

La Verne Science and Technology Charter School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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 2018-19)

School Contact Information	
School Name	La Verne Science and Technology Charter
Street	250 West La Verne Ave.
City, State, Zip	Pomona, CA 91767-2375
Phone Number	(909) 397-4684
Principal	Mrs. Dolores Lobaina
E-mail Address	dolores.lobaina@pusd.org
Web Site	www.pusd.org/lvstc
CDS Code	19649076021984

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 2018-19)

Message from the Principal

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 for parents and other interested people a variety of information about the school, its resources, its successes and areas in which improvement is needed. As you read the report card for La Verne Science and Technology Charter School, I hope you will be pleased with its success and bright future. The school's LCAP goals are: 1) All students will access safe and equitable learning environments and differentiated support systems that promote college and career readiness; 2) All students will demonstrate achievement of rigorous academic standards through high quality instruction and learning opportunities in core academic areas. Our school site initiatives are Conscious Discipline, Project Lead the Way (PLTW), Writer's Workshop, and Math using Cognitively Guided Instruction (CGI) strategies. The school's instructional focus will continue to be AIR2: A=academic vocabulary/Attendance, I=Informational text/Intervention, and R-rigor/Relationships while integrating the 4C's, critical thinking, communication, collaboration and creativity. Our School Plan goals (SPSA) included goals to address proficiency in Reading, Writing, Math, English Learners, and School Climate. The Conscious Discipline program we implement teaches seven powers and skills for staff and students to be safe, respectful and responsible while demonstrating self-regulation skills, cooperative social behavior and a sense of responsibility toward their school, home, and community. The staff is dedicated, caring and committed to providing programs that maximize the students' intellectual, social, physical and emotional potential. We believe in and have confidence in our students and their potential for learning and growing personally and academically. We are excited to be part of this endeavor and are confident that we will create a school that is innovative, engaging, and provides excellence in every classroom, every day, for every student. I hope you will find this report informative and beneficial. If you would like additional information on any of these areas, please feel free to call the school's office at 397-4684. I welcome your comments on this report.

Dolores Lobaina, Principal

School Description -- Profile

La Verne Science and Technology Charter School is located in the northern section of Pomona, one of forty- two schools in the district. Approximately 280 students attend our school. Our student population is 77%

Hispanic, 15% African-American, 5% Caucasian, 2% Two or more races, and 1% Asian. In addition to ethnic diversity, 32% of our students are English Language Learners. These students speak three different languages, with Spanish representing the largest language group.

La Verne Charter's staff includes 12 classroom teachers, two special education teachers, one Education Specialist, 1 Resource Teacher, .5 Computer Tech, .3 Speech & Language teacher, .2 psychologist, 8 classified staff, 5 campus supervisors, 3 college tutors, Office Manager, Office Clerk, Cafeteria Manager, Site Custodian, and the Principal.

La Verne Science and Technology Charter School serves a diverse and growing population. It is our position that the school programs reflect goals and objectives of parents, staff, and community. The La Verne Charter staff firmly believes that all children can learn when provided with a safe, caring, and engaging learning environment that includes the necessary tools and resources to support student academic achievement. Our goal is to educate our students within an innovative instructional program that enhances learning and prepares students to master 21st century skills and college and career readiness. The instructional program maximizes student potential through exploration of inquiry/project-based learning approach with an emphasis on science and technology. Classrooms have Chrome Book and iPad carts making our program a 1:1 program where technology is used as a tool to enhance learning and provide students with voice and choice. Each year we create more 21st century classrooms with flexible seating and blended learning.

La Verne Science and Technology Charter School provides a safe and clean environment for learning. We have one full time day custodian and a District provided night crew that helps maintain the facility clean and in good working order. While the facilities are over 50 years old, the custodian and staff work very hard to maintain the campus and classrooms clean and functioning properly. This school has 21 classrooms, a library, one computer lab, a state of the art science lab, a resource room, multipurpose room and an administration building.

Vision Statement

La Verne Science and Technology Charter School is a safe and caring place where students are inspired to learn and empowered to achieve.

Mission Statement

La Verne Science and Technology Charter School is committed to a culture of high expectations where students will be part of a collaborative and creative learning environment in which they are engaged in rigorous and innovative experiences that will prepare them to be respectful and responsible citizens of the 21st century digital world.

School staff, parents, and community members support the development of students to their fullest potential. The Pomona Unified School District is rich with resources and established partnerships from surrounding colleges, universities, and businesses. Through these partnerships we are able to provide ongoing professional development and attract additional partners, external funding and other resources.

The University of La Verne has partnered with La Verne Science and Technology Charter School to support students, parents, and staff. Through the University of La Verne’s Literacy Center eligible students can receive extended support. Also, through this partnership, college tutors are available at various times throughout the year to provide intervention and support to our students. Through our collaborative efforts with ULV, we are a Professional Development School (PDS) where university students and student teachers work under the supervision of highly experienced teachers. Additionally, we have been part of the University of Cal Poly Pomona’s RESPeCT grant which is a 7.8 million dollar grant providing on professional development for teachers with an in-depth focus on science and project based learning. Furthermore, our partnership with Western University provides students in our afterschool program with interactive science lessons, free dental check-ups and vision exams. We are very proud of these partnerships and appreciative of the opportunities provided to our staff, students, and the community.

Finally, La Verne Science and Technology Charter School encourages and welcomes parent volunteers and community members who are willing to share their special talents with our school family by volunteering in classrooms, attending field trips, participating in special activities and attending all school events.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	32
Grade 1	51
Grade 2	54
Grade 3	42
Grade 4	47
Grade 5	28
Grade 6	34
Total Enrollment	288

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.0
Asian	0.7
Filipino	0.7
Hispanic or Latino	76.0
Native Hawaiian or Pacific Islander	0.0
White	7.3
Socioeconomically Disadvantaged	87.5
English Learners	25.3
Students with Disabilities	12.8
Foster Youth	1.4

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	16	18	1060
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

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	K-6 Reading- (English) Treasures MacMillan/McGraw Hill, 2010 7-8 Language Arts- HRW, Holt Literature & Language Arts, 2003 Intervention: K-6 Reading-Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002 K-6 Reading- Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002	Yes	0%
Mathematics	K-6 - Eureka Math, Great Minds Org. c. 2015	Yes	0%
Science	K-6 Science- California Science Houghton Mifflin, c.2008	Yes	0%
History-Social Science	K-6 Social Science- Harcourt Reflections c.2007 World History: Medieval and Early Modern Times - 7th c.2006 Creating America - A History of the United States-8th c.2006	Yes	0%
Health	Harcourt Health and Fitness c.2006	Yes	0%
Visual and Performing Arts	meets or exceeds state Williams requirements		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	35.0	38.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	31.0	25.0	26.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	149	149	100.00	35.14
Male	90	90	100.00	29.21
Female	59	59	100.00	44.07
Black or African American	28	28	100.00	21.43
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	105	100.00	38.46
White	11	11	100.00	18.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	131	100.00	33.08
English Learners	49	49	100.00	30.61
Students with Disabilities	24	24	100.00	8.33
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	149	99.33	30.87
Male	91	90	98.9	30
Female	59	59	100	32.2
Black or African American	28	28	100	7.14
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	105	99.06	35.24
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	131	99.24	25.95
English Learners	49	49	100	36.73
Students with Disabilities	25	24	96	20.83
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	7.1	

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents play an important role at La Verne Science and Technology Charter School. They are encouraged and invited to participate in a variety of ways such as joining the Parent Teacher Association (PTA), completing volunteer forms so that they can volunteer in classrooms, attend field trips, and come to all school events and activities. Furthermore, parents have the opportunity to participate in a leadership capacity by being part of the School Site Council which is comprised of parents who are elected, staff, and members of the community. They meet on a monthly basis to coordinate school improvement programs and monitor the development of the SPSA. Parents also play an important role in the Site Advisory Committee (SAC) and the English Learner Advisory Committee (ELAC) which meet monthly throughout the year to discuss the needs of students and make recommendations to the School Site Council. Each committee elects a parent representative to serve as a member to the District committees. Their responsibility is to report on information gathered from meetings at the district level. All of these parent/community groups work to improve the quality of education for our students. In addition, to parent meetings, La Verne Science and Technology Charter School always welcomes parents to be involved and support our school family by attending school events such as School Family dinner/breakfasts, parent/teacher conferences, Halloween, Winter Program, Awards Assemblies, 100 Days of School, Family Science Night, Variety Show, and parent workshops. Parents are provided a school calendar, monthly newsletters, marquee announcements, school wide phone reminders, REMIND (text messages), and reminders to keep them informed and up-to-date on school activities.

If you have any questions regarding parent involvement opportunities, please contact the school's office at (909) 397-4684.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.2	5.0	2.5	3.2	3.8	3.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of the students and staff is a priority 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 on October 10, 2017 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 discipline policy may be found at each school that seeks to insure a safe and orderly environment for students and staff. A Safe School Plan has been adopted, and it includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, student and staff sexual harassment, and emergency evacuations. All buildings within the district are in compliance with state earthquake standards. A discipline policy may be found at each school that seeks to insure a safe and orderly environment for students and staff. At La Verne Science & Technology Charter School, it is the collaborative efforts of the principal, the School Site Council and the Disaster/Emergency Preparedness Committee that reviews and updates the Safety Plan. This year's plan was revised in October 2017, presented to staff at a staff meeting on October 10 and approved by the School Site Council. We participate in the annual "Shake Out" disaster drill which was held annually in October. The school also conducts monthly fire drills, semi-annual lock-down drills, and a disaster drill in the spring to ensure that La Verne Charter students are safe under any situation.

Cleanliness: A day custodian is assigned to the school and a night crew cleans and secures the campus every evening.

School Discipline Practices: The school's priority is to care for children and ensure they are safe. La Verne Charter Staff has been trained in the implementation of the Conscious Discipline program which teaches students self-regulation skills, problem solving strategies, and how to create a safe, school climate from the moment they enter the school, classroom, playground, etc. The staff creates a positive atmosphere by demonstrating safe, respectful and responsible behavior. Students are celebrated, encouraged, have jobs, and a "Safe Place" in each classroom for calming, reflection and regrouping. Students are recognized in various ways such as award assemblies which emphasizes academic achievement, academic effort, outstanding citizenship, perfect attendance, AR reading, and more. School-wide programs focus on creating a safe and positive school climate. When necessary, La Verne Science and Technology Charter School will use the District's progressive discipline matrix which is shared with parent committees and School Site Council. A Parent Student Handbook is distributed to all new parents while a digital version is available on the school's website for easy access by parents. It is updated each school year as necessary. The school has a code of conduct that focuses on being safe, respectful and responsible and adheres to the California Education Code which contains rules and regulations regarding student discipline. As necessary, students are provided with opportunities for breaks, counseling, and reflection to improve behavior. On rare occasions, students who repeatedly violate the rules and regulations as stated in the Education Code may be subject to suspension or expulsion, however, all resources to support students socially, emotionally, and behaviorally are implemented as necessary.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	2		24		2		16	2		
1	19	2			25		2		25		2	
2	24		2		19	2			27		2	
3	27		1		22		2		21	1	1	
4	31		1		27		1		22		2	
5	28		1		19	1	1		26		1	
6	19	1	1		31		1		20	1	1	
Other					5	1			5	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	298
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.625	N/A
Psychologist	0.33	N/A
Social Worker	0.1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	1	N/A
Other	4	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				76316
District	N/A	N/A	4844	\$81,423
Percent Difference: School Site and District	N/A	N/A		-4.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A		-3.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

La Verne Science & Technology receives the following funds: Title 1 and LCFF Funds. The funds are used to pay for personnel, instructional materials, technology and upgrades, supplies, equipment, parent involvement, project based learning, The Learning Connection, before/after school intervention, innovative programs, and professional development. The donations from our PTA and donations received by local businesses and parents help the school to fund field trips, technology, library books, assemblies, and other activities aligned to our school plan and goals.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,287	\$47,903
Mid-Range Teacher Salary	\$77,237	\$74,481
Highest Teacher Salary	\$102,380	\$98,269
Average Principal Salary (Elementary)	\$120,190	\$123,495
Average Principal Salary (Middle)	\$120,639	\$129,482
Average Principal Salary (High)	\$136,598	\$142,414
Superintendent Salary	\$281,701	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2018-2019 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 School Plan for Student Achievement (SPSA).

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

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 Administrative Clear (Tier II) Credential Program (PACCP). Participating principals work with a coach and engage in reflective thinking, coaching, and attend monthly training sessions.

Various departments within Educational Services also provide and receive workshops on relevant topics in response to District and site-identified needs. These include responsive instruction, budget, technology, personnel, and pupil resources issues, as well as problem-solving and facilitative skills. The Curriculum Instruction and Accountability team include administrators, managers, and other administrative staff and serves as a forum to connect stakeholders to the District's focus areas (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, IO Assessment, Web 2.0 tools and creating and using multimedia as a vehicle to enhance teaching and learning. To meet these goals, Educational Technology (Ed Tech) Teacher Specialists serve as technology/instructional trainers who work in classrooms to provide coaching and support for teachers who use technology-based intervention programs. Teacher Technology Leads (TTLs) serve as a site level technology support and accelerate the implementation of the Technology Master Plan.

Teachers participate in developing curriculum documents in our curriculum management system, 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!"