

Pomona Senior High School

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	Pomona Senior High School
Street	475 Bangor St.
City, State, Zip	Pomona, CA 91767-2443
Phone Number	909) 397-4498
Principal	Elizabeth Harper
E-mail Address	elizabeth.harper@pusd.org
Web Site	www.pusd.org
CDS Code	19649071937028

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)

Vision:

Students, parents, staff and community collaborate in the process of reaching, teaching and learning to provide all students opportunities for success.

Mission:

Pomona High School is an academically rigorous learning environment which promotes college and/or career goals for all students through standards driven curriculum and responsive instruction.

Pomona high school expects all students to: Attain responsibility in educational endeavors

- Meet graduation requirements
- Apply informational and literacy technologies
- Investigate post-secondary education and career options Increase academic results
- Meet A-G requirements and vocational standards
- Improve CAASPP results

Respect the school community

- Collaborative culture
- Value diversity
- Demonstrate positive citizenship

PHS continues to improve student achievement on multiple levels and in many areas. These achievement gains are due to the combined efforts of a highly qualified and dedicated staff, motivated students, and parents committed to the educational well-being of their children. Our AVID program, a researched based college preparatory program is recognized as one of the best in the nation.

Our core researched based teaching focus areas include: Academic Language

Informational Reading and Writing

Rigor

School Description

Pomona High School is a complex urban high school, with a large majority (88%) of students coming from low-income households. PHS is one of four comprehensive high schools in the Pomona Unified School District, which serves approximately 22,000 students. Our school is located in the northern section of the Pomona community, which is part of the greater Los Angeles metropolitan area. Six percent of the parents of our students are college graduates, and thirty-one percent of parents have not graduated from high school. PHS has consistently experienced systematic positive school wide academic performance growth. We have met all graduation rate criteria the past six years and have higher graduation rates than LA County and the state of California. Additionally, we offer an open access to all students into our AP/Honors program which has shown steady and consistent growth in participation. Twenty percent of all students who took an AP exam earned at least a 3 on one of the exams in 2017. We rank in the 76th percentile on the school climate index for similar schools in the state of Ca. We have continually increased attendance rates with a rate of 96.42% in 2017. In the fall of 2015, we earned a maximum term of accreditation from WASC. We were recognized by the state of California earning a Title One Achievement and Gold Ribbon awards. Additionally, in the spring of 2015 PHS was recognized by the US News and World Report earning a Silver ranking, as being one of the top public high schools in America. This ranking was based on comprehensive college readiness, AP participation and pass rates.

Signature Academic Programs and Initiatives

AVID

- National Demonstration School, recognized as one of the top AVID programs in the country (top 110 of 5,000)
- 28% of our student body are enrolled in the AVID program, which promotes four year college preparation and acceptance for first generation college students

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

Grade Level	Number of Students
Grade 9	279
Grade 10	315
Grade 11	295
Grade 12	310
Total Enrollment	1,199

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.5
Hispanic or Latino	84.0
Native Hawaiian or Pacific Islander	0.1
White	2.2
Socioeconomically Disadvantaged	87.0
English Learners	19.8
Students with Disabilities	11.7
Foster Youth	1.8

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	58	54	48	1060
Without Full Credential	1	1	1	12
Teaching Outside Subject Area of Competence (with full credential)		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	9-12 - 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 Approach (Honors), Pearson, 2008; Chemistry: The	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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;		
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; 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;	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, 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	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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 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)	46.0	41.0	38.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	10.0	8.0	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	280	268	95.71	41.42
Male	142	135	95.07	37.04
Female	138	133	96.38	45.86
Black or African American	32	30	93.75	20.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	236	227	96.19	44.05
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	250	96.15	40.40
English Learners	80	75	93.75	20.00
Students with Disabilities	26	24	92.31	4.17
Students Receiving Migrant Education Services	--	--	--	--
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	281	269	95.73	7.81
Male	143	134	93.71	5.97
Female	138	135	97.83	9.63
Black or African American	33	31	93.94	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	236	227	96.19	8.81
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	261	251	96.17	7.97
English Learners	80	75	93.75	1.33
Students with Disabilities	26	23	88.46	0
Students Receiving Migrant Education Services	--	--	--	--
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	808
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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	96.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.5

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
9	18.6	21.6	32.2

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)

Pomona High School offers multiple and variety opportunities for parent involvement. We hold a strong belief that we will continue to move forward through shared leadership and decision making. Through all parent groups, input is elicited and greatly valued. We have a parent center room 7, open daily during school hours.

Parents are invited to participate in school-wide leadership groups. Some of these groups include the School Site Council, English Learner Advisory Committee (ELAC), Title I School Advisory Council (SAC), African American Parent Advisory Council, and Coffee with the Principal. Some of these groups include students, parents, staff, and administration. These groups make critical decisions on the direction of the school, budget allocation, and influence policy decisions at Pomona High School. The school site groups continue to reflect the interests of all stakeholders at Pomona High School.

The Parent Center also creates avenues for parental involvement. We also established regular ongoing meetings with our Parent Advisory Committee, where they generate topics, and we provide guest speakers and community members. The topics have ranged from understanding and confronting bias, high school drop outs, and substance abuse with teens.

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.

We also offer quarterly parent classroom walkthroughs, quarterly Parent Days when parents can attend class with their students, monthly parent workshops and trainings.

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	12.5	8.0	10.4	13.3	11.9	11.7	10.7	9.7	9.1
Graduation Rate	85.4	88.7	85.1	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	86.2	83.8	88.7
Black or African American	83.9	85.1	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	80.0	95.4	94.9
Filipino	100.0	90.9	93.5
Hispanic or Latino	87.0	82.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	66.7	90.9	92.1
Two or More Races	0.0	82.4	91.2
Socioeconomically Disadvantaged	88.6	88.0	88.6
English Learners	83.3	62.7	56.7
Students with Disabilities	71.7	76.0	67.1
Foster Youth	57.1	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	2.2	6.1	4.9	3.2	3.8	3.5	3.7	3.7	3.5
Expulsions	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of the students and staff is a primary concern of the Pomona Unified School District and Pomona High School. Pomona High School is in compliance with all laws, rules and regulations pertaining to hazardous materials. All staff are trained annually on the school safety plan, and a disaster preparedness plan is in place for earthquakes and emergency evacuations. This plan is revised and updated on a regular basis. All buildings within the district are in compliance with state earthquake standards. A discipline policy is in place to insure a safe and orderly environment for all 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, and student and staff sexual harassment. The school site administration meets with the campus security officers regularly to update the security schedule to meet the necessary security needs of the school. Safety meetings are conducted regularly with district administration, school site administration and local police to discuss current issues and concerns surrounding the school site and the communities. Additional community support services such as Pomona Police, LA county psychological services, and the family community resource center are utilized on an as needed basis. The school safety plan was reviewed and updated initially by Pomona High School staff in September 2009 and is evaluated every school year. For the 2018-2019 School Year, the School Safety Plan was updated and reviewed with the entire staff on Friday, October 12, 2018.

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	23.0	26	15	23	25.0	19	16	22	23.0	27	21	12
Mathematics	22.0	11	7	5	23.0	7	6	6	23.0	19	25	6
Science	26.0	12	13	16	26.0	12	13	11	26.0	10	16	7
Social Science	25.0	16	5	22	25.0	14	14	16	23.0	16	19	9

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	3	410
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5834	578	5256	80005
District	N/A	N/A	4844	\$81,423
Percent Difference: School Site and District	N/A	N/A	8.2	0.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-22.3	1.0

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)

Pomona High receives the following funds: Title 1, LEP and LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development. We also offer tutoring services in Math, English and ELD by an outside provider, The National College Resources Foundation.

The curriculum is being closely aligned with state frameworks and model curriculum guidelines for all subject areas. Our teachers have engaged in professional development which is geared toward creating dynamic classroom and learning experiences for all students.

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 Limited English Proficient (LEP) students. Pomona High School offers sheltered instruction in English, mathematics, and science, as well as language instruction for English Learning (EL) students.

Some students who are identified as high-risk receive additional services ranging from instruction in a special education class to specialized counseling services.

Student Success Teams (SST) and the Student Support Team identify students who may need special services. Individual Education Plans (IEPs) are written annually 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.

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

Pomona High School also provides honors and advanced placement level classes for students needing a more challenging curriculum, as well as an AVID (Advancement Via Individual Determination) program to encourage students to attend the university.

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/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	10	N/A
All courses	27	28.2

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 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!"