

Ponderosa Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Ponderosa Elementary School |
| Street | 6593 Pentz Road |
| City, State, Zip | Paradise, CA 95969 |
| Phone Number | 530-872-6470 |
| Principal | Tom Taylor |
| E-mail Address | ttaylor@pusdk12.org |
| Web Site | http://ponderosa.pusdk12.org/ |
| Grades Served | K-5 |
| CDS Code | 04-61531-6003339 |

| District Contact Information | |
|-------------------------------------|----------------------------------|
| District Name | Paradise Unified School District |
| Phone Number | 530-872-6400 |
| Superintendent | Donna Colosky |
| E-mail Address | jrobbins@pusdk12.org |
| Web Site | www.pusdk12.org |

School Description and Mission Statement (Most Recent Year)

Ponderosa Elementary School is a dynamic place of learning, serving families in our community, for students in Transitional Kindergarten through fifth grades. The talented staff members bring many collective years of experience to bear, and their level of commitment insures that our students receive the best elementary education possible.

The goal of the Ponderosa staff is to assist each student in reaching his/her maximum academic, social, physical and emotional potential. It is important to educate the whole child. To this end, we are dedicated to helping students master the rigorous California State Standards of Education as well as the equally important life skills (qualities such as citizenship, teamwork, responsibility and respect). We use data to drive our curriculum and instruction, and to identify what each student's needs may be. Through "The Nurtured Heart Approach," we develop relationships with children to celebrate their strengths. We also use a Positive Behavior System to encourage students to make positive choices and be productive citizens in our community.

At Ponderosa Elementary we believe that all students can learn. The staff at Ponderosa takes this responsibility seriously and will do everything within our power to help your child reach his/her potential. Intervention is provided through our blended services model. This model allows special education, Title I, and regular education teachers to collaborate and provide the best programs possible for all children. We believe that we learn as a community and through each teacher's expertise. Our teachers support this belief through collaborative efforts. Ponderosa teachers are experts in their fields and meet weekly to review students' successes and needs.

As parents you can help by being sure that your child has excellent attendance. We value parent involvement and believe that student success can best be reached when the school is working in conjunction with parents. We look forward to working with you throughout your child's elementary education. With the support of our entire community students are sure to be a success!

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 109 |
| Grade 1 | 89 |
| Grade 2 | 78 |
| Grade 3 | 82 |
| Grade 4 | 88 |
| Grade 5 | 90 |
| Total Enrollment | 536 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.6 |
| Filipino | 0.4 |
| Hispanic or Latino | 13.4 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 77.4 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 62.5 |
| English Learners | 1.7 |
| Students with Disabilities | 9 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 24 | 25 | 27 | 184 |
| Without Full Credential | 0 | 0 | 1 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September, 2015

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|---|
| Reading/Language Arts | Legacy of Literacy, Houghton Mifflin, ©2003 Write Source Series, Great Source, ©2000 | Yes | 0% |
| Mathematics | Harcourt Mathematics, Harcourt, ©2008 | Yes | 0% |
| Science | Harcourt Science Program, Harcourt, ©2000 FOSS, Delta Pub, ©2008 | Yes | 0% |
| History-Social Science | HM Social Studies, Houghton Mifflin, ©2006 | Yes | 0% |
| Visual and Performing Arts | Teacher-selected instructional materials that are aligned with State standards | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Ponderosa Elementary School was designed to maximize safety and facilitate students’ learning. The buildings housing the primary classrooms (TK-3) are located nearest the office building and multipurpose room. The multipurpose room provides space for indoor dining, performances and other assemblies.

Four of our largest buildings consist of four to six classrooms constructed around an interior learning center. The learning centers are locations where teachers and support staff provide differentiated instruction for students with specific learning needs. This is done through the use of study carrels, targeted small group instruction or the use of technology.

The maintenance and cleanliness of our school is maintained by a team of two dedicated custodians.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: February 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Filters changed regularly. Facilities in good working condition. |
| Interior: Interior Surfaces | X | | | Repairs are made continuously and painted. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | District wide IPM plan for pest control. |
| Electrical: Electrical | X | | | Exit and emergency lighting checked monthly. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Repairs are ongoing to restrooms and fountains (Maintenance and Custodial). |
| Safety: Fire Safety, Hazardous Materials | X | | | Extinguisher checked monthly. Combustible materials are in fire cabinets. |
| Structural: Structural Damage, Roofs | | X | | New roofing added and on yearly re-roof plan. Ongoing maintenance. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Ongoing repairs for Custodial and Maintenance. |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: February 2015 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 28 | 35 | 44 |
| Mathematics | 20 | 23 | 33 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 79 | 77 | 97.5 | 44 | 21 | 23 | 12 |
| | 4 | 91 | 89 | 97.8 | 47 | 29 | 17 | 4 |
| | 5 | 99 | 93 | 93.9 | 52 | 18 | 20 | 9 |
| Male | 3 | | 27 | 34.2 | 52 | 15 | 22 | 11 |
| | 4 | | 51 | 56.0 | 49 | 29 | 14 | 4 |
| | 5 | | 42 | 42.4 | 62 | 19 | 7 | 10 |
| Female | 3 | | 50 | 63.3 | 40 | 24 | 24 | 12 |
| | 4 | | 38 | 41.8 | 45 | 29 | 21 | 5 |
| | 5 | | 51 | 51.5 | 43 | 18 | 31 | 8 |
| Black or African American | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| | 4 | | 2 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | | 2 | 2.5 | -- | -- | -- | -- |
| | 4 | | 1 | 1.1 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 11 | 13.9 | 36 | 36 | 18 | 9 |
| | 4 | | 9 | 9.9 | -- | -- | -- | -- |
| | 5 | | 16 | 16.2 | 50 | 19 | 19 | 13 |
| Native Hawaiian or Pacific Islander | 5 | | 1 | 1.0 | -- | -- | -- | -- |
| White | 3 | | 56 | 70.9 | 45 | 20 | 23 | 13 |
| | 4 | | 68 | 74.7 | 47 | 29 | 18 | 4 |
| | 5 | | 70 | 70.7 | 50 | 19 | 23 | 7 |
| Two or More Races | 3 | | 6 | 7.6 | -- | -- | -- | -- |
| | 4 | | 9 | 9.9 | -- | -- | -- | -- |
| | 5 | | 6 | 6.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 52 | 65.8 | 52 | 23 | 21 | 4 |
| | 4 | | 59 | 64.8 | 54 | 27 | 10 | 5 |
| | 5 | | 53 | 53.5 | 68 | 8 | 23 | 0 |
| English Learners | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| | 4 | | 1 | 1.1 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 11.4 | -- | -- | -- | -- |
| | 4 | | 8 | 8.8 | -- | -- | -- | -- |
| | 5 | | 4 | 4.0 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 79 | 77 | 97.5 | 44 | 23 | 30 | 3 |
| | 4 | 91 | 90 | 98.9 | 46 | 41 | 11 | 1 |
| | 5 | 99 | 93 | 93.9 | 54 | 29 | 13 | 4 |
| Male | 3 | | 27 | 34.2 | 52 | 11 | 33 | 4 |
| | 4 | | 51 | 56.0 | 41 | 41 | 14 | 2 |
| | 5 | | 42 | 42.4 | 57 | 24 | 12 | 7 |
| Female | 3 | | 50 | 63.3 | 40 | 30 | 28 | 2 |
| | 4 | | 39 | 42.9 | 51 | 41 | 8 | 0 |
| | 5 | | 51 | 51.5 | 51 | 33 | 14 | 2 |
| Black or African American | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| | 4 | | 2 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | | 2 | 2.5 | -- | -- | -- | -- |
| | 4 | | 1 | 1.1 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 11 | 13.9 | 27 | 36 | 36 | 0 |
| | 4 | | 9 | 9.9 | -- | -- | -- | -- |
| | 5 | | 16 | 16.2 | 50 | 13 | 25 | 13 |
| Native Hawaiian or Pacific Islander | 5 | | 1 | 1.0 | -- | -- | -- | -- |
| White | 3 | | 56 | 70.9 | 45 | 23 | 30 | 2 |
| | 4 | | 69 | 75.8 | 39 | 48 | 10 | 1 |
| | 5 | | 70 | 70.7 | 54 | 33 | 11 | 1 |
| Two or More Races | 3 | | 6 | 7.6 | -- | -- | -- | -- |
| | 4 | | 9 | 9.9 | -- | -- | -- | -- |
| | 5 | | 6 | 6.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 52 | 65.8 | 54 | 23 | 21 | 2 |
| | 4 | | 59 | 64.8 | 58 | 34 | 7 | 0 |
| | 5 | | 53 | 53.5 | 64 | 28 | 8 | 0 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| English Learners | 3 | | 1 | 1.3 | -- | -- | -- | -- |
| | 4 | | 1 | 1.1 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 11.4 | -- | -- | -- | -- |
| | 4 | | 8 | 8.8 | -- | -- | -- | -- |
| | 5 | | 4 | 4.0 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 75 | 75 | 58 | 60 | 58 | 57 | 59 | 60 | 56 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---------------------------------|---|
| All Students in the LEA | 57 |
| All Students at the School | 58 |
| Male | 53 |
| Female | 62 |
| Hispanic or Latino | 62 |
| White | 60 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| Students with Disabilities | 45 |
| Foster Youth | -- |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.40 | 14.30 | 13.30 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are an invaluable part of any educational partnership and we welcome and encourage parent involvement on many different levels. Parents may play an active role in school decision-making through their participation in our School Site Council or participate in PEP (Ponderosa Elementary Partnership) to support the educational experience for kids. We also host a number of annual activities to bring families together (children attending with their parents). Many of these are held in the evening so working parents can attend. Examples include: Family Movie Nights, School Wide Auctions, Tri-Tip Drive Thru, Scholastic Book Fairs, and student performances.

One of the responsibilities of the School Site Council is to implement the School Site Strategic Plan. It conducts an annual review of the plan and develops, recommends and approves or disapproves any modifications or improvements necessary to reflect changing improvement needs and priorities. The Site Council organization develops and makes recommendations about the Title I budget. Disbursement of funds is done following a written or oral presentation request. This council will also carry out all other duties and responsibilities assigned to it in the California Education Code. Site Council supports the school in all phases of academic, policy making, and physical needs through decision making.

The Ponderosa Elementary Partnership (PEP) is a parent volunteer organization. All parents, family, members and/or legal guardians of students who attend Ponderosa Elementary School and all current faculty and staff of Ponderosa School are members of the organization. The primary function of PEP is to enhance and support the educational experience of our children, develop a closer connection between school and home by encouraging parent involvement, and to improve the culture at Ponderosa through volunteer and fund raising support. Such efforts may include but are not limited to fund raising, classroom support, social functions, teacher support, and other volunteer efforts.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 4.17 | 4.97 | 4.45 | 9.40 | 8.88 | 9.41 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.17 | 0.00 | 0.00 | 0.65 | 0.41 | 0.45 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

Our school safety plan exists to insure the health and safety of all students and staff members all year long. The plan is reviewed annually by all staff and presented to our parent council and school board each year for approval.

Students are supervised by an adult staff member before, during and after school. Supervision is provided on the playground one-half hour before school begins and in our loading areas for 20 minutes after school. Adult crossing guards or yard duty assist each child being picked up or dropped off safely to and from their vehicles.

Students are taught school safety practices and drills are held on a regular basis to emphasize safety in the event of an emergency. Fire, earthquake, and lockdown drills are practiced according to California Ed Code.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall | Yes | No | Yes |
| Met Participation Rate: English-Language Arts | Yes | No | Yes |
| Met Participation Rate: Mathematics | Yes | No | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 80.0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 1 | 4 | | 23 | 1 | 4 | | 24 | | 4 | |
| 1 | 29 | | 3 | | 25 | | 3 | | 25 | | 3 | |
| 2 | 29 | | 3 | | 29 | | 3 | | 19 | 1 | 3 | |
| 3 | 29 | | 3 | | 29 | | 3 | | 20 | 3 | 1 | |
| 4 | 30 | | 2 | | 31 | | 2 | | 29 | | 3 | |
| 5 | 28 | | 3 | | 31 | | 3 | | 29 | | 3 | |
| Other | 7 | 1 | | | 8 | 1 | | | 12 | 3 | | |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | N/A |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .75 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .25 | N/A |
| Speech/Language/Hearing Specialist | .6 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$8,196 | \$3,212 | \$4,984 | \$64,574 |
| District | N/A | N/A | \$5,023 | \$61,262 |
| Percent Difference: School Site and District | N/A | N/A | -0.8 | 5.4 |
| State | N/A | N/A | \$5,348 | \$65,267 |
| Percent Difference: School Site and State | N/A | N/A | -6.8 | -1.1 |

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

Types of Services Funded (Fiscal Year 2014-15)

The school provides curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for those students struggling with core subjects. Students also receive additional support through our Blended Services Model. With this model students are assessed, needs are identified, and students receive intervention based on their needs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,370 | \$40,379 |
| Mid-Range Teacher Salary | \$53,200 | \$62,323 |
| Highest Teacher Salary | \$79,000 | \$81,127 |
| Average Principal Salary (Elementary) | \$84,835 | \$99,192 |
| Average Principal Salary (Middle) | \$94,135 | \$91,287 |
| Average Principal Salary (High) | \$100,397 | \$112,088 |
| Superintendent Salary | \$165,000 | \$159,821 |
| Percent of Budget for Teacher Salaries | 38% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.

At Ponderosa we believe that staff are our most valuable asset. Teachers and aides work together each week to improve instruction, identify student needs, and develop instructional strategies to meet the needs of each student. Every Wednesday teachers collaborate with the focus on improving their instruction in each of their classrooms.