

**Ponderosa Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2017-18 School Year**  
**Published During 2018-19**

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

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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 (School Year 2018-19)**

<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>	Ed Gregorio
<b>E-mail Address</b>	egregorio@pusdk12.org
<b>Web Site</b>	<a href="http://ponderosa.pusdk12.org/">http://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>	Michelle John
<b>E-mail Address</b>	jrobbins@pusdk12.org
<b>Web Site</b>	www.pusdk12.org

### **School Description and Mission Statement (School Year 2018-19)**

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 Common Core 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. We develop relationships with children to celebrate their strengths. We also use a Positive Behavior Intervention 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	113
<b>Grade 1</b>	95
<b>Grade 2</b>	91
<b>Grade 3</b>	101
<b>Grade 4</b>	89
<b>Grade 5</b>	79
<b>Total Enrollment</b>	568

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	0.5
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.0
White	74.8
Socioeconomically Disadvantaged	63.7
English Learners	1.4
Students with Disabilities	9.2
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	29		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

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 Common Core 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.

Subject	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, ©2002	No	0%
Mathematics	Bridges in Mathematics, ©2016	Yes	0%
Science	Harcourt, ©2000 FOSS, Delta Pub, ©2006	Yes	0%
History-Social Science	Houghton Mifflin, ©2005	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.

In November 2018, the kindergarten classrooms, music room, and nurses' office were destroyed by the Camp Fire. Additionally, the cafeteria and office suffered major damage and will have to rebuilt. The grades 1-5 classroom pods, library, and STEM Lab suffered minor to moderate smoke damage and will need to be thoroughly cleaned and repaired prior to reuse.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: April 2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	30.0	39.0	41.0	44.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	24.0	38.0	30.0	34.0	37.0	38.0

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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	254	98.45	38.98
Male	105	102	97.14	36.27
Female	153	152	99.35	40.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.06	30.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	193	98.47	40.41
Two or More Races	19	19	100.00	47.37
Socioeconomically Disadvantaged	146	143	97.95	30.07
English Learners	--	--	--	--
Students with Disabilities	20	19	95.00	10.53
Foster Youth	--	--	--	--

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	252	97.67	38.1
Male	105	100	95.24	42
Female	153	152	99.35	35.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	96.97	40.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	193	97.97	36.79
Two or More Races	19	19	100	52.63
Socioeconomically Disadvantaged	146	141	96.58	29.08
English Learners	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	21	19	90.48	10.53
Foster Youth	--	--	--	--

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.4	16.7	16.7

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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2018-19)

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, School Carnivals, Winter Festivals, 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 State priority: School Climate (Priority 6):

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.2	5.0	4.3	8.2	7.5	6.6	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.4	0.3	0.3	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

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.

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

Grade Level	2015-16			2016-17			2017-18					
	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	5		20	2	4		22	1	4	
1	23		4		25		3		23		4	
2	23		4		22		4		22		4	
3	26		3		23		4		25		4	
4	25		3		30		2		29		3	
5	23	1	3		24	1	3		26		3	
Other	8	2			3	1			8	2		

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8376	3312	5065	66675
District	N/A	N/A	5229	\$65,597
Percent Difference: School Site and District	N/A	N/A	-3.2	0.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-25.9	-4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The school provides CCCSS curriculum-based instruction in all core subjects. It also offers special education services. Title 1 resources and services are provided to identified students who may need more support. Additional support is provided for English Language Learners and for students struggling with core subjects. Students also receive additional support through our Blended Services RTI Model. With this model students are assessed, needs are identified, and students receive intervention based on their needs.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$45,681
Mid-Range Teacher Salary	\$56,064	\$70,601
Highest Teacher Salary	\$98,612	\$89,337
Average Principal Salary (Elementary)	\$95,133	\$110,053
Average Principal Salary (Middle)	\$97,379	\$115,224
Average Principal Salary (High)	\$101,903	\$124,876
Superintendent Salary	\$163,276	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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, STEAM, Daily5/Cafe 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.