

# **Pond Union Elementary School District'**

## **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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Pond Union Elementary School District'
<b>Street</b>	29585 Pond Rd.
<b>City, State, Zip</b>	Wasco, CA 93280
<b>Phone Number</b>	(661) 792-2545
<b>Principal</b>	Alex Lopez
<b>Email Address</b>	alopez@pond.k12.ca.us
<b>Website</b>	www.pond.k12.ca.us
<b>County-District-School (CDS) Code</b>	15637196009963

Entity	Contact Information
<b>District Name</b>	Pond Union Elementary School District
<b>Phone Number</b>	(661) 792-2545
<b>Superintendent</b>	Alex Lopez
<b>Email Address</b>	alopez@pond.k12.ca.us
<b>Website</b>	www.pond.k12.ca.us

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

### Superintendent's Message

The annual report card to our parents and community, known as the School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. the report is to be issued annually by the local school board for each elementary and secondary school in the state. It provides for the parents, the community , and the public a variety of information about the local school, its resources, its successes and the areas in which improvement is needed.

### Mission Statement

Pond Union School District will provide each student the opportunity to develop intellectually, emotionally, physically, and socially in a safe and orderly environment.

### Vision Statement

The Pond Union School District will provide a quality education, providing the basis for students to become life-long learners as well as moral, ethical and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

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

Grade Level	Number of Students
<b>Kindergarten</b>	26
<b>Grade 1</b>	28
<b>Grade 2</b>	16
<b>Grade 3</b>	17
<b>Grade 4</b>	22
<b>Grade 5</b>	20
<b>Grade 6</b>	24
<b>Grade 7</b>	22
<b>Grade 8</b>	24
<b>Total Enrollment</b>	199

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

Student Group	Percent of Total Enrollment
Asian	1.5
Filipino	0.5
Hispanic or Latino	92.5
White	4
Two or More Races	1
Socioeconomically Disadvantaged	94.5
English Learners	35.2
Students with Disabilities	12.1
Homeless	

## 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	11	12	11	11
Without Full Credential	0	0	0	0
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: 8/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill K-6, 2016, McGraw-Hill 7-8, 2016	Yes	0
Mathematics	McGrawHill K-5, 2014, McGraw Hill 6-8, 2014	Yes	0
Science	Scot Foresman K-6, 2007, Hold, Rinehard, Winston 7-8, 2007	No	0
History-Social Science	Pearson Scot Foresman K-6, 2006, Pearson Prentice Hall 7-8, 2006	Yes	0

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

### Campus Maintenance

Pond Elementary School follows a structured maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. Two full-time day custodians are responsible for routine maintenance, daily custodial duties, and special events preparation. The superintendent/principal communicates daily with the custodians to discuss safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules. The custodians follow specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The school custodian is qualified and equipped to handle minor repairs and maintenance projects. School staff communicate unscheduled maintenance requests and special projects to the custodian through a work order system. Larger projects requiring third party contractors are coordinated by the superintendent/principal. All staff work together to resolve urgent situations immediately.

Before students arrive on campus, the maintenance department inspects the campus for any unsafe conditions that need to be addressed before instruction begins. On a daily basis, the day custodians clean the restrooms, cafeteria, and school grounds. Restrooms are checked throughout the day as a proactive measure in keeping facilities safe, sanitary, and stocked. The custodians are responsible for comprehensive cleaning of classroom, office areas, and restrooms. The custodians are capable of fulfilling basic custodial needs for students and staff. Pond Elementary School's custodians receive training regularly from supply vendors on proper use of chemicals, equipment, pest control, and cleaning practices. Custodians attend regularly scheduled meetings and workshops sponsored by the Kern County Superintendent of Schools.

### Deferred Maintenance

Pond Union Elementary School District Deferred maintenance projects are budgeted yearly. These typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Since 2016 Prop 39 funds have utilized to replace all inside and outside lighting fixtures with brighter energy efficient fixtures, replace all HVAC units with updated energy efficient units, thermostats have been replaced as well. A solar array system is being reviewed for purchase and installation in 2019..

### 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:** October 2018

System Inspected	Rating	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	
<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>	<b>Exemplary</b>	

## 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)	48	40	48	40	50	50
Mathematics (grades 3-8 and 11)	32	29	32	29	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	126	124	98.41	1.59	40.32
Male	62	61	98.39	1.61	36.07
Female	64	63	98.44	1.56	44.44
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	117	116	99.15	0.85	37.93
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	117	115	98.29	1.71	40.00
<b>English Learners</b>	60	58	96.67	3.33	24.14
<b>Students with Disabilities</b>	21	21	100.00	0.00	14.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>					

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
<b>All Students</b>	126	126	100.00	0.00	29.37
<b>Male</b>	62	62	100.00	0.00	24.19
<b>Female</b>	64	64	100.00	0.00	34.38
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	117	117	100.00	0.00	28.21
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	117	117	100.00	0.00	29.06
<b>English Learners</b>	60	60	100.00	0.00	25.00
<b>Students with Disabilities</b>	21	21	100.00	0.00	23.81
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
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.

## 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	10.0	25	5.0
7	26.3	15	21.1

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)

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#### Parent Involvement

Parents are encouraged to get involved in their child's learning environment by attending school events, serving on a school committee, and helping out on campus. Teachers welcome assistance in the classroom and chaperones for field trips. Parents are invited to attend the Latino Family Literacy Project or Parent Institute for Quality Education (PIQE) which meets 6-10 times per year to teach parents strategies they can use to assist and support their children to be successful at Pond School. Parents who wish to take an active role in the education process are invited to join the School Safety Committee, School Site Council, English Language Advisory Council (ELAC), and the Pond Parent Teacher Association (PTA). The Site Council is responsible for monitoring the school budget and preparation/approval of the school site safety plan and School Plan for Student Achievement and School Wellness Plan. As a result of parent support and concerted efforts, students benefit from extra field trips. The Annual Fall Carnival is held in October. More than 50 local businesses and community service organizations donate a significant amount of discounts on merchandise and services. This fund raiser provides supports for team sports, student activities and parent education opportunities.

Many school events throughout the year provide opportunities for parents to support their child's academic experience as well as interact with school staff. Pond Elementary School's activities include:

- Back to School Night
- Latino Family Literacy Project
- Open House
- PIQE (Parent Institute for Quality Education)
- Pond PTA Events
- Math Family Night

Parents who would like to become an active member in the school community may contact the superintendent/principal at (661) 792-2545 or via e-mail at [alopez@pond.k12.ca.us](mailto:alopez@pond.k12.ca.us).

#### School Communications

All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, policy changes/updates, curriculum news, and committee meeting dates using a variety of formats:

- Flyers & Letters
- Phone Tree Automated Message System
- Monthly newsletters
- Monthly calendars
- School website
- Parent Newsletter (Tips for Parents)

## 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>	1.3	1.4	0.0	1.3	1.4	0.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

The Comprehensive School Site Safety Plan for Pond Elementary School fulfills Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Pond Elementary School's most current safety plan was reviewed by the Pond School staff and Pond School Site Council, and was updated in March 2018, and shared with school staff in March 2018. The Safety Plan is update by March of each year.

## 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+
<b>K</b>	20	1			30		1		26		1	
<b>1</b>	20	1			16	1			28		1	
<b>2</b>	21		1		18	1			16	1		
<b>3</b>	24		1		21		1		17	1		
<b>4</b>	23		1		20	1			22		1	
<b>5</b>	24		1		23		1		20	1		
<b>6</b>	22		1		21		1		24		1	
<b>Other**</b>												

\*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
<b>Academic Counselors*</b>	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

\*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.

### 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	12,927.03	974.62	11,952.41	54,947.73
District	N/A	N/A	11,952.41	54,947.73
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	50.6	-41.5

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)

Services to support students include;

Title I funding provides supplemental services such as SES-Supplemental Educational Services, supplemental equipment and materials and funds a Reading Intervention Teacher to support students At Risk in the area of reading and writing.

Title II funding supports the retention of Highly Qualified staff.

LCFF funding supports a variety of services including additional instructional aides, our school wide AVID program, part-time counselor, support activities such as after school tutoring, summer school, sports activities, Robotics Club, Parenting classes for adults, English as second language classes for adults, supplemental field trips including 6th grade science camp.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	22%	31%
Percent of Budget for Administrative Salaries	4%	7%

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		2	2

Professional Development has focused on improving services to our English learner population provided through the Kern County Superintendent of Schools, and continuing professional development for all staff in the area of AVID-Advancement Via Individual Determination at both the Secondary and Elementary levels provided on campus and off campus by AVID staff and site staff.. New teachers are supported through the BTSA program facilitated through the Kern County Superintendents Office of Schools. KCSOS also provides workshops and in-services in the areas of reading, instructional technology.