

**Ponderosa Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Ponderosa Elementary School
<b>Street</b>	6593 Pentz Road
<b>City, State, Zip</b>	Paradise, CA 95969
<b>Phone Number</b>	530-872-6470
<b>Principal</b>	Tom Taylor
<b>E-mail Address</b>	ttaylor@pusdk12.org
<b>Web Site</b>	<a href="http://www.ponderosa.pusdk12.org">www.ponderosa.pusdk12.org</a>
<b>CDS Code</b>	04-61531-6003339

<b>District Contact Information</b>	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Roger Bylund
<b>E-mail Address</b>	<a href="mailto:jrobbins@pusdk12.org">jrobbins@pusdk12.org</a>
<b>Web Site</b>	<a href="http://www.pusdk12.org">www.pusdk12.org</a>

## 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 2013-14)

Grade Level	Number of Students
Kindergarten	103
Grade 1	81
Grade 2	88
Grade 3	90
Grade 4	87
Grade 5	76
<b>Total Enrollment</b>	<b>525</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	0.6
Filipino	0.6
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.2
White	76.4
Two or More Races	8.2
Socioeconomically Disadvantaged	61.5
English Learners	1.1
Students with Disabilities	10.3

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	24	26	210
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

**Year and month in which data were collected:** September, 2014

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	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 (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.

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: August, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>No gas leaks were detected at the time of inspection.(Natural gas at this site.)</li> <li>The site has one standard septic system that is evaluated as required by the Town of Paradise.</li> </ul>
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	<ul style="list-style-type: none"> <li>Wall surfaces and classrooms are painted and repairs made on a continuing basis.</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>The site is in good repair and is maintained in a clean condition.</li> <li>Ongoing addressal of ants and spiders by custodial.</li> </ul>
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Exit and emergency lighting is checked regularly and noted monthly.</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	<ul style="list-style-type: none"> <li>Restrooms are in good order, well stocked and clean.</li> <li>Drinking fountains receive regular maintenance and are cleaned frequently.</li> <li>Ongoing repairs performed by custodial and maintenance.</li> </ul>

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	<ul style="list-style-type: none"> <li>Fire extinguishers are serviced annually and checked monthly per Paradise Fire Department code.</li> <li>None identified. Chemical cleaners are stored out of reach of children. Combustible materials kept in fire cabinets. Material Safety Data Sheets (MSDS) are on site and updated regularly.</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	<ul style="list-style-type: none"> <li>Some dry rot</li> <li>Roofing repairs are ongoing.</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	[ ]	[X]	[ ]	<ul style="list-style-type: none"> <li>Grounds and equipment are checked and recorded monthly.</li> <li>Ongoing repairs performed by custodial and maintenance department.</li> <li>Minor adjustments on all window/door/gate/fence hardware is done by site staff and parents.</li> </ul>

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	75	76	77	67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	77
Male	77
Female	78
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	62	58	49	55	54	54	56	55
Mathematics	52	62	60	40	44	44	49	50	50
History-Social Science				44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	5
Similar Schools	5	5	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	18	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	12	12	-20
Two or More Races			
Socioeconomically Disadvantaged	31	1	-3
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.7	11.0	12.3

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	4.8	4.2	5.0	8.9	9.4	8.9	5.7	5.1	4.4
<b>Expulsions</b>	0.2	0.2	0.0	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**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 2013-14)**

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

**Federal Intervention Program (School Year 2014-15)**

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	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	21.8	4	0	0	16	2	4		21	1	4	
1	29	0	3	0	18	2	3		16	2	3	
2	28.3	0	3	0	18	2	3		22	1	3	
3	26.7	0	3	0	18	2	3		18	2	3	
4	29.5	0	2	0	15	3	2		17	2	3	
5	24	1	1	1	18	2	2		15	3	2	

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 2013-14)**

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7211	3055	4790	61528
District	---	---	5100	\$58,306
Percent Difference: School Site and District	---	---	-6.1	5.5
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	2.1	-2.4

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 the our Blended Services Model. With this model students are assessed, needs are identified and student receive intervention based on their needs.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,920
Mid-Range Teacher Salary	\$50,504	\$59,803
Highest Teacher Salary	\$75,335	\$78,096
Average Principal Salary (Elementary)	\$79,472	\$95,836
Average Principal Salary (Middle)	\$89,440	\$99,849
Average Principal Salary (High)	\$90,980	\$107,599
Superintendent Salary	\$165,000	\$151,912
Percent of Budget for Teacher Salaries	37	37
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**

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 collaboration with the focus on improving their instruction in each of their classrooms.