% of EL and SPED students improved at least one performance band from Diagnostic 1 to Diagnostic 2.

Our goals remain ambitious, and the progress made this year reflects the effectiveness of our core strategies (small-

group instruction, UFLI implementation), which were implemented as planned and are effective on a per-student basis. The overall effectiveness in closing the 2+ year gap for EL/SPED students was significantly limited by resource constraints. Progress made reflects the ceiling of what is possible with current funding. Analysis indicates that the required intervention intensity may not be sustainable with current staffing levels.

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis and promising student gains this year, the goal language has been updated to include our DIBELS assessment. The strategies will remain in place. Furthermore, as a result of this analysis, the long-term goal of the percentage of students performing 2 or more grade levels below was reduced from <10% to <20%. To revert to the previous goal, or to reliably achieve the reduced goal, a significant increase in targeted funding or staff will likely be essential.

Next year's work will continue to prioritize:

- High-impact small-group instruction
- Strengthened alignment between IEP goals and Tier 1 instruction
- Deeper coaching and collaboration across general and special education teams
- Responsive family engagement and ongoing data cycles

These actions are reflected in the Strategies/Activities table under Strategy/Activity numbers 2.1 through 2.9, which remain unchanged in focus but will be fine-tuned based on teacher input, student performance, and ongoing reflection.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social-Emotional Well-Being and Student/ School Connectedness

We will reduce Chronic Absenteeism to 5% or lower, aligning with district LCAP goals, by strengthening student connectedness, proactive family engagement, and targeted support for students with attendance barriers. Progress will be monitored through site attendance data and measured against the CA State Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business, and community members to create and expand opportunities for students to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

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

A review of the 2025 California School Dashboard indicates that Ponderosa Elementary has made progress in reducing chronic absenteeism, with the overall rate declining to 8% and earning a Green performance level. This represents a 5.4 percentage point decrease from the previous year, reflecting meaningful improvement in student attendance and the effectiveness of schoolwide efforts to promote consistent attendance and student engagement.

While this progress is encouraging, the data also indicate that certain student groups continue to experience higher rates of chronic absenteeism compared to the schoolwide average. According to the 2025 Dashboard:

- Socioeconomically Disadvantaged students: 14.5% chronically absent (Yellow)
- Students with Disabilities: 14.4% chronically absent (Yellow)
- Hispanic students: 12.4% chronically absent (Yellow)

Although these groups demonstrated notable improvements from the previous year, the higher rates of absence highlight the continued need for targeted supports and proactive outreach to ensure all students are able to attend school consistently.

Local attendance monitoring also reinforces the importance of sustaining this progress. While overall attendance trends are improving, even occasional absences can disrupt learning, limit student engagement, and impact a student's sense of connection to the school community. Students who miss instructional time are at greater risk of falling behind academically and socially, particularly those already facing learning or socioeconomic barriers.

To address these needs, the school has implemented several strategies, including:

- Proactive attendance monitoring and early intervention, allowing staff to identify and support students experiencing attendance challenges
- Strengthened communication and partnerships with families, emphasizing the importance of regular attendance and addressing barriers when they arise
- Student engagement and connectedness initiatives, including PBIS structures that promote a positive school climate and a sense of belonging
- Targeted outreach and support for students with higher rates of absence, including individualized check-ins and collaboration with families to remove barriers to attendance

This goal reflects the school's commitment to building on the strong progress already made while continuing to reduce chronic absenteeism, ensuring that all students attend school consistently and fully benefit from the academic, social, and emotional opportunities provided each day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	8% Chronic Absenteeism	We expect the chronic absenteeism rate to decrease to 5% or lower by the 2025–26 CA Dashboard release, through sustained efforts in fostering a welcoming school climate, personalized family outreach, and strong staff-student relationships

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Building Stronger Relationships: Utilize our Wellness program and leverage the intern counselors for social-emotional support. Utilize PBIS practices and our Mult-tiered systems of support like regular check-ins with a trusted adult. Creating a positive school climate where students feel valued, supported, and connected to their peers and teachers and a 4 Be's focus each week (Responsible, Respectful, Kind, Safe). Providing opportunities for students to engage in extracurricular activities or clubs that align with their interests. Implementing leadership students during recess/lunch where students serve as peer leaders and mentors. Leveraging big buddies programs that upper grades and lower grades utilize in the classroom for stronger connections	All Students with a focus on our targeted groups	None Specified None Specified The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
3.2	Parent Communication and Education: Leverage Community Events and advisory committees to engage all families. Generate translated material when and where possible. Hosting parent workshops or information sessions on topics relevant to our community. Some past offerings have included the importance of attendance and its impact on academic success, behavior support and interventions at home and at school, digital literacy, anti-bullying efforts, etc. Utilizing technology to communicate attendance data and trends to parents. Utilizing our attendance outreach team and student services support to personally connect with families of chronically absent students to understand and address underlying issues.	All Students with a focus on our targeted groups	None Specified None Specified The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
3.3	Social-Emotional Connection: Integrating social-emotional learning (SEL) practices into the school day to teach skills like self-awareness, self-management, and responsible decision-making.	All Students with a focus on our targeted groups, and those demonstrating the biggest need	None Specified None Specified The general fund, Adjunct duty, and site-based stipends

	Classroom lessons delivered by the Wellness Coordinator, examples include the Zones of Regulation and return to baseline strategies. Implementing restorative practices to address conflicts and promote positive relationships among students and between students and staff. Offering counseling services or support groups for students struggling with social-emotional challenges that may affect their attendance.		are funded through existing site allocations. PTSA/PEPCO funding sources, or leveraging relationships with the YMCA or other district partners
3.4	Working with Student Services to conduct home visits for students with significant attendance issues to understand their home environment and provide support. Implementing attendance monitoring systems to track and intervene early with students who show signs of chronic absenteeism. Collaborating with community organizations or agencies to provide resources and support for families facing barriers to attendance, such as transportation or health-related issues.	All Students with a focus on our targeted groups, and those demonstrating the biggest need	None Specified None Specified The general fund.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, Ponderosa made substantial progress toward our goal of reducing chronic absenteeism. Through the implementation of relationship-centered strategies—such as increased family outreach, wellness and counseling supports, structured student check-ins, and schoolwide engagement initiatives—we strengthened students' sense of connection and belonging within the school community.

These efforts contributed to a significant decline in chronic absenteeism, decreasing from 13.4% in the previous Dashboard cycle to 8% in the 2025 California School Dashboard, earning a Green performance level. This improvement reflects the collective efforts of staff, students, and families to prioritize consistent attendance and remove barriers that may prevent students from attending school regularly.

The effectiveness of these strategies is evident in the overall improvement across multiple student groups and the reduction in the total number of students considered chronically absent. Proactive communication with families, early identification of attendance concerns, and a focus on student connectedness through PBIS and social-emotional supports contributed to stronger engagement and improved attendance patterns.

While certain student groups—including Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students—continue to experience higher rates of chronic absenteeism than the schoolwide average, these groups also demonstrated notable improvement compared to the previous year. Overall, the data indicate that the strategies implemented this year were effective and have created positive momentum toward improved attendance.

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

No major differences occurred between the intended implementation and the strategies carried out during the year. The majority of planned activities were successfully implemented using existing site and district resources, including support from attendance teams, wellness staff, and PBIS structures.

Many of the strategies focused on relationship-building, communication, and proactive monitoring, requiring minimal direct expenditures but relying heavily on collaboration among staff and district partners. As a result, the alignment between planned strategies and actual implementation remained strong.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the significant progress made in reducing chronic absenteeism, the school is revising the long-term goal to reflect a higher level of expected performance. The previous three-year target was to reduce chronic absenteeism to below 9%. Given the current Dashboard result of 8%, the revised goal is to reduce chronic absenteeism to 5% or lower, aligning with district LCAP priorities and the California Dashboard Blue performance level.

This updated goal reflects the school's continued commitment to improving student attendance by strengthening student connectedness, proactive family engagement, and targeted supports for students experiencing attendance barriers. The revised goal and updated annual measurable outcomes can be found in the SPSA Goal 3 section under "Title and Description of School Goal" and "Annual Measurable Outcomes."

Moving forward, the school will continue refining and sustaining the strategies that contributed to this year's success while maintaining a focus on equity across student groups and long-term attendance stability.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Strengthening Family Connectedness/ Student Enrichment

We will strengthen family–school partnerships through both universal academic engagement and increased opportunities for community connection.

A. Conference Participation

95%+ of families will participate in parent/ teacher conferences, Back-to-School Night, and/ or Open House.

B. School & Classroom Engagement

70%+ of families will participate in at least one school or classroom activity during the year, such as classroom celebration (e.g., reading/writing celebrations, gallery walks), volunteering, attending a field trip, advisory/committee meeting, Superstar award assembly, or a before/after school community event (Halloween Happening, Stay and Play events, Book Mobile, International Night, etc). Participation will be measured through sign-in sheets, attendance logs, and/or family surveys, with targeted outreach to families who may face barriers to participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets / California Healthy Kids Survey / Family Count at Events/ Staff count at classroom/ school events	We met our goals for parent participation this year with 75%+ of families participating in school events or classroom activities. This is an ongoing goal.	We expect 95%+ of families will participate in parent/ teacher conferences, Back-to-School Night, and/ or Open House. And, 70%+ of families will participate in at least one school or classroom activity during the year, such as classroom celebration (e.g., reading/writing celebrations, gallery walks), volunteering, attending a field trip, advisory/committee meeting, Superstar award assembly, or a before/after school community event (Halloween Happening, Stay and Play events, Book Mobile, International Night, etc).

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Staff-Led/ District Events: Family engagement events, ELAC, SSC, RAFT Mobile Maker Day, Lunch/ BBQ picnic opportunities proposed. Review for efficacy and support current PTSA Events Play Dates, Science Night, International Night, etc. Teacher training and collaboration in using Parent Square, Class newsletters, or related communication efforts At staff meetings, teachers will be given time to send a positive/connecting email Engage families in feedback opportunities. Invite families to Weekly Booster Assemblies when their student is being recognized, classroom celebrations and performances: wax museum, classroom, or grade-level concerts, plays, or other opportunities.	All Students	None Specified None Specified The general fund, Adjunct duty, and site-based stipends are funded through existing site allocations. PTSA/PEPCO may provide supportive funding sources, and we will connect with district resources when appropriate. Some of this has been addressed in the SPSA with other goal strategies.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implementation of Goal 4 was effective, with strong family participation across multiple settings. Conference attendance reached 98%, and classroom celebrations and Booster Assemblies saw approximately 80% participation, indicating strong engagement in student learning. School-wide events (e.g., Stay and Play, Halloween Happening, International Night) were also well attended and supported community connection.

Consistent communication (ParentSquare, newsletters) and intentional classroom-level invitations contributed to increased engagement. While overall participation exceeded expectations, attendance at academic-focused events (e.g., literacy and math nights) was lower, indicating an area for refinement.

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

There were no major differences in implementation or expenditures. Planned strategies were carried out as intended using site funds and community partnerships.

Family participation exceeded initial projections in most areas. A key area for improvement is increasing attendance at targeted academic events, suggesting a need to refine outreach, scheduling, and accessibility.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2026–27, the goal has been refined to emphasize both universal academic engagement and broader community participation. Targets include 95%+ participation in conferences and 70%+ participation in at least one school or classroom event.

We will improve consistency in tracking participation, strengthen outreach to families facing barriers, and better align engagement opportunities with instructional priorities, particularly increasing access and participation in academic-focused events.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,806.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$116,806.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$116,806.00

Total of federal, state, and/or local funds for this school: \$116,806.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	116,806.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	116,806.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	105,250.00
2000-2999: Classified Personnel Salaries	7,200.00
4000-4999: Books And Supplies	1,756.00
5800: Professional/Consulting Services And Operating Expenditures	2,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	105,250.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	7,200.00
4000-4999: Books And Supplies	Targeted Allocation	1,756.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	2,600.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 2

116,806.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nate Ramezane	Principal
Rene Coronado	Classroom Teacher
Michele Shumaker	Classroom Teacher
Cathy Thorwaldson	Classroom Teacher
Amber Braz-Rivera	Other School Staff
Ahmet Altay	Parent or Community Member
Bhavna Dixit	Parent or Community Member
Kaushik Roy	Parent or Community Member
Jenny Gu	Parent or Community Member
Nicole Wong	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/7/26.

Attested:



Principal, Nate Ramezane on 4/7/26



SSC Chairperson, Bhavna Dixit on 4/7/26