

# Golden Springs Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Golden Springs Elementary School
<b>Street</b>	245 South Ballena Dr.
<b>City, State, Zip</b>	Diamond Bar, CA 91765-1758
<b>Phone Number</b>	(909) 397-4596
<b>Principal</b>	Tamatha Damato
<b>Email Address</b>	tamatha.damato@pusd.org
<b>Website</b>	www.pusd.org
<b>County-District-School (CDS) Code</b>	19649076021836

Entity	Contact Information
<b>District Name</b>	Pomona Unified School District
<b>Phone Number</b>	(909) 397-4800
<b>Superintendent</b>	Richard Martinez
<b>Email Address</b>	richard.martinez@pusd.org
<b>Website</b>	www.pomona.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

Located in Diamond Bar, California in the Pomona Unified School District, Golden Springs PreK-6 School is focused on providing an exceptional educational experience that will provide each child with the foundation on which to build a successful life.

At Golden Springs, our staff works collaboratively to provide and create a challenging instructional program than can successfully model the Pomona Unified School District's vision through the alignment of our goals to the implementation of the PUSD Six Essentials.

At Golden Springs Elementary School, our vision is for our school to be an asset to the community where our staff, parents, and students collectively make education their highest priority as we support PUSD's Core Values of Respect, Responsibility, Relationships, and Results. We envision our school as a professional learning community in which we encourage and promote a positive, motivating environment to ensure that ALL students achieve academic success.

The mission of Golden Springs Elementary School is to provide an exceptionally high quality, instructionally balanced, standards-based program. Our program takes place in an aesthetically pleasing environment and is delivered by dedicated, highly skilled, self-motivated, caring, competent professionals. We will make optimum use of district, state, and community resources to support all facets of our school's instructional program. It is our intent that the rigorous state content standards, the high expectations of our school community, and the superior quality of our instructional staff complement each other in an effort to drive student achievement upwards. It is the expectation of our school community that the teaching of values be an integral part of the Golden Springs' instructional program to ensure that all children are also provided an opportunity to gain the skills to make appropriate and wise decisions. This mission permeates every facet of our school community so that we provide an instructional model that best equips every Golden Springs student with the skills necessary to be life-long learners.

### Message from the Principal

The School Accountability Report Card (SARC) is one way to measure how a school stacks up in regard to the academic and other educational programs that it has in place. It was originally established in November 1988 by Proposition 98, an initiative passed by California voters. School boards for each public school in the state issue the SARC annually. It provides parents and other interested people a variety of information about the school, its resources, its successes, and identifies areas where improvement is needed.

The theme this year at Golden Springs continues to be "Celebrate Learning". We are committed and united as school staff, parents and the community to raise the bar, prepare our students for higher learning, and to prepare our children for college. We are very proud of our past, the present and look forward to the future. We attribute our success to the support of all members of the Golden Springs community who bring our school's vision and mission to life. Our competent, dedicated instructional staff, PTO as well as community groups and individuals that volunteer their time and provide their financial support are major factor in our success. Our parents are awesome. The parents are involved with their students, attend Family PTO events and active partners in Going Above and Beyond!

At Golden Springs, high priority is placed on improving student academic performance. We continually reevaluate our curriculum and develop new instructional strategies to strengthen our school's instructional program. We are working with the Common Core Standards and raising the level of student thinking and problem solving of all students. The staff values collaboration, planning and pacing the curriculum together at each grade level. The staff comes together regularly to brainstorm and evaluate its programs. In addition, technology has been integrated into the curriculum at all grade levels. Each classroom has a pod of four computers and the school has two computer labs.

Our curriculum focuses on the teaching of the Common Core Standards which expose each student to a wealth of information, which provides them with the opportunity to absorb a diverse range of knowledge, enabling them not only to master grade-level proficiency, but to also excel at a level appropriate to their individual ability. The philosophy at Golden Springs is to provide a balance curriculum which emphasizes core academic areas, art, music, physical education, and the teaching of values. Our talented, dedicated and creative instructional staff forms a strong collaborative team that brings out the best in each child. They consistently volunteer for professional development to enhance their teaching skills.

The overriding belief of our educators and support staff is to provide sound early education for our children. At no other time in their development are they more receptive to our influence, guidance and care. We strive to provide our children with the gift of a solid foundation - academically, socially and emotionally - to not only realize their potential but also equip them to shape and attain their personal life desires and future goals.

If you would like additional information about our school's programs or educational implementation, I welcome your call. I can be reached at 909-397-4596.

Sincerely,

Dr. Deanna Glenn, Principal

#### **Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	37
<b>Grade 1</b>	35
<b>Grade 2</b>	44
<b>Grade 3</b>	44
<b>Grade 4</b>	42
<b>Grade 5</b>	52
<b>Grade 6</b>	53
<b>Total Enrollment</b>	307

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
Asian	5.5
Filipino	1
Hispanic or Latino	77.5
White	8.5
Two or More Races	2
Socioeconomically Disadvantaged	77.2
English Learners	13
Students with Disabilities	2.9
Foster Youth	0.3
Homeless	6.5

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	16	14	1010
Without Full Credential	0	0		29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 ELA Benchmark Advance My Shared Readings & Advance Text for Close Reading 2017; 6 Reading- (English) Treasures MacMillan/McGraw Hill, 2010; 7-8 Language Arts- HRW, Holt Literature & Language Arts, 2003 Intervention: K-6 Reading- Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002 K-6 Reading- Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002	Yes	0%
<b>Mathematics</b>	K-6 - Eureka Math, Great Minds Org. c. 2015	Yes	0%
<b>Science</b>	K-6 Science- California Science Houghton Mifflin, c.2008	Yes	0%
<b>History-Social Science</b>	K-6 Social Science- Harcourt Reflections c.2007 World History: Medieval and Early Modern Times -7th c.2006 Creating America - A History of the United States-8th c.2006	Yes	0%
<b>Health</b>	Harcourt Health and Fitness c.2006	Yes	0%
<b>Visual and Performing Arts</b>	meets or exceeds state Williams requirements		0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Responsibility and results are among the Core Values of the District. These values are exemplified in our continued commitment to provide facilities that are clean and maintained to the highest standards. The District's maintenance staff strives to complete work orders in a timely manner thereby ensuring the health, life, and safety of our students, staff, and community. Our electronic work order process ensures that the necessary emergency work orders are given the highest priority and are completed swiftly.

The District has adopted high cleaning standards that are maintained by our custodial staff on a daily basis. Ongoing assessment of site cleanliness is performed by the district's custodial management team. This process includes the evaluation and consideration of new cleaning products, procedures, and equipment. This also includes the continuous training for custodial staff. Additionally, regular pest control operations are performed in strict accordance with all applicable regulations mandated for California schools.

On-going maintenance of our school facilities includes: roofing, flooring, painting, HVAC, electrical systems, and exterior painting. The District is committed to assuring that all facilities provide the necessary environment for high quality education to take place.

### 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

**Year and month of the most recent FIT report:** December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<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	
<b>Overall Rating</b>	Good	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	59	40	41	50	50
Mathematics (grades 3-8 and 11)	48	54	26	27	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	187	100.00	0.00	58.82
Male	82	82	100.00	0.00	53.66
Female	105	105	100.00	0.00	62.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	144	100.00	0.00	54.17
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	85.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	157	157	100.00	0.00	53.50
English Learners	51	51	100.00	0.00	45.10
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	44.44

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	186	99.47	0.53	54.30
Male	82	82	100.00	0.00	53.66
Female	105	104	99.05	0.95	54.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	143	99.31	0.69	50.35
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	78.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	157	156	99.36	0.64	50.00
English Learners	51	51	100.00	0.00	39.22
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	33.33

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.2	17.3	17.3

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.

## 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 spirit of volunteerism is alive and well at Golden Springs. One of the things that makes our school special is the strong contribution and involvement of our parents and community members.

The PTO is very strong and particularly active. They work through a diverse network of sub-groups to support the social and educational program. The major portion of these funds are allocated to support the leasing of the copier, Accelerated Reading Program, field trips and other supplemental educational bonuses. One of the goals for the Golden Springs PTO is to reach out families and encourage them to come to the campus for quality family events and monthly General PTO Meetings. PTO Family Events such as Fall Festival, Halloween Trunk 'o Treat , Holiday Craft Fair, Mom and Muffins, Dads and Donuts, and various family game nights. The PTO can be contacted through our site at 909-397-4596.

The School Site Council (SSC) includes parent members voted in by parents. Council members are responsible for the development of the SPSA, the monitoring of site resources, and the implementation of set programs. The council meets monthly to monitor and evaluate the School progress.

The ELAC (English Language Advisory Committee) is comprised of ELL parents that meet once a month to discuss ELD instructional progress, monitor progress, visit classrooms, and ask probing questions. The ELAC group this year works closely with the principal and makes recommendations to SSC during the year as well.

The SAC (School Advisory Council) meets once a month to discuss school issues and provide recommendations to the School Site Council.

Golden Springs Parents are also invited to attend monthly Coffee with the Principal. During these monthly meetings, parents are given opportunities to hear school updates and other information.

Golden Springs Parents are also invited to participate in workshops that are provided by PUSD.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.5	0.6	1.3	3.8	3.5	3.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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Golden Springs Elementary School is an excellent school in part because we provide an ideal learning environment for our children. In addition to our focus on academics, the routines, structure, and physical surroundings that are in place here create a total educational setting. We place the highest priority on providing a safe, secure environment and we're extremely proud of what we have accomplished.

Our safety procedures are the cumulative result of input from government resources, district guidelines, safety consultants, and the efforts of our own administration, staff, and community support groups. This consciously designed and developed infrastructure sets the stage for an exceptional learning opportunity at our school.

Our children are provided with consistent rules, regulations and policies. Safety fundamentals are presented and reviewed throughout the school year as an intrinsic component of daily classroom activities, through general and focused assemblies and through regularly scheduled practice drills.

We also make sure that each concept is clearly described and understood by our students. This way each child is confident with what our expectations are and what they would need to do in the event of an emergency or conflict. Our staff is well aware of what their roles. We're confident that in the event of an emergency situation, our adults and children will readily respond with what they've been taught. In a stressful situation, no matter what is, a practiced response reduces or eliminates panic and enables the individual to rationally follow a pre-determined course of action.

Because Golden Springs' safety protocols are incorporated into daily life and/or reviewed systematically, our children and adults are prepared to smoothly respond with appropriate decisions or learned routines to ensure the best possible outcome to any threat, be it a national emergency or a potential playground fight. Exact information about the tenets that we follow can be found in our Comprehensive School Safety Plan. Monthly fire, earthquake or lock down drills are practiced to ensure all students PreK-6th will be able to response quickly and easily. The school gates are locked ten minutes after the tardy bell around the school. Late entrance to school is through the front office.

A Safe School Plan has been adopted, and it includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment.

### Rules of Conduct

Students have the right to expect their school to be safe and comfortable campus that is conducive to learning. Rules of conduct are specifically mandated and enforced by the School Code and are listed in detail in the Comprehensive School Safety Plan.

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Our safety procedures are the cumulative result of input from government resources, district guidelines, safety consultants and the efforts of our own administration, staff and community support groups. This consciously designed and developed infrastructure sets the stage for an exceptional learning opportunity at our school.

Our children are provided with consistent rules, regulations and policies. Safety fundamentals are presented and reviewed throughout the school year as an intrinsic component of daily classroom activities, through general and focused assemblies and through regularly scheduled practice drills.

We also make sure that each concept is clearly described and understood by our students. This way each child is confident with what our expectations are and what they would need to do in the event of an emergency or conflict. Our staff and volunteers are highly trained and well aware of what their roles are as well. We're confident that in the event of an emergency situation, our adults and children will readily respond with what they've been taught. In a stressful situation, no matter what is, a practiced response reduces or eliminates panic and enables the individual to rationally follow a pre-determined course of action.

Because Golden Springs' safety protocols are incorporated into daily life and/or reviewed systematically, our children and adults are prepared to smoothly respond with appropriate decisions or learned routines to ensure the best possible outcome to any threat, be it a national emergency or a potential playground fight. Exact information about the tenets that we follow can be found in our Comprehensive School Safety Plan.

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## 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	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	20	2			23		2		24		2	
1	25		2		24	1			25		1	
2	22		2		23	2			22		2	
3	27		2		22	2			22		2	
4	30		2		26	2			21		2	
5	30		2		26	2			26		2	
6	32		2		28	2			27		2	
Other**												

\*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.

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

Title	Ratio
Academic Counselors*	307.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.5
Other	6.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5,468	839	4,764	86,305
District	N/A	N/A	4,630	\$81,287.00
Percent Difference - School Site and District	N/A	N/A	2.9	6.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-44.7	4.6

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 2018-19)

Golden Springs Elementary receives the following funds: LCFF and EL Funds. The funds are used to pay for personnel, materials, supplies, technology, parent involvement, and professional development. The PTA and donations received by the school help to fund field trips, student incentives and special events.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,287	\$48,612
Mid-Range Teacher Salary	\$77,237	\$74,676
Highest Teacher Salary	\$102,380	\$99,791
Average Principal Salary (Elementary)	\$121,462	\$125,830
Average Principal Salary (Middle)	\$122,217	\$131,167
Average Principal Salary (High)	\$135,683	\$144,822
Superintendent Salary	\$281,701	\$275,796
Percent of Budget for Teacher Salaries	36%	34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			6

Pomona Unified School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Strategic Plan, Our Promise of Excellence and is focused on academic achievement.

District teachers and support staff participate in six Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Six District-wide days of professional learning and collaboration for 2019-2020 are concentrated around our focus areas of Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR, including an emphasis on English Learners, Foster Youth, and Low-income Pupils -- as well as articulation with grade level and department colleagues to enhance instruction and assessment. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. In addition to the district-wide professional development days, sites use their weekly late start Friday sessions, 2 additional hours per month, and 4 additional hours per year (once per semester), to analyze student achievement data in a collegial forum. They then design effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

District and site professional development also includes trainings around 21st Century Teaching and Learning which include the California State Standards and the P21 Framework. Training outcomes are to build the capacity of site and teacher leaders to lead the transition and implementation of the California State Standards. Sessions include themes such as the need for a paradigm shift in teaching and learning, the essential components of the P21 Framework, California State Standards, English Learner standards and framework, equity and culturally responsive instruction, social and emotional learning, and integrating the use of technology to enhance/support instruction and learning. Performance Matters, our professional learning management system is supporting us in paving the way for various formats and structures that allow for increased voice, choice, and time around options for professional learning experiences. Ranging from traditional face-to-face sessions, to the creation of hybrid sessions (face-to-face and online digital modules), to pure online digital modules and online courses. We are continuing our implementation of KYTE Learning, an online digital platform that will support just in time technology professional learning and acquisition of technology-based badges. In addition our District is also continuing the partnership with the Center for Quality Teaching (CTQ) to pilot professional learning through the venue of online, just-in-time, micro-credentials. A cadre of teacher leaders are in the process of completing the Universal Design for Learning online course to pursue certified trainer status through the CAST Academy in preparation to lead and facilitate system-wide professional learning that meets the needs of all students.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist, Teachers on Assignment, and Literacy Coaches model, co-teach, coach, conduct peer observations, facilitate trainings, and conduct sessions focused on lesson design and delivery of District focus areas, and other site and District instructional initiatives. Teacher Specialists and site-based teacher mentors, and teaching teacher specialists serve as the District's teacher support program mentors for Pomona's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. PUSD administrators also engage in monthly professional learning with embedded Professional Learning Community opportunities to grow and learn collaboratively with peers. Administrators in need of clearing their credential have the opportunity to do so by participating in PUSD's Administrative Clear (Tier II) Credential Program (PACCP). Participating principals work with a coach and engage in reflective thinking, coaching, and attend monthly training sessions.

Various departments within Educational Services also provide and receive workshops on relevant topics in response to District and site-identified needs. These include responsive instruction, budget, technology, personnel, and pupil resources issues, as well as problem-solving and facilitative skills. The Curriculum Instruction and Accountability team include administrators, managers, and other administrative staff and serves as a forum to connect stakeholders to the District's focus areas Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR with an emphasis on English Learners, Foster Youth, and Low-income Pupils and 21st Century Teaching and Learning.

Pomona Unified School District continues its commitment to providing quality professional learning opportunities in technology. With the establishment of District technology standards and the use of online digital tools, PUSD has provided a critical base for technology training classes. These session topics include Internet use, IO Assessment, Web 2.0 tools and creating and using multimedia as a vehicle to enhance teaching and learning. To meet these goals, Educational Technology (Ed Tech) Teacher Specialists serve as technology/instructional trainers who work in classrooms to provide coaching and support for teachers who use technology-based intervention programs. Teacher Technology Leads (TTLs) serve as a site level technology support and accelerate the implementation of the Technology Master Plan.

Teachers participate in developing curriculum documents in our curriculum management system, GoogleDrive, Google Classroom, EdCaliber/Lessoneer, based on needs identified by the District's Curriculum Committees. These committees, composed of teacher and administrative representatives, meet in grade level groups, (PreK-8 and 6-Adult) to examine new State publications and reform efforts, discuss curriculum issues and identify needs for new or revised District curriculum documents. Examples of projects include the creation of grade specific standards-based electronic report cards, standards-based curriculum guides, course descriptions aligned to the California State Standards.

Our overall professional development vision is to design and implement a highly coherent, innovative, district-wide professional learning system that is responsive to the differentiated needs of adult learners using a professional development model that honors the adult learners' voice, choice, time, and professionalism, builds individual and collective efficacy, promotes deep organizational learning and sustainable optimal results that ultimately leads to high student achievement and college and career readiness for all students. The goal of the Educational Services' Division is to provide professional learning that supports schools in the implementation of effective instructional programs and strategies to ensure "Excellence for every student, in every classroom, every day!"