



Ponderosa Elementary School

295 Ponderosa Rd • South San Francisco, CA 94080-4218 • 650.877.8825 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



South San Francisco Unified School

District

398 B. Street
South San Francisco, CA 94080
650.877.8700
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District Governing Board

Patricia A. Murray

Eddie Flores

Daina R. Lujan

John C. Baker

Mina A. Richardson

District Administration

Shawnterra Moore, Ed.D.
Superintendent

Keith B. Irish

**Assistant Superintendent, Educational
Services and Categorical Programs**

Jay Spaulding, Ed.D.

**Assistant Superintendent Human Resources
and Student Services**

Ted O

Assistant Superintendent, Business Services

Karla Groth, Ed.D.

**Director English Learner Programs,
Categorical Programs and Special Projects**

Jason Brockmeyer

**Director of Innovation, Community Outreach
and Special Projects**

Valerie Garrett, Ed.D.

**Director of Student Performance, Program
Evaluation, and Instructional Interventions**

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Director of Student Services

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**Director, Pupil Personnel Services and Special
Education**

Joseph Siam

Director of Technology

Ronald Vose

Director of Facilities and Safety

Fran Debost, MS, RDN

**Director of Nutrition Services and
Distribution**

School Description

School Description - Ponderosa Elementary School is a K-5 school with high standards for sustained and improved student achievement. Faculty and staff are Highly Qualified Professionals that have passion and drive to help all students succeed. The Certificated and Classified staff, parents and the school community will continue to maintain open communications to ensure that all master the skills outlined in the grade level standards evidenced by achievements at or above expectation on the CCSS as measured by the SBAC and district assessments. Students will learn the core standards-based curriculum in a safe and stimulating environment.

The Ponderosa Mission Statement: The Ponderosa Community encourages and cultivates social and educational growth for all learners.

Ponderosa Elementary School's Regular and Special Education educational programs include on-going school assessments, including integrated, formative and summative assessments to monitor progress in math and ELA

Parents are consistently involved in many aspects of our community including in and out of the classroom educational support, yard duty assistants, parent/grandparent volunteers and almost 100% participation during Teacher-Parent Conference week. In addition, our PTA is active throughout the school year raising supplemental monies to support our field trips, school wide assemblies, Art in Action Program and educational software programs. Carnivals, information nights, math events, and numerous other positive and thoughtful activities enhance our community.

Response to Intervention (RtI) and Student Study Team (SST) meetings are held on a tri-monthly basis. All students at Ponderosa ES are supported to ensure academic and socio-emotional success. Students needing additional academic and social support are monitored at Student Study Team (SST) Meeting(s). The principal, teachers, special education teachers, academic support teacher, speech pathologist and parent(s) work collaboratively to see how we can best meet all the academic needs of students needing additional support. When students are needing additional support interventions from Tiers 1-3 are implemented. Immediate intervention plans are developed with specific objective(s), person/people responsible to ensure progress is being made, data collection and student work samples are gathered to assess growth and development. Tier I modifications and accommodations are made. Additional Tier II interventions are added as needed. Our 180 funds are specifically targeted for CCSS Intervention and Support.

Students receive the following services and interventions in the regular education program:

- ELA Reading and Writing Small-Individual Group work with our Intervention teachers.
- Leveled reading groups, Writer's Workshop, Fountas and Pinnell, AR Reading, Read Naturally, Rime Magic, and Math and reading computer assisted work, including Smarty Ants and IXL Math.
- LCAP funded 1.0 Reading intervention teacher using Fountas and Pinnell LLI
- Diversified instruction (involving multiple modalities, flexible grouping, interactive learning opportunities, accommodations/modifications and individualized lessons).
- Student Study Team (SST) individualized plans
- English Language Development program and Bilingual Aide/Para Educator assistance (Spanish and English).
- Grade level and cross-grade team teaching for specific skills (phonics, leveled reading practice, math, etc.)

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	64
Grade 2	73
Grade 3	70
Grade 4	68
Grade 5	74
Total Enrollment	411

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	11.9
Filipino	17.8
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	1.7
White	12.4
Two or More Races	9.2
Socioeconomically Disadvantaged	31.9
English Learners	20
Students with Disabilities	18
Foster Youth	0.2
Homeless	0.2

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 for Ponderosa Elementary	17-18	18-19	19-20
With Full Credential	22	20	23
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Ponderosa Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	.5

* 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 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education-FOSS/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Art in Action The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Using the most recent 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 in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	53	50	52	50	50
Math	54	54	43	44	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.8	22.5	11.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	197	98.99	52.79
Male	99	97	97.98	45.36
Female	100	100	100.00	60.00
Black or African American	--	--	--	--
Asian	24	24	100.00	66.67
Filipino	36	36	100.00	75.00
Hispanic or Latino	91	90	98.90	41.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00	58.33
Two or More Races	17	16	94.12	56.25
Socioeconomically Disadvantaged	75	74	98.67	41.89
English Learners	47	47	100.00	46.81
Students with Disabilities	40	38	95.00	18.42
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	197	98.99	53.81
Male	99	97	97.98	57.73
Female	100	100	100.00	50.00
Black or African American	--	--	--	--
Asian	24	24	100.00	75.00
Filipino	36	36	100.00	77.78
Hispanic or Latino	91	90	98.90	45.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00	41.67
Two or More Races	17	16	94.12	50.00
Socioeconomically Disadvantaged	75	74	98.67	41.89
English Learners	47	47	100.00	48.94
Students with Disabilities	40	38	95.00	26.32
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)

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 2019-20

All families are welcome and highly encouraged to participate in their child's well being and development. At Ponderosa Elementary our parents and community give numerous hours working in and outside the classrooms. Family participation at our school is high and we are proud of the on-going commitment from all stakeholders. Financial support from our parents is significant. Our school through the efforts of our PTA Board and General Membership raise monies every year to supplement our educational program.

There are countless ways parents and community members can become involved including:

- PTA
- In/Out Classroom Assistance; including Art in Action
- Attending all Teacher-Parent Conference, performances, school and district functions; participating in all aspects of their child(ren)
- Field trips
- School Site Council SSC.
- English Language Learners Advisory Committee (ELAC) and District English language Development (DELAC)

To learn more about specific opportunities for getting involved, please

contact the school principal, Julie Erskine, at 650-877-8825 or jerskine@ssfusd.org

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.

School Safety Plan

Date school safety plan was last reviewed and updated: September 2019

Date school safety plan was last discussed with school faculty: August 2019

Brief description of the key elements included in the 2019-2020 Safety Plan:

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addressed the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan focuses on five emergencies; fire, earthquake, lock-down, shelter in place and secure campus.

The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communication with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supply kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management handbook.

Ponderosa Elementary School students are supervised before school by their teachers. During the day, teachers and noon supervisors supervise students in the cafeteria and on the playground. Visitors to the school must sign in at the office where they are provided a visitor sticker to wear. All school staff members watch to make sure visitors are wearing these stickers when on campus.

Ponderosa Elementary School was established at the current site over 50 years ago. There were additions to the campus: grades K – 5. There is a multipurpose room, a new Measure J library-media center, Exploratorium, and seven new classrooms. The Main Office is inviting and welcoming at all times. The campus includes 25 fully functional communal toilets, which are cleaned daily, or more if needed. The custodial team ensures that the facilities are well maintained and a scheduled maintenance program is administered by the district's Measure J School Bond.

The district takes great effort to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district's governing board has adopted cleaning standards for all schools in the district. A summary of those standards is available at www.ssfusd.org.

The district participates in the State School Deferred Maintenance Program, which provided state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.5	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	.6

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		21	1	2		21	1	2	
1	23		3		24		3		20	2	1	
2	22		3		22		3		22		3	
3	20	1	3		19	1	3		19	2	2	
4	31		2		34			2	32		2	
5	25	1		2	28		2		26	1		2
Other**	7	1			9	2			6	1		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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

Professional Development:

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

All teachers in the South San Francisco Unified School District have the opportunity to participate in formal, full-day professional development days scheduled as part of the district calendar.

Professional Development days focused on:

- Common Core State Standards Development, Wonders, Math Expressions, Professional Learning Communities and English Language development: Kate Kinsella Academic Vocabulary.
- Assist in the development of District adopted pacing calendars in both Math and English Language Arts.
- Positive Behavior Intervention and Support: PAX.

All teachers and principal must to attend workshops outside of school and share information and learning with fellow staff members on site and district wide.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Peer Assistance and Review; Title I, Part A – Basic Grant; Title II, Part A – Teacher Quality; Title III, Part A – English Learner (EL); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4,978.34	4,806.21	172.13	\$80,994
District	N/A	N/A	1,764.97	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-164.5	0.0
School Site/ State	-190.6	5.7

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.