

Village Academy High School at Indian Hill

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	Village Academy High School at Indian Hill
Street	1444 East Holt Ave.
City, State, Zip	Pomona, CA 91767-5865
Phone Number	(909) 397-4900, Ext: 30000
Principal	Joseph A. Biagioni
E-mail Address	joseph.biagioni@pusd.org
Web Site	www.pusd.org/villageacademy
CDS Code	19649071996495

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.pusd.org

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

Proposition 98, an initiative passed by California voters in November 1988, established the School Accountability Report Card. The Report Card is issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Village Academy High School is an alternative to the large comprehensive high school. Our faculty is skilled and personally committed to meeting individual student needs. Our student body is diverse and enthusiastic. You may request additional information regarding the Report Card by calling the school office.

Joseph A. Biagioni, Principal

School-Community Profile

The city of Pomona, known nationally as the home of the Los Angeles County Fair, lies at the eastern boundary of the County of Los Angeles. Village Academy High School is located in the mid-eastern section of the city. Founded in 2001, Village Academy High School is an alternative to the large comprehensive high schools in the Pomona Unified School District. Admission to Village Academy High is open to all students who attend the Pomona Unified School District.

Pomona is a culturally diverse urban community. The general population has been identified as lower to middle socioeconomic level. It has been reported that over fifty percent of the families in the Pomona Valley live at or below the federal poverty level.

In addition to ethnic diversity, the student body at Village Academy High School has students whose English language proficiency is limited. During this academic year we received the Title 1 Academic Achievement Award school-wide for the third consecutive year. Students speak several different languages, with Spanish representing the largest language group.

These combined factors have a profound impact on Village Academy High School's ability to develop and implement diverse educational opportunities for our students and to create a family of learners who are technically, intellectually and socially responsible members of the community.

Although our first priority has been to establish a safe and nurturing school environment, Village Academy does much more than provide a safe and clean environment for learning. The facilities are new and the campus and classrooms are kept clean and in order.

Mission Statement

It is the mission of Village Academy, in partnership with our stakeholders, to prepare a community of learners who demonstrate high academic achievement to be college and career ready. We provide opportunities for every student to gain the knowledge and skills needed to function as moral, ethical, and socially responsible members of the community at large. Through the use of evaluative data and appropriate technology, we seek continuous improvement.

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

Grade Level	Number of Students
Grade 9	85
Grade 10	71
Grade 11	82
Grade 12	94
Total Enrollment	332

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	3.3
Filipino	1.2
Hispanic or Latino	91
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0.9
Socioeconomically Disadvantaged	92.5
English Learners	22.6
Students with Disabilities	9.9
Foster Youth	0.3

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	15	14	15	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	9-12 - Holt Literature and Language Arts, Holt, 2003; Elements of Arguments: A Textbook and Reader, 2003; Best American Essays (AP), 2004; The Prose Reader, 5th Ed (AP), 2005; 50 Essays: A Portable Anthology (AP), 2007; Current Issues and Enduring Questions (AP), Bedford, 2007; The Bedford Handbook (AP), 2006; Perrine's Literature Structure, Sound, and Sense (AP), Heinle, c. 2005; Intervention: Measuring Up: California Content Standards - ELA Intervention - SRA Reach Intervention - Scholastic Read180 Rbook, RFlex Book; Expository Reading and Writing, Version 2.1 Into the Wild, 1984 (ERWC) English Language and Composition: Analysis, Argument, and Synthesis, 75 Readings: An Anthology, Advanced Composition Skills: 20 Lessons for AP Success,	Yes	0%
Mathematics	9th -12th - Mathematics I III; Math Vision Project - District Approved OER Materials 2015; Pre-Calculus with Limits, A Graphic Approach, Holt McDougal, 2001; Calculus 7th Ed Houghton Mifflin, 2002; Statistics Through Applications, W. H. Freeman & Company, 2005; The Practice of Statistics, 3rd Ed, W. H. Freeman & Company, 2003;	Yes	0%
Science	Glenco Focus on Life Science c. 2007 7th Glenco Focus on Physical Science c. 2007 Biology, 8th Ed {AP}Pearson, 2008; Biology, Prentice Hall, 2009; Environmental Science: Earth as a Living Planet (AP); Wiley, 2007; Physics for Scientists and Engineers (AP Physics C), Thompson, 2008; Human Anatomy & Physiology, 7th Ed Pearson Addison Wesley, 2007; Essentials of Human Anatomy & Physiology, 8th Ed., Pearson, ELD - Biologia - 2007 Spanish Student Edition, Prentice Hall, 2004; World of Chemistry, McDougal Littell, 2007; Chemistry: A Molecular	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Approach (Honors), Pearson, 2008; Chemistry: The Central Science (AP), 10th Ed, Pearson, 2009; Earth Science - CA Edition, Prentice Hall, 2006; Environmental Science: Earth as a Living Planet (AP), Wiley, 2007; Environmental Science, HRW, 2008; Physical Science: Concepts in Action with Earth and Space Science, Pearson, 2009; Earth Science - CA Edition, Prentice Hall, 2006 Introduccion a la Fisica y la Quimica, Latin Trading Corp. 2002; Conceptual Physics, Prentice Hall, 2009; Physics, HRW, 2007 College Physics, Thompson, 2009; Physics for Scientists and Engineers, Thompson, 2009 Lifetime Health, HRW, 2004;</p>		
History-Social Science	<p>World History: Medieval and Early Modern Times - 7th Creating America - A History of the United States-8th Economics: Principles in Action, Pearson, 2007; Economics: Principles, Problems and Policies, McGraw Hill, 2008; Magruder's American Government, Prentice Hall, 2006; Government in America: People, Politics and Policy (AP), Prentice Hall, 2006; United States History: Modern America, Prentice Hall, 2008; The American Pageant, (AP), Houghton Mifflin, 2006; World History: The Modern World, Pearson, 2007; World Civilizations: The Global Experience (AP), Pearson, 2007; Gardner's Art through the Ages, Thomas, 2005; A History of Western Society, McDougal Littell, 2006; Psychology: Principles in Practice, HRW, 1998; Psychology, 8th Edition, Worth, 2004; Occupied America, Longman, 2007; Street Law: A Course in Practical Law, Glencoe, 2010; Sociology in Our Times, Thompson, 2001;</p>	Yes	0%
Foreign Language	<p>Ven Conmigo! Year 1-3, HRW, c. 2002 Lecturas Avanzadas, Amsco, 2005 Spanish Three Years, Amsco, 1998; Spanish Four Years, Amsco, 2005; Cuentos Hispanos de los Estados Unidos, Arte Publico Press, 1998; Abriendo Puertas, Tomo 1-2, 2003; Abriendo Puertas, Tomo 1-4, 2012; Abriendo Paso-Lectura (AP), Heinle, 2007; Abriendo Paso Gramatica (AP), Heinle, 2007; En un Acto, Heinle, 1990; Galeria de Arte y Vida, Glenco, 1997 Allez, Viens!Year 1-3: HRW, 2005; French Three Years, Amsco, En Bonne Forme, Wiley, Allons Au-Delá: La Langue et les Cultures de monde francophone(AP), Pearson, 2012; ELD Support-Ven Conmigo! Nuevas vistas Year 1-2, HRW, 2005; A Basic Course in American Sign Language, TJ Publishers, (1994); American Sign Language: A Student Text 1-9, Clerk Books, (1990); American Sign Language: A Student Text 10-18, Clerk Books, (1990); Sign Language Interpreting: A Basic Resource Book, Linstock,</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	(2000); Integrated Chinese: Traditional Character Edition, Level 1, Part 1, 2nd Edition, Cheng & Tesui Company, (2006); Integrated Chinese: Traditional Character Edition, Level 1, Part 2, 2nd Edition, Cheng & Tesui Company, (2007); Lecturas Avanzadas, Amsco, 2005 Spanish Three Years, Amsco, 1998; Spanish Four Years, Amsco, 2005; Cuentos Hispanos de los Estados Unidos, Arte Publico Press, 1998; Abriendo Puertas, Tomo 1-2, 2003; Abriendo Puertas, Tomo 1-4, 2012; Abriendo Paso-Lectura (AP), Heinle, 2007; Abriendo Paso Gramatica (AP), Heinle, 2007; Triangulo Aprobado (AP), Wayside, 2013; En un Acto, Heinle, 1990; Galeria de Arte y Vida, Glenco, 1997 Allez, Viens! Year 1-3: HRW, 2005; French Three Years, Amsco, En Bonne Forme, Wiley, Allons Au-Delá: La Langue et les Cultures de monde francophone(AP), Pearson, 2012; ELD Support-Ven Conmigo! Nuevas vistas Year 1-2, HRW, 2005; A Basic Course in American Sign Language, TJ Publishers, (1994); American Sign Language: A Student Text 1-9, Clerk Books, (1990); American Sign Language: A Student Text 10-18, Clerk Books, (1990); Sign Language Interpreting: A Basic Resource Book, Linstock, (2000); Integrated Chinese: Traditional Character Edition, Level 1, Part 1, 2nd Edition, Cheng & Tesui Company, (2006); Integrated Chinese: Traditional Character Edition, Level 1, Part 2, 2nd Edition, Cheng & Tesui Company, (2007);		
Health	6-8 Decisions for Health, HRW, 2004; 9th - Lifetime Health, HRW, 2004	Yes	0%
Visual and Performing Arts	meets or exceeds state Williams requirements	Yes	0%
Science Laboratory Equipment (grades 9-12)	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)	73	87	38	38	48	48
Mathematics (grades 3-8 and 11)	33	43	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	70	70	100	87.14
Male	31	31	100	93.55
Female	39	39	100	82.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100	86.89
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	87.88
English Learners	23	23	100	69.57
Students with Disabilities	--	--	--	--

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	70	70	100	42.86
Male	31	31	100	54.84
Female	39	39	100	33.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100	39.34
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	42.42
English Learners	23	23	100	13.04
Students with Disabilities	--	--	--	--

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)	30	42	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.

Career Technical Education Programs (School Year 2016-17)

SARC Career and Technical Education (CTE) 2016/2017, Pomona Unified School District, Career Academies and San Antonio ROPs, career pathway programs, are on all high school campuses and prepare students for high-skill, high-wage jobs in emerging and growing industry sectors. Students demonstrate mastery through industry certifications, post secondary articulations and job placement in designated fields. CTE teachers work with academic teachers to ensure both college academic achievement and career training which includes CTE, A-G courses. Basic and industry specific training for employment readiness is supported and reviewed by advisory committee members made up of business, labor and community stakeholders. Skills assessments are completed and reviewed as to how to enhance programs to give all students the opportunity to be college and career ready and successful. Students participate in career technical student organizations to develop outcomes that are successful and that help them meet professional skills in higher education and/or job placements.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	96
% of pupils completing a CTE program and earning a high school diploma	5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	62.34

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
9	19.8	25.9	17.3

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)

Staff, student and parent groups provide support for the educational program at Village Academy High School. Led by the Principal and the administrative and teacher leadership teams, all school site groups continue to include and reflect the interests of all stakeholders at Village Academy High School. It is commonplace for student members to serve on decision making bodies, including the School Site Council, the English Learner Advisory Committee, and the School Advisory Council. These groups each facilitate parents in their collaboration with Village Academy High's administration and staff. School Councils are comprised of parents, students and school staff and meet monthly to coordinate school consolidated programs. Parents may become involved or learn more about these opportunities by calling Joseph A. Biagioni, Principal at 397-4900 x33171. Many local businesses and individuals enrich our school program through direct donations of goods and services. Students also benefit from college tutors who share their special talents working in the classroom as well as before and after school.

Village Academy High has an Academic Plan for Student Achievement which addresses the strengths and weaknesses of the overall school program. Village Academy High has been granted a 6 year accreditation by the Western Association of Schools and Colleges (WASC). VAHS will undergo a full WASC self study and subsequent visit during the 2017-18 school year.

The overall quality of the leadership and instructional programs at Village Academy High School is excellent. The curriculum is standards-based and closely aligned with state frameworks and model curriculum guidelines for all subject areas.

The school's efforts to address the needs of special student populations, includes, but is not limited to, the placement of individuals with exceptional needs in the least restrictive environment, and the instruction and reclassification of LEP students. Village Academy High School has special education support for resource students, but no full day special education classes. There is sheltered immersion instructional program in English, mathematics, history and science.

Student Study Teams and the Student Assistance Team identify students who may need special services. GATE, Individual Academic Plans (IAPs) and Special Education Individual Education Plans (IEPs) are written as required. Plans are written also for Individuals With Exceptional Needs Students (IWENS).

Some vocational courses offer internship experiences for students, and the Regional Occupational Program (ROP) offers training as well as community classroom experiences for students.

LEP students receive testing and support services designed to promote increased student understanding of the English language and academic success.

Village Academy High School also provides honors/AP classes for students needing a more challenging curriculum. The District has an affirmative action policy designed to ensure equal access to a quality education for all students. This information is shared annually with students, parents, and staff to inform them of their right to be treated equitably regardless of gender, ethnicity or disability.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.6	3	1.3	10.9	13.3	11.9	11.5	10.7	9.7
Graduation Rate	94.64	95.96	98.72	82.98	78.04	79.55	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	82.84	87.11
Black or African American	50	84.07	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	95.56	94.42
Filipino	100	95.83	93.76
Hispanic or Latino	100	81.2	84.58
Native Hawaiian/Pacific Islander	0	66.67	86.57
White	100	92	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	100	80.97	63.9
English Learners	90.91	45.41	55.44
Students with Disabilities	100	86.81	85.45
Foster Youth	0	88.24	68.19

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	1.5	1.7	3.1	4.4	3.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.3	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Student safety is a priority for Village Academy High School. Safety issues are discussed at school site meetings to promote a safe campus. During the past year, we have experienced minimal gang-related activity. Pro-active steps are being taken with students, parents, police, and the local community to reduce the harmful effects of gang behavior. A Safe School Plan is developed, and it includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment. It is updated on an annual basis.

Safety: Safety of the 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 all mandated trainings 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. Regular emergency drills take place throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 2	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	25	7	7	2	23	6	6	2	28	2	7	3
Mathematics	24	4	4	3	19	5	4		26	2	4	1
Science	26	5	5	3	24	2	7	1	23	5	3	2
Social Science	24	3	7	2	25	6	3	3	29	1	6	3

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	325
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	.5	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	3	N/A
Other	0.4	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6715	642	6073	78415
District	N/A	N/A	5034	\$79,778
Percent Difference: School Site and District	N/A	N/A	20.6	-1.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-7.6	-1.0

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

Types of Services Funded (Fiscal Year 2016-17)

The Village Academy High School receives the following funds: Title 1 and LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development.

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/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	1	N/A
All courses	9	37.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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!"