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School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)
This section provides the school's contact information.

School		District	
School Name	Ponderosa Elementary School	**District Name**	Paradise Unified School District
Street	6593 Pentz Road	**Phone Number**	530.872.6400
City, State, Zip	Paradise, CA 95969	**Web Site**	www.pusdk12.org
Phone Number	530.872.6470	**Superintendent**	Roger Bylund
Principal	Tom Taylor	**E-mail Address**	cjohnson@pusdk12.org
E-mail Address	ttaylor@pusdk12.org	**CDS Code**	04-61531-6003339

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

Ponderosa Elementary School is a dynamic place of learning, serving families in our community, for students in kindergarten through sixth 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. 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). This goal can be reached when the school is working in conjunction with parents to provide the best possible foundation for children. Together we can provide students with the tools that will allow them to accomplish their goals and to become citizens we can all be proud of.

An important component to our school is our participation in the Building Effective Schools Together (BEST) approach to citizenship. All students learn what it means to be "Safe, Respectful and Responsible" in all areas of the school campus.

The staff at Ponderosa takes our responsibility seriously and we will do everything within our power to help your child reach his/her potential. We look forward to working with you throughout your child's elementary education.

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

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, Ponderosa Educational Partnership (PEP), which meets the third Thursday of each month. Parents may take an active role in children's classrooms by volunteering on a regular basis or by being involved as a room parent and assisting with special classroom events.

We 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: Science Fair, Family Math Night, Pizza and Games Night, Scholastic Book Fair, Gallery Night, Ponderosa Track Meet and our Harvest Festival.

Student Enrollment by Grade Level (School Year 2007-08)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	88
Grade 1	89
Grade 2	79
Grade 3	94
Grade 4	94
Grade 5	72
Grade 6	54
Total Enrollment	570

Student Enrollment by Group (School Year 2007-08)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.05%	White (not Hispanic)	83.86%
American Indian or Alaska Native	0.88%	Multiple or No Response	9.12%
Asian	0.88%	Socioeconomically Disadvantaged	59%
Filipino	0.7%	English Learners	1%
Hispanic or Latino	3.33%	Students with Disabilities	10%
Pacific Islander	0.18%		

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.7	1	2		19.3	4			20.8	1	3	
1	20.5	1	3		20.3	2	1		21.3		4	
2	19.6	5			20.8	1	3		21		3	
3	20.5	2	2		19.5	4			20.5	2	2	
4	28.7		3		30.3		3		30.3		3	
5	25.3	1	3		31		2		32		2	
6	31		2		31		2		30		1	
K-3	20	1			20	1			21		1	
3-4												
4-8	29		2		25	1	1		32		1	
Other												

III. School Climate

This section provides information about the school's comprehensive safety plan.

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 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, severe weather conditions or an intruder on campus).

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	7.3	4.8	0.0	15.5	16.5	0.0
Expulsions	0.0	0.2	0.0	1.1	1.1	0.0

IV. School Facilities

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Ponderosa Elementary School was designed to maximize safety and facilitate students' learning. The buildings housing the primary classrooms (K-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 media center. The media 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.

During the summer of 2008 and 2009 eight classrooms will receive new carpeting. Two of our student bathrooms have been rejuvinated with new partitions and stall doors. Planned improvements for the current school year include completion of our computer lab in room D-1 and new roofing for our Kindergarten wing.

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

School Facility Good Repair Status (School Year 2008-09)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	75% of all systems are on automated controls. Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Minor adjustments on all hardware is ongoing by site staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Wall surfaces and classrooms are painted and repairs made on a continuing basis.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	Systems are functioning. Fire extinguishers are serviced annually and checked monthly. FLS (Fire Life Safety) strobe lights in restrooms are checked regularly.
Electrical (interior and exterior)	[X]	[ ]	[ ]	Exit and emergency lighting is checked regularly and noted monthly.
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[ ]	[ ]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[ ]	[ ]	The site has two standard septic systems, which are evaluated as required.
Playground/School Grounds	[X]	[ ]	[ ]	Grounds and equipment are checked and/or repaired daily by site staff.
Roofs	[X]	[ ]	[ ]	The roofs are in good condition; maintenance is continuous.
Overall Cleanliness	[X]	[ ]	[ ]	The site is in good order and maintained in a clean condition.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

V. Teachers

Professional Development

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

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered before the beginning of each school year and numerous after school and weekend workshops are available during the school year. The workshops offered include sessions presented by Paradise Unified School District, Butte County Office of Education and other providers. Content consists of a variety of subject matter including English Language Arts, Math, Science, Visual and Performing Arts, Physical Education, Social Science, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education. Most teachers exceed the twenty-one hour requirement for professional development.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	33	28	245
Without Full Credential	0	0	2	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	570
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 current and consistent with state adoption and curriculum framework cycles. 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	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 Write Source Series, Great Source, ©2000	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009	0%
Science	Harcourt Science Program, Harcourt, ©2000	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,856	$2,762	$5,094	$70,396
District	---	---	$5,180	$61,611
Percent Difference – School Site and District	---	---	-2%%	14%%
State	---	---	$8.117	$65,808
Percent Difference – School Site and State	---	---	-37%%	7%%

Types of Services Funded (Fiscal Year 2007-08)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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. Categorical funding supports additional aide time in the classroom and supports educational technology.

Teacher and Administrative Salaries (Fiscal Year 2006-07)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,225	$37,916
Mid-Range Teacher Salary	$48,638	$58,151
Highest Teacher Salary	$74,449	$75,396
Average Principal Salary (Elementary)	$78,542	$91,086
Average Principal Salary (Middle)	$73,228	$95,220
Average Principal Salary (High)	$77,455	$101,661
Superintendent Salary	$99,993	$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

IX. Student Performance

California Standards Tests
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	44	43	47	47	47	42	43	46
Mathematics	45	36	43	39	36	39	40	40	43
Science	39	43	49	42	46	51	35	38	46
History-Social Science				33	34	35	33	33	36

CST Results by Student Group – Most Recent Year
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	63	58	*	
Pacific Islander				
White (not Hispanic)	41	42	54	
Male	35	42	44	
Female	49	43	54	
Economically Disadvantaged	34	32	34	
English Learners	*	*	*	
Students with Disabilities	4	10	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)
The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	9.2

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	6	6	5
Similar Schools	2	2	1

API Changes by Student Group – Three-Year Comparison
This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	**2006-07**	**2007-08**	**2008**
All Students at the School	8	-18	13	762
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	7	-22	12	759
Socioeconomically Disadvantaged	17	-5	2	725
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.7