



# Pond Elementary School

## 2007-08 School Accountability Report Card

### Board of Education

Donald Ludy, President  
Carmen Lara, Clerk  
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### District Administration

Mr. Robert Parsons  
Superintendent/Principal  
[roparso@zeus.kern.org](mailto:roparso@zeus.kern.org)

Mr. Alex Spolsdoff  
Vice Principal

Serving  
Kindergarten through  
Eighth Grades

Pond...Where Everything Grows!

## 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 local school boards 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 school, its resources, its successes, and the areas in which improvement is needed.

Education serves as the foundation for a democratic society. An important goal of our school is to help children develop the qualities of self-discipline, responsibility, and respect for others. Our school believes that students have the right to learn and teachers have the right to teach. For this to be accomplished, an effective learning atmosphere must be created. This happens when parents, students, and school staff work together cooperatively.

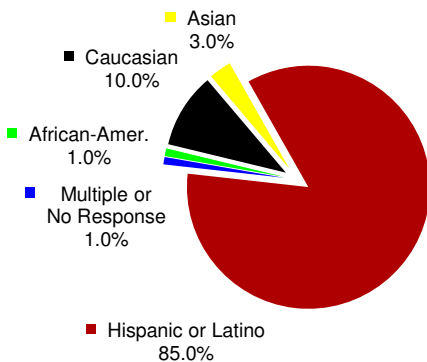
As you read this report Card for Pond Elementary School, I believe you will find that what emerges is a picture of a school that is doing well in most of the areas addressed in this report card.

## District & School Profile

Pond Union Elementary School District is located in the town of Wasco, a little more than 4 miles west of Interstate 99. Located in Kern County, the district sits in the gateway of the San Joaquin Valley, the Sierra Nevadas, and the Mojave Desert.

The district is comprised of a single school, Pond Elementary, which follows a traditional school year calendar and offers a rigorous, standards-based curriculum. During the 2007-08 school year, Pond Elementary enrolled 206 students in grades kindergarten through eighth grade, including 5% qualifying for special education services, 15.5% identified as English learners, and 89.9% enrolled in the Free & Reduced-Price meal program.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 206



## Mission Statement

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

## Vision Statement

The staff 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.

## 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 who want to be a part of the decision-making process are invited to join the School Site Council and Parent Teacher Club (PTC). The Site Council is responsible for monitoring the school budget and preparation/approval of the school site safety plan and Single Plan for Student Achievement. The PTC is comprised of parents and community members who volunteer their services as needed, providing assistance in the classrooms, sponsoring fundraisers, and organizing special activities. As a result of their concerted efforts, students benefit from new playground equipment, field trips, and assemblies. More than 100 local businesses and community service organizations donate a significant amount of discounts on merchandise and services purchased by the district.

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
- Open House
- Fundraisers

Parents who would like to become an active member in the school community may contact the principal at (661) 792-2645 or via e-mail at [roparso@zeus.kern.org](mailto:roparso@zeus.kern.org).

## 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
- Monthly newsletters
- Monthly calendars
- School website

## Student Achievement

To obtain accurate and valid measures of educational progress, Pond Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37.0% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Pond	PUESD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency

level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Pond Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### Physical Fitness

In the spring of each year, Pond Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas.

Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Upon completion of the 2007-08 fitness exam, less than ten fifth and seventh grade students were tested; therefore results are not disclosed to maintain students' privacy. Comparative state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Pond			PUESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	26	31	40	26	31	40	42	43	46
Math	38	43	49	38	43	49	40	40	43
Science	27	13	29	27	13	29	35	38	46
History	20	4	11	20	4	11	33	33	36

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08							
	Pond						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*	*		39		47
Math	*	*	*		47		47
Science	*		*		28		*
History	*				12		*

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08						
	Pond					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	36	45	25	40	*	
Math	48	49	40	48	*	
Science	22	38	*	28	*	
History	*	*				

Academic Performance Index (API) Three-Year Performance Comparison				
		API Rank		
		2005	2006	2007
Statewide Rank		1	3	4
Similar Schools Rank		1	4	6
Results	2008 API Score	Increase/Decrease in API		
		05-06	06-07	07-08
Schoolwide - All Students	760	82	20	35
Ethnic Subgroups				
Hispanic or Latino	755	82	39	23
Other Subgroups				
Economically Disadvantaged	761	84	33	25

### Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first



of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Pond Elementary School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Pond Elementary School received Title I Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

#### Title I Program Improvement (PI) Status

	Pond	PUESD
PI Status	Not In PI	Not In PI
First Year of PI	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

## School Facilities & Safety

### School Facilities

Pond Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision.

Existing school facilities were built circa 1940, since that time, renovation and modernization projects have been completed to accommodate enrollment increases and address structural and cooling systems. Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff. Students have access to two large play areas and two basketball courts.

2007-08 Campus Improvement Projects:

- Installation of new restroom facilities
- Installation of three new portable classrooms

Campus Description	
Year Built	circa 1940
	<b>Qty.</b>
# of Permanent Classrooms	7
# of Portable Classrooms	6
# of Restrooms (student use)	2 sets
Computer Lab	1
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1

The campus is equipped with a "Dusk 'til Dawn" lighting system and a recently upgraded 24-hour video surveillance system. All school entry gates are kept locked during school hours.

### Campus Supervision

As students arrive on campus each morning, the principal and assigned teachers monitor student activity on the playground, in student drop-off areas, and in the cafeteria. During recesses and lunch, yard duty supervisors share supervision of students in the cafeteria and on the playground. When students are dismissed for the day, teachers escort their students to designated exit, bus loading, and pick-up areas to ensure a safe and orderly departure.

Pond Elementary School welcomes parents and visitors on campus. During school hours, visitors are required to check in at the front office, wear a visitor's badge during their stay, and return to the school office upon departure.

### School Site Safety Plan

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 school site safety plan was reviewed, updated, and shared with school staff in September 2008.

### School Inspections

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. Pond Elementary School's most recent inspection took place on September 12, 2008; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

### 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 and one part-time evening custodian are responsible for routine maintenance, daily custodial duties, and special events preparation.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection: September 12, 2008	✓			
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Kindergarten Playground: playground equipment is old and showing signs of rust and some structural fatigue.
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
	Exemplary	Good	Fair	Poor

Overall Summary

*The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

The 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 principal. All staff work together to resolve urgent situations immediately.

Before students arrive on campus, the custodians inspect 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 evening custodian is responsible for comprehensive cleaning of classrooms, 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 Office of Education.

### Deferred Maintenance

Pond Union Elementary School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Pond Elementary School allocated \$8,832 of deferred maintenance funds for the following campus upkeep projects:

- Resurfacing the parking lot and bus area
- Trimming trees
- Upgrades to HVAC system (heating/ventilation/air conditioning)
- Installation of new carpet in some classrooms

## Classroom Environment

### Discipline & Climate for Learning

Pond Elementary School's classroom management and discipline philosophies are based upon district policies and Lee Canter's Assertive Discipline model. All school staff support an environment that encourages well-behaved students who are focused on learning

and making good choices. Assertive discipline practices are embedded into the campus culture and daily lessons, providing students with opportunities to develop self-discipline and learn how to be responsible and respectful citizens.

Teachers have adopted age-appropriate classroom management and incentive plans. Discipline policies and behavior expectations are clearly communicated to students. School and classroom rules are posted in each classroom. During the first day of the school year, teachers review school rules, playground safety, bus safety, behavior expectations, and consequences for poor conduct. Students are reminded as needed by their teachers of their academic and behavioral responsibilities.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Suspensions & Expulsions			
	Pond		
	05-06	06-07	07-08
Suspensions (#)	27	18	13
Suspensions (%)	12.00%	8.41%	6.31%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

### Student Recognition

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, and following school rules. Recognition of student achievement takes place on Monthly Award Days, at awards assemblies, and in classroom presentations. Students have the opportunity to earn Student of the Month, Perfect Attendance, and Accelerated Reader awards. Students earning Honor Roll are rewarded with a picnic and field trip to the local bowling center. Good behavior is rewarded immediately with the Moment of Excellence gold card; students receiving one or more of these cards are eligible for special prizes.

### Enrichment Activities

Pond Elementary School offers a variety of enrichment and extracurricular activities to provide opportunities for students to explore their interests and talents with their classmates in a fun and safe environment. These activities include:

- 4-H
- Color Days
- Dance
- City-sponsored athletics
- Cheer leading
- History Day

- Oral Language Festival
- Spirit Week
- Eighth Grade Field Trip

### Class Size

Small class sizes allow Pond Elementary School's teaching staff to focus more attention on the individual needs of each student. During the 2007-08 school year, the average class size was 21.6 students per classroom.

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27		1	
1	19	1		
2	19	1		
3	21		1	
4	27		1	
5	23		1	
6	23		1	
Combo K-3	12	1		
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	8	3		
1	17	2		
2	20	1		
3	13	2		
4	16	1		
5	25		1	
6	18	1		
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31		1	
1	18	1		
2	19	1		
3	22		1	
4	31		1	
5	17	1		
6	23		1	
Combo K-3	19	1		

Pond Elementary School participates in the state's Class Size Reduction Program (CSR) which provides funding to maintain 20 students or less in K-3 classrooms. During the 2007-08 school year, 100% of all K-3 classes exceeded program requirements.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	0%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Instructional Time

During the 2007-08 school year, Pond Elementary School offered 180 days of instruction comprised of 41 early release days, and 139 regular days. Early release days provide time for staff development activities and lesson planning time.

All instructional minutes offered during the 2007-08 school year exceeded state requirements specified in the California Education Code. The table in this report is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	48,840	36,000
1-3	52,155	50,400
4-8	54,730	54,000

## Curriculum & Instruction

### Staff Development

All training and curriculum development at Pond Elementary School revolves around the California Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Curriculum and staff development decisions are made through a collaborative effort among school administration and teaching staff. When identifying staff development needs, the principal and teachers review a considerable range of data to discover what students need to be successful and how teaching staff can provide necessary support. Evaluation tools include:

- Student assessment results
- Report card grades
- End-of-unit exams
- Progress reports
- Teacher survey results
- Teacher input
- Parent input

### Total Number of Staff Development Days Offered Annually

2005-06	2006-07	2007-08
3	3	3

During the 2007-08 school year, all teaching staff participated in three full days of site-based training supplemented with weekly collaboration. Staff training concentrations during the year included:

- Accelerated Reader
- Alcohol & Tobacco Awareness
- Contagious Diseases/First Aid/Blood borne Pathogens
- Data Analysis (Edusoft)

New and veteran teachers are provided support through the Kern County Office of Education's Beginning Teacher Support and Assistance program. Classified staff receive job-related training from vendors and county office of education representatives. All staff are encouraged to seek additional training through professional organizations, workshops, and continuing education efforts.

### School Leadership

Administration, staff, and parents join efforts to provide effective leadership for Pond Elementary School. Superintendent and Principal Robert Parsons is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a collaborative team to full the many responsibilities associated with a successful K-8 program. Assistant Principal Alex Spolsdoff takes a lead role in managing student discipline, supervising teaching staff, and new teacher training (BTSA). Teachers are encouraged to participate in the decision-making process by taking active roles in school advisory groups, committees, and grade level teams.

The School Site Council (SSC) meets monthly and is comprised of school staff and parents. The SSC works together in developing the school plan (Single Plan for Student Achievement), discussing curricular programs, overseeing the school budget, and ensuring instructional components are consistent with students' needs and comply with schoolwide goals.

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Pond Union Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials.

On September 9, 2008, the Pond Union Elementary School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted board resolution #0809-1

which certifies, as required by Education Code §60119, that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete homework assignments, and 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

### Library Resources

The school's library is stocked with more than 5,000 titles for all reading levels. The library features supplemental resources to support the class curriculum; students have access to encyclopedias, educational videos, and CDs. Students visit the library once a week with their class; students may visit the library independently during lunch and after school.

### Technology Resources

Pond Elementary School is committed to providing state-of-the-art technology to all students and using technology as a resource to extend and enhance student learning. During the 2007-08 school year, Pond Elementary School had 87 computers; each classroom was equipped with four Internet-accessible computer workstations. The school's computer lab features 25 work stations and used for whole-class instruction. Teachers determine the appropriate method to integrate technology into the language arts and ELD curricula.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a standards-aligned core program using research-based instructional materials and strategies. The goal of every staff member is to ensure that

### District Adopted Textbooks

Year Adopted	Publisher	Series	Grades
<b>Math</b>			
2008	Saxon	CA Saxon Math	K-6
2008	Prentice Hall	Pre Algebra	7-8
<b>English-Language Arts</b>			
2002	SRA/McGraw Hill	SRA/Open Court Reading	K-6
2002	McDougal Littell	McDougal Littell Reading & Language Arts Prc	7-8
<b>English Language Development</b>			
	Hampton Brown	High Point	4-8
<b>Science</b>			
2006-07	Scott Foresman	California Science	K-5
2006-07	Holt, Rinehart, Winston	Holt California Science: Earth, Life, and Physic	6-8
<b>Social Science</b>			
1991	Houghton Mifflin	Houghton Mifflin History-Social Science	K-8

all students are provided the support they need in order to experience academic success. Through teacher training, monitoring of student achievement, and differentiation of instruction, all teaching staff deliver instruction to meet the individual learning and emotional needs of every student.

### English Learners

For students whose primary language is not English and who have limited English proficiency, Pond Elementary School offers a full English immersion program. Teaching staff work with English learners to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Five bilingual instructional aides provide instructional support under the direction of the classroom teachers. Students receive differentiated instruction and provided English Language Development (ELD) instruction daily. Pond Elementary School uses the *Bridges* and *English in a Flash* curricula for ELD instruction and intervention activities. As students increase fluency in the English language, individual performance is monitored closely and instructional assistance modified to ensure continued success.

### Special Education

Students with special education needs are provided instruction in the least restrictive environment, based upon each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education classroom or provided individualized support from instructional aides. One resource specialist teacher provides individual and small group instruction in the general education classroom and in the resource room. An IEP team for each student meets annually to 1) establish goals and objectives, 2) define instruction needed to assist students in a successful academic career, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary.

Pond Union Elementary School District is part of the multi-district Kern County Special Education Local Plan Area (SELPA), which serves all school districts in Kern County. The SELPA allows participating school districts to pool resources and expertise in the field of special education, thereby enabling Pond Elementary School to meet the physical, emotional, and academic needs of its special education students.

### At-Risk Interventions

Intervention and remediation programs are provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among all staff. Teachers and grade level teams use district benchmark results, end of unit exam results, and state assessments to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Teachers adapt classroom instruction

to meet students' individual learning styles when further assistance is needed for students scoring below proficiency standards in reading and math.

Teachers and parents may refer students for intervention and support assistance based on individual circumstances and feedback from grade level collaboration meetings.

The Student Study Team is comprised of school administrators, teachers, and parents who work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that best fits their academic needs and learning levels. Intervention strategies include:

- Henrietta Weill Child Guidance Office for counseling services
- Homework assistance provided after school. All students are invited to attend; however, students performing at the Basic, Below Basic, and Far Below Basic levels are referred by their teachers to take advantage of tutoring support. Homework support for reading, language arts, and math is available two days a week for 30 to 45 minutes; instruction is provided by certificated teachers.
- Summer School for students performing at the Basic, Below Basic, and Far Below Basic levels on state assessments are recommended to attend.

## Professional Staff

### Counseling & Support Services Staff

All school staff make every effort to meet the academic, emotional, and physical needs of Pond Elementary School's students. Special attention is given to students experiencing achievement problems, having difficulty coping with personal or family issues, or having trouble making good decisions. The principal coordinates counseling, health services, and other professional support services through the Kern County Office of Education and Kern County SELPA.

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	0	
Psychologist	*	
Speech/Language Specialist	1	0.5

*FTE = Full-Time Equivalent*

*\*Services provided by Kern County Office of Education on an as-needed basis. At the beginning of the 2008-09 school year, Pond Elementary employed a part-time psychologist.*

## Teacher Assignment

Pond Elementary School takes great pride in its caring and dedicated teachers. For the 2007-08 school year, 10 fully credentialed teachers were on staff.

#### Teacher Credentials & Assignments

	Pond			
	05-06	06-07	07-08	08-09
Total Teachers	11	12	12	
Teachers with Full Credential	11	11	10	
Teachers without Full Credential	0	1	2	
Teachers in Alternative Routes to Certification	0	0	1	
Pre-Internship	0	0	0	
Teachers with Emergency Permits	0	1	1	
Teachers with Waivers	0	0	0	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments - Total	0	0	0	0
Other Misassignments of Certificated Staff	0	0	2*	0
Teacher Misassignments for English Learners	0	0	0	0
Teacher Vacancies	2	2	1	1

*\*Interns for kindergarten and eighth grade classes.*

#### Teacher Education Levels 2007-08

	%
Doctorate	0.0
Master's Degree plus 30 or more semester hours	8.3
Master's Degree	25.0
Bachelor's Degree plus 30 or more semester hours	50.0
Bachelor's Degree	16.7
Less than a Bachelor's Degree	0.0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

#### Percentage of Core Classes:

	2007-08	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Pond	100.0%	0.0%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	100.0%	0.0%

## Teacher Evaluations

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations are conducted annually by the principal/superintendent and are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary/probationary teachers are evaluated annually; tenured/permanent teachers are evaluated every other year. Evaluations are performed by the principal/superintendent who is qualified to perform teacher evaluations.

## Substitute Teachers

Pond Elementary School sometimes experiences difficulty finding a substitute to fill a teacher vacancy. Teachers applying for a substitute position must apply with the Kern County Office of Education and possess a bachelor's degree and have passed the CBEST exam. The school has access to six local qualified substitutes from the county's pool of qualified substitutes.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For single school districts, disclosure requirements for teacher salaries is not required. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state on its website at <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>.

Salary Comparison 2006-2007		
	PUESD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,272	\$37,322
Mid-Range Teacher Salary	\$53,248	\$53,824
Highest Teacher Salary	\$63,024	\$67,700
Percentage of General Fund Expenditures For:		
Teacher Salaries	29.7%	37.6%
Administrative Salaries	5.0%	6.4%

## Expenditures Per Student

For the 2006-07 school year, Pond School District spent an average of \$8,372 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07			
Dollars Spent per Student			
Expenditures Per Pupil	Pond	State Average for Districts of Same Size & Type	
		Difference - School Site and State	%
Total Restricted & Unrestricted	\$9,784	N/A	N/A
Restricted (Supplemental)	\$3,966	N/A	N/A
Unrestricted (Basic)	\$5,817	\$5,300	109.8%
Average Teacher Salary	\$46,249	\$54,322	85.1%

In addition to general fund state funding, Pond School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$3,391 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California Peer Assistance & Review Program
- Discretionary Block Grant
- Economic Impact Aide
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Instruction Materials, Library Materials, and Education Technology
- Professional Development Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Teacher Recruitment/Incentives
- Title I, II, V
- Transportation

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pond School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Pond Elementary School's SARC and access the Internet at any of the county's public libraries. The closest public library to Pond Elementary School is the Wasco Branch Public Library located at 1102 7th Street, Wasco, CA 93280.

Wasco Branch Library  
(661) 758-2114  
Hours: Monday-Thursday: 11am-7pm  
Friday, Saturday, Sunday: Closed  
Number of Computers Available: 6  
Printers Available: Yes

The statistical information disclosed in this report is obtained from the California Department of Education and the Pond Union Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials sections were acquired in November 2008.