

Lorbeer Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Lorbeer Middle School
Street	501 Diamond Bar Blvd.
City, State, Zip	Diamond Bar, CA 91765-2002
Phone Number	(909) 397-4527
Principal	Angelique Butler
E-mail Address	angelique.butler@pusd.org
Web Site	www.pusd.org
CDS Code	19649076066781

District Contact Information	
District Name	Pomona Unified School District
Phone Number	(909) 397-4800
Superintendent	Richard Martinez
E-mail Address	richard.martinez@pusd.org
Web Site	www.pomona.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, issued annually by school boards for each public school in the state, provides a variety of information about the school, its resources, its successes, and areas in which improvement is needed. Our staff is outstanding in leadership, instructional abilities, and concern for the best interests of our students. The information in this report details the results of our commitment to excellence and provides the foundation for continued efforts for an even brighter future for our school. Please feel free to call my office at (909) 397-4527, if you would like to discuss any aspects of our school. I welcome your comments on this report.

Angelique Butler, Principal

The school program at Lorbeer reflects the goals and objectives of parents, staff, and community. Our responsibility is to provide an education that challenges our students academically, provide social emotional support and appropriate interventions. It is our belief that by enhancing the educational growth of students, they will develop a commitment to personal excellence, and will achieve our rigorous learning standards that are necessary for the 21st Century.

Lorbeer’s teachers continually focus on providing an education that is academically excellent, culturally responsive, highly rigorous and accessible to ALL students.

Our overarching school - wide goals are as follows:

To continue to provide students with a rigorous academic program that integrates technology with common core curriculum so that it challenges them to reach their highest potential as measured by state mandated tests, district’s adopted assessments, and common school-wide assessments.

To continue to implement well-designed, research and standards-based, data-driven instructional practices (example: Direct Instruction, Use of Thinking Maps, Differentiation, etc.) that set the stage for continuous school improvement and sustained student achievement as measured by various teacher observation and support tools, such as curriculum maps, lesson plans, process objectives, etc.

To continue to provide a clean, physically and emotionally safe, mutually respectful and supportive environment so that students’ educational setting is conducive to optimum learning and highly sensitive to the unique developmental challenges of the whole child as evidenced by a reduced amount of disciplinary referrals, suspensions and recommendation for expulsion. Increased student involvement in school activities, and positive input regarding school climate will also indicate growth in this area.

To continue to provide ongoing professional development and training for teachers, paraprofessionals, parents/volunteers in order to optimize the coordination of curriculum and programs, address strategic focus areas and maximize adult and student learning as measured by assessment data.

To continue to promote a positive and effective public community relations and parent involvement programs as outlined in No Child Left Behind in order to maintain and increase student enrollment from families within and outside the district boundaries as measured by the school enrollment data.

Mission Statement and Goals

Lorbeer’s Mission is to develop a safe, respectful, and responsible learning community where all students will be supported in becoming college and career ready within a 21st century global society.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	357
Grade 8	350
Total Enrollment	707

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.4
Asian	7.1
Filipino	4.7
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0
White	8.6
Two or More Races	2.8
Socioeconomically Disadvantaged	59.3
English Learners	10.3
Students with Disabilities	11.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	31	29	1136
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7-8 - Holt Literature and Language Arts, Holt, 2003 ELD Support: 6-8 HighPoint, Hampton Brown 2002 Intervention 4-8 SRA Reach, McGraw Hill, 2003	Yes	0%
Mathematics	7-8 - Eureka Math, Great Minds Org. c. 2015	Yes	0%
Science	7th - Focus on Life Science - CA Edition Glencoe, c.2007 8th - Focus on Physical Science - CA Edition, Glencoe c. 2007 ELD Support: California Science Spanish Edition, HM, c. 2008 7- Focus on Life Science Spanish Edition, Glenco, c.2007 8th - Focus on Physical Science CA Edition Spanish Ed., Glencoe, c. 2007	Yes	0%
History-Social Science	7th - World History - Medieval and Early Modern Times, Mcdougal Littel, c. 2006 8th - Creating America - A History of the United States, McDougal Littel, c. 2006	Yes	0%
Health	7-8 - Decisions for Health, Holt, c. 2004	Yes	0%
Visual and Performing Arts	meets or exceeds state Williams requirements	Yes	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	53	38	38	48	48
Mathematics (grades 3-8 and 11)	34	30	25	25	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	710	708	99.72	52.82
Male	351	350	99.72	47.43
Female	359	358	99.72	58.1
Black or African American	53	52	98.11	34.62
American Indian or Alaska Native	--	--	--	--
Asian	50	50	100	70
Filipino	33	33	100	69.7
Hispanic or Latino	488	487	99.8	48.87
White	61	61	100	67.21
Two or More Races	21	21	100	80.95
Socioeconomically Disadvantaged	445	444	99.78	46.4
English Learners	134	134	100	26.87
Students with Disabilities	76	75	98.68	10.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	710	707	99.58	29.84
Male	351	349	99.43	27.51
Female	359	358	99.72	32.12
Black or African American	53	52	98.11	11.54
American Indian or Alaska Native	--	--	--	--
Asian	50	50	100	60
Filipino	33	33	100	57.58
Hispanic or Latino	488	487	99.8	24.44
White	61	60	98.36	41.67
Two or More Races	21	21	100	47.62
Socioeconomically Disadvantaged	445	444	99.78	22.07
English Learners	134	134	100	9.7
Students with Disabilities	76	74	97.37	1.35
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66	70	43	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4	21.8	20.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Many individuals and groups provide support for the educational program at Lorbeer Middle School. The Parent Teacher Student Organization (PTSO) supports extra curricular activities and recognition/awards programs through fund-raising efforts. The PTSO also works in concert with the administration to promote the school within the community. Lorbeer's staff and the PTSO have created a climate of mutual respect and collaboration, including teacher representation on the PTSO Executive Board. In addition, many local businesses and individuals enrich our school program through partnerships and direct donations of goods and services.

Parents are an integral part of the organizational structure and committee work of Lorbeer Middle School. The School Site Council, which meets to coordinate school improvement efforts, monitor implementation of the Single Plan for Student Achievement, and determine budget expenditures which support Lorbeer's vision of learning for all students, is composed of parents, students, teachers and other school staff.

Parents of English Learners attend monthly English Learner Advisory Committee (ELAC), Student Advisory

Committee (SAC) and Nutrition Advisory Committee (NAC) meetings to provide input in regards to the various school programs, and Single Plan for Student Achievement.

Principal Progress Report chats are conducted throughout the year on topics such as district information, school events, transitioning to middle school and high school, understanding the state's testing program, content curriculum and assisting students who struggle to succeed as well as those who excel.

Years of research show that parent and family involvement increase student achievement and success. In order to support and promote essential parent involvement, our school provides specific opportunities for parent involvement organized around the Local Control Audit Plan (LCAP).

1) COMMUNICATING - Communication tools may include e-newsletters, report cards and other progress reports, parent teacher conferences, course/scheduling information, student handbooks, email, websites, phone calls, etc. Here's how our school helps ensure communication between home and school is regular, two-way and meaningful:

- Weekly Electronic newsletter
- Front marquee providing parent/community with information
- District newspaper ads about important events
- School Website
- District Website
- Parent bulletin board at PTSO website
- Daily bulletins available in the office and read to students daily via intercom
- Homework Hotline from Harvey Mudd College
- Parent Connect
- Parent Teacher Conferences
- Parent and Student Information Handbook
- Parent handouts/brochures about various topics dealing with the middle level students

- Mailing out school information
- Teachers/Parent Emails
- Mid-Quarter Reports
- Report Cards
- Weekly progress reports available through the counseling office
- Communication with parents/guardians through the use of the Agenda Planners
- Teachers emailing grade or assignment information to parents per request
- Appointments with the counselors and the administrators
- School wide Yearlong Calendar (Published monthly in newsletter)
- Back to School Night
- 6th Grade Administration/Counselor Visits
- 6th Grade School Day Open House and Parent Information Night
- Mailing home course recommendations for 8th grade students promoted to high school
- Before, during or after school meetings with parents, teachers, counselors and administrators
- School Report Card meetings/Report Conferences
- PTSO Meetings
- Services for students who qualify for English Language Learners (ELL) and Special Education offering support and suggestions to the parents to help with the success of their student
- Interpreters when there is a language barrier
- When parents are unable to attend a meeting, we hold a teleconference meeting
- We take the initiative to call and reach out to parents who are reluctant to come into school to discuss their child's needs
- Home visits by our Child Welfare liaison
- Packets of parenting information at the beginning of the school year and for all new students
- Home-School Compacts
- Parenting Information/Referral in school counseling office/Referral to PUSD for outside Counseling Services.
- Community support system utilizing community resources with information provided through the counseling office

3) STUDENT LEARNING - Examples include information on ways parents can help students with specific projects, grade level performance standards, interactive homework assignments, helping students set and reach educational goals, understanding their learning style, etc. Here's how our school helps connect parents to their children's learning:

- Before School, Lunchtime and After School Tutoring
- After School Clubs
- Academic Conferences with students
- Academic Awards Recognition
- Mid-quarter reports
- Weekly progress reports
- Student Portfolios and Interviews (in some classes)
- Parent involvement in the Intervention Process/Referral Process
- Accelerated Learning Opportunities (GATE) / Baccalaureate Certificate Program

4) VOLUNTEERING - Examples include a welcoming climate, opportunities for volunteerism during and outside regular schools hours, accessible parent volunteer programs and training, volunteer appreciation, meaningful activities based on volunteer interests and abilities. Here's how our school welcomes parents in the school and seeks their support and assistance:

- Accelerated Reader Program
- Red Ribbon Week
- Concerts
- Dances
- Registration
- E-Smart Science Competition
- PTSO Activities
- 7th Grade Health Screening
- Field Trip Chaperones
- End of the Year Chaperones
- Student Council /ASB Leadership Chaperones
- Parent Mentors

5) SCHOOL DECISION-MAKING AND ADVOCACY – Provide publicized processes for influencing decisions, raising issues or concerns, and resolving problems; form school parent groups; encourage participation on advisory committees; involve parents in setting school goals; and involve parents in decisions that affect their children. Here's how our school ensures parents are full partners in the decisions that affect children and families:

- Parent Teacher Student Organization (PTSO)
- English Learner Advisory Committee (ELAC)

- High School Course Recommendations mailed home - Parents are encouraged to discuss the selections during preregistration at our school (before High School registration takes place)

6) COLLABORATING WITH COMMUNITY - Utilize community resources; develop partnerships; foster student participation in community service; involve community members in school volunteer programs. Our school makes community resources available to strengthen school programs, family practices, and student learning by:

- School Business Partnerships
- California Junior Scholarship Federation
- AYSO/DB Athletics
- Leadership Education Opportunity (LEO)
- DB Youth Basketball League
- Student Council
- Inland Valley News/Diamond Bar Patch Local Newspaper Partnerships to showcase school successes

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	4.1	2.7	4.4	3.2	3.8	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of the Pomona Unified School District. All schools in the district are in compliance with all laws, rules and regulations pertaining to hazardous materials. Staff attended a training in 2015-2016 and a disaster preparedness plan is in place for earthquakes and emergency evacuations. All buildings within the district are in compliance with state earthquake standards.

A Safe School Plan for Lorbeer has been adopted and is reviewed and updated annually by our School Safety Committee to ensure its appropriateness and effective implementation. The School Safety Plan was last reviewed on January 20, 2013 and is revised as needed as state and federal guidelines change. The plan includes policies on disaster preparedness, student discipline, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment. All staff participates in annual training on disaster/emergency procedures, sexual harassment and health concerns, along with review of the Safe School Plan.

Lorbeer Middle School's discipline plan and code of conduct, developed by teachers, parents and students, is distributed to each parent at the beginning of every school year and is published in the Student Agenda Planner. The code of conduct is consistent with the California Education Code and contains rules and regulations regarding student discipline. Clear expectations for student behavior are established at the beginning of the year by in-class reviews and testing on the Code of Conduct. The parent handbook, daily bulletin announcements, newsletter articles, and class visits by administration all provide guidelines and reminders throughout the year to students and parents that promote safety and adherence to our behavior policies. Students who violate school rules may be subject to detention, suspension, community service, alternative placement, or expulsion. Counseling services to students include conflict resolution facilitated by staff and peer mediation conducted by trained student peer counselors. Student Assistance Program (SAP), under Safe Schools and Healthy Students (SSHS), operates on site to provide additional support to meet the psychosocial emotional needs of students that impact academic achievement.

A team of three full-time campus security assistants work with administration and staff before, during and after school to ensure students safety on campus. The hallways and other areas of the campus are monitored by staff throughout the day. Collaborative relationships have been established with the Walnut Valley Sheriff's Department and local businesses to assist in monitoring students' and vehicular safety while going to and from school. A crossing guard provides safety support before and after school each day.

During the 1994-95 school year, a committee of parents, staff and students researched and adopted a standardized dress policy, the first in the district, which was implemented in school year 1995-96. The policy continues to receive the overwhelming support of the school community.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	31
Percent of Schools Currently in Program Improvement	N/A	96.9

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	13	15	8	24	11	9	12	23	11	17	5
Mathematics	27	7	15	6	23	2	2		21	3	1	
Science	28	9	9	9	27	9	8	10	32		9	13
Social Science	28	7	10	10	28	7	12	7	31	1	14	8

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	730
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5278	339	4939	78415
District	N/A	N/A	5034	\$79,778
Percent Difference: School Site and District	N/A	N/A	-1.9	-1.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-24.9	-1.0

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

Types of Services Funded (Fiscal Year 2016-17)

Lorbeer Middle receives the following funds: LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development. The PTSO and donations received by the school help to fund field trips, student incentives and special events.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,287	\$47,808
Mid-Range Teacher Salary	\$77,237	\$73,555
Highest Teacher Salary	\$93,690	\$95,850
Average Principal Salary (Elementary)	\$119,216	\$120,448
Average Principal Salary (Middle)	\$119,387	\$125,592
Average Principal Salary (High)	\$136,266	\$138,175
Superintendent Salary	\$279,056	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 2017-2018 are concentrated around our focus areas (A.I.R.2) – Academic: Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Social-Emotional: Attendance, Intervention, and Relationships 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 Single 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 increase 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. New this year is 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 partnering with the Center for Quality Teaching (CTQ) to pilot another option for professional learning through the venue of online, just in time, micro-credentials.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist and Teachers on Assignment 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 new Administrative Tier II Credential Program. Participating principals work with a mentor, 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 (A.I.R.2)-- Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Attendance, Intervention, and Relationships 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 Haiku (online learning management system), PUSD has provided a critical base for technology training classes. These session topics include Internet use, OARS (Online Assessment Reporting System), 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, 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!"