

School of Extended Educational Options

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	School of Extended Educational Options
Street	1460 East Holt Ave., St
City, State, Zip	100 Pomona, CA 91767- 5862
Phone Number	(909) 397-4900
Principal	Mr. Tom Sweeney
E-mail Address	tom.sweeney@pusd.org
Web Site	www.pusd.org/seeo
CDS Code	19649070115170

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)

The School of Extended Educational Options (SEEO) Charter School is an alternative to comprehensive high schools, which demand daily attendance. SEEO's responsibility to the community is to provide an blended learning education that challenges our students academically, personally and socially in an IS (Independent Study) model. The school believes that by personalizing the education for students, they will develop a commitment to personal excellence. The school individualizes coursework and pacing for each student allowing for an accelerated pace or a modified pace. SEEO gives students in the district and surrounding areas access to many alternative programs that meet their academic and social needs. Through a partnership with different district education-based programs, the school provides several alternatives for students to gain graduation credits. Students attending SEEO have the option to enroll in classes at Mount San Antonio College, multiple ROP programs, and Adult School Career Education courses. The principle behind such access is to provide individual students with an array of secondary options and real-life work experience that support career/vocational goals. With the recent addition of the Innovations Academy (a K-8 home-school) we offer a variety of options to our younger students as well.

Mission Statement:

SEEO Charter School Mission & Vision Statements

This school year is dedicated to continuing our vision of Creating a School of Possibilities! Remember that our MISSION STATEMENT at School of Extended Educational Options (SEEO) is to:

- Promote Individualized Education
- Foster Independent Thinking
- Provide the opportunity to become productive citizens

Combined with a shared VISION that:

- Create a school of CARE and Encouragement that inspires authentic learning
- Develop empowered and compassionate agents of change with opportunities for civic engagement and service learning
- Create a safe place where failure is seen as an opportunity to grow
- Provide every student with internet access to course content 24/7
- Facilitate meaningful, interactive learning experiences in a blended online and flexible environment

Our SCHOOLWIDE LEARNER OUTCOMES are:

- Read, write, and speak well
- Use cutting-edge technology well
- Learn to self-teach to promote future learning
- Begin a career or college/university pathway

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	1
Grade 3	1
Grade 4	2
Grade 5	1
Grade 6	1
Grade 7	1
Grade 8	8
Grade 9	10
Grade 10	28
Grade 11	89
Grade 12	191
Total Enrollment	338

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.3
White	5.0
Socioeconomically Disadvantaged	81.4
English Learners	20.4
Students with Disabilities	3.8
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	15	17	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: June 2018

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	6th - 8th; District Approved OER Materials, Common Core Mathematics, c.2016 EdCaliber.com; 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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;	Yes	0%
History-Social Science	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; Magruders 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;	Yes	0%
Foreign Language	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,	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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);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 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);</p>		
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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles need to be replaced
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)	20.0	15.0	38.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	6.0	3.0	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	166	66	39.76	14.71
Male	63	21	33.33	14.29
Female	103	45	43.69	15.00
Black or African American	13	2	15.38	0.00
Hispanic or Latino	130	55	42.31	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	6	42.86	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	136	55	40.44	14.29
English Learners	45	20	44.44	9.09
Students with Disabilities	--	--	--	--
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	167	66	39.52	3.23
Male	64	22	34.38	0
Female	103	44	42.72	5
Black or African American	13	2	15.38	0
Hispanic or Latino	131	54	41.22	4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	55	40.15	4
English Learners	46	20	43.48	0
Students with Disabilities	--	--	--	--
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.

Career Technical Education Programs (School Year 2017-18)

SARC Career and Technical Education (CTE) 2017/2018, 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	54
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	93.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	8.3

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	**	**	**
7	**	**	**
9	**	**	**

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)

Opportunities for parental involvement at School of Extended Educational Options are:

- * Home School Teachers (K-8)
- * PIT (Parent involvement team) Crew
- * WASC
- * LCAP
- * SEEO Board Members
- * Sports Team
- * ROP class volunteer- Marketing and Small Business (Free Thrift Store)
- * Field Trip Chaperones

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	53.0	53.4	43.4	13.3	11.9	11.7	10.7	9.7	9.1
Graduation Rate	11.4	14.3	16.5	78.0	79.6	80.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	43.9	83.8	88.7
Black or African American	100.0	85.1	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	95.4	94.9
Filipino	0.0	90.9	93.5
Hispanic or Latino	40.5	82.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	75.0	90.9	92.1
Two or More Races	62.5	82.4	91.2
Socioeconomically Disadvantaged	44.9	88.0	88.6
English Learners	33.3	62.7	56.7
Students with Disabilities	46.2	76.0	67.1
Foster Youth	100.0	66.7	74.1

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	0.2	0.0	0.0	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)

Students and staff participate in regularly scheduled fire and disaster training drills. The district provides each site with an emergency preparedness plan, and essential emergency equipment and supplies. Consequently, the school has developed a specific emergency plan that is compliant with Ed Code, Section 35295. The plan was developed in cooperation with the Village Foundation, the Civic Center, Village Academy High School, Park West Alternative School and local emergency agencies. All staff attended training on October 5, 2018.

SEEO is committed to the safety and security of each student. In order to maintain an appropriate learning environment, the school safety plan includes the following items:

A. Child Abuse Reporting: Teachers and all other staff members are required by law to report any case of suspected child abuse or neglect. Reports are investigated by the department of social services to determine if any follow-up action is necessary.

B. Disaster Procedures: In order to ensure the safety of students and staff, the school in partnership with the Village Foundation, Civic Center, Village Academy High School and Park West Alternative School has created a comprehensive disaster preparedness plan. Emergency and disaster drills are held periodically and evaluated for effectiveness.

C. School Discipline: SEEO has created a school-wide progressive discipline plan in order to support and communicate the standards of behavior that will not be tolerated. Students are held accountable for their behavior in accordance to district and school-wide policies. The discipline plan is given to every student upon enrollment into the school, and is reviewed during parent/teacher conferences and/or classroom presentations. Additionally, staff members consistently enforce the norms of behavior.

D. Procedures to Notify Teachers of Dangerous Students: Students who are deemed dangerous because of violent behaviors at school or outside of school, (which have been identified and dealt with by local or county law enforcement agencies) the teacher(s) of the students are promptly notified of the student’s status. Such communication is reviewed and updated during department or staff meetings. Teachers are also able to view in Zangle with a wingding that has been added to the student's profile.

E. Sexual Harassment Policy: SEEO strictly adheres to the district’s policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student upon enrollment. Employees receive professional training at the start of every year to inform and remind teachers of the laws and regulation the district adheres to. Teachers are advised of their duty to take prompt action if they become aware of any incident of sexual harassment.

F. Safe and Orderly Environment: SEEO strongly believes that a safe and orderly environment is essential to ensure a positive learning environment for all students. Regular supervision of student is central to maintaining a safe and orderly environment. Teachers, administrators, proctors, and village-security personnel consistently supervise and interact with students to reinforce behavioral expectations and safety procedures.

School Cleanliness

S.E.E.O. provides a safe, clean and orderly environment conducive to learning. Regular supervision of students in common areas as well as individual classrooms ensures adherence to school-wide behavior expectations. The Village center offers the school a full time staff of security officers and the Pomona Police are available if needed for back up. The Village complex offers SEEO a team of security officers that are managed by a security supervisor. The District Safety supervisor works with SEEO to train staff on a variety of scenarios that are germane to the Village complex. SEEO employs one full-time custodian who works to ensure that all classrooms, restrooms, Satellites and offices are cleaned and well-maintained and free of any hazards.

All students, parents and staff are aware of the school’s safety regulations and procedures. These procedures are contained in the Student/Parent and Staff Handbooks. Safety procedures are practiced during fire drills and district-wide disaster drill. Safety and security issues are discussed in tenant meetings with The Village complex facility staff and also addressed in regular SEEO staff meetings.

S.E.E.O. is devoted to maintaining an environment of high expectations and providing resources to meet these expectations. Administrators, counselors, teachers and support staff all maintain an open-door policy allowing students and their parents’ free access to services. School-wide rules, social contracts and classroom rules are clearly communicated and consistently reinforced. An atmosphere of trust, respect and professionalism exists at SEEO, as demonstrated by the “fresh-start” policy exhibited by all staff to students who may have had academic and behavioral issues in the past.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	3.0	37			4.0	41			4.0	73		
Mathematics	3.0	26			2.0	18			3.0	59		
Science	5.0	14			5.0	11			2.0	41		
Social Science	2.0	23			3.0	38			2.0	61		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	172
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.25	N/A
Social Worker	0.1	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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				84028
District	N/A	N/A	4844	\$81,423
Percent Difference: School Site and District	N/A	N/A		5.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A		5.9

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)

SEEO Charter School receives the following funds: LCAP and LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development. LCAP funds also provide additional funds for students in three unique categories; English Learners, Foster Youth and low socio-economic income.

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!"