

# Lexington School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Lexington School
Street	550 West Lexington Ave.
City, State, Zip	Pomona, CA 91766-5164
Phone Number	(909) 397-4616
Principal	Anna Rico
Email Address	anna.rico@pusd.org
Website	www.pusd.org
County-District-School (CDS) Code	19649076021885

Entity	Contact Information
<b>District Name</b>	Pomona Unified School District
<b>Phone Number</b>	(909) 397-4800
<b>Superintendent</b>	Richard Martinez
<b>Email Address</b>	richard.martinez@pusd.org
<b>Website</b>	www.pomona.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

I am pleased to announce that Lexington has been named a California Honor Roll School for 2017-2018 by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE). The ERP recognizes public schools that demonstrate consistently high levels of student academic achievement. An Honor Roll school distinguishes itself by having clear, specific learning objectives aligned to college and career readiness, along with evidence-based instructional practices; establishing a system-wide mission of college and career readiness for all students; investing in human capital; maintaining data and assessment systems to monitor school and student performance; and deploying resources and guidance to support schools' efforts to prepare all students for college and career. In fact, Lexington staff is committed to providing every student with an outstanding world –class educational experience and a high quality challenging and rigorous education

As a Future Ready Promise School we work to transform the traditional classroom into personalized learning environments, adapt learning experiences to meet all learners' needs through interactive, authentic learning as well as providing opportunities for exploration and creation. Lexington also partners with the Cotsen Foundation for the Art of Teaching. I am a member of the Principal's Technology Network which strives to enhance learning with technology Integration. We also have Cotsen Alumni on staff who collaborate with their colleagues during Professional Learning Communities.

California PBIS Coalition recognizes Lexington for successful PBIS implementation at the SILVER level, reflecting excellence in the measurement of fidelity. Lexington School strives to achieve a safe, positive and effective learning environment for our school community. We foster personal responsibility, social skills, and pride in academics which empower students to become lifelong learners and productive citizens. In addition to providing the best possible academic program for your child, we strive to teach and assist the students to work together as part of a caring community, to treat each other and adults with respect, dignity, and understanding.

2017-2018 was Lexington's first year as an AVID Elementary School and has met certification requirements for its K-6th program. Since Lexington also has a 7th and 8th grade section, we are also a recognized AVID Certified Middle School since 2011-2012 school years. A foundational component of AVID is a College Readiness System and supports to close the achievement gap by preparing all students for success in a global society. Lexington students are learning to reflect on their own learning and become independent thinkers through its metacognitive methodology. AVID promotes best teaching practices to develop consistency in thinking, processing, and delivering information by both students and teachers.

Lexington's instructional program focuses on Science, Technology, Engineering, and Math. We continue to excel in Math with 42% of our students meeting or exceeding the Math Standards and 28% nearly meeting them. Lexington Students competed in the PUSD Math Field every year. In the area of Science we are using Digital Curriculum for instruction of the Next Generation Science Standards. A Robotics Club is available to 5th – 8th grade students. In 2017-2018 we had 4 teams compete in the PUSD Robotics Competition and one of which took 1st place. In addition, Coding opportunities are provided to Kindergarten through 8th grade students. A STEM Focus equips students with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. Lexington takes great pride in offering a student centered, achievement driven academic program in which students can maximize their learning potential.

**Vision Statement**

Lexington Elementary School is a community of highly motivated and enthusiastic students, teachers, and families who take personal responsibility for academic excellence and social justice.

**Mission Statement**

Lexington Elementary School community will ensure that ALL students will become proficient and be college and career ready by providing a rigorous instructional program.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	96
Grade 1	65
Grade 2	70
Grade 3	64
Grade 4	67
Grade 5	71
Grade 6	71
Grade 7	58
Grade 8	51
Total Enrollment	613

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	1.6
Filipino	0.3
Hispanic or Latino	93.1
White	2
Two or More Races	0.5
Socioeconomically Disadvantaged	94.6
English Learners	26.3
Students with Disabilities	12.7
Foster Youth	1.1
Homeless	10.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	29	29	1010
Without Full Credential	0	0	3	29
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	2	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 2019-20)

Year and month in which data were collected: October 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Advance My Shared Readings & Advance Text for Close Reading 2017; 6 Reading- (English) Treasures MacMillan/McGraw Hill, 2010; 7-8 Language Arts- HRW, Holt Literature & Language Arts, 2003 Intervention: K-6 Reading- Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002 K-6 Reading- Triumphs MacMillan/McGraw Hill, 2010 4-8 Reading/Language Arts- SRA Reach (Special Education Only) 2002	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	K-8 - Eureka Math, Great Minds Org. c. 2015;	Yes	0%
<b>Science</b>	K-6 Science- California Science Houghton Mifflin, c.2008 7th - Focus on Life Science - CA Edition Glencoe, c.2007 8th - Focus on Physical Science - CA Edition, Glencoe c. 2007 ELD Support: California Science Spanish Edition, HM, c. 2008	Yes	0%
<b>History-Social Science</b>	K-6 Social Science- Harcourt Reflections c.2007 7th - World History - Medieval and Early Modern Times, McDougal Littell, c. 2006 8th - Creating America - A History of the United States, McDougal Littell, c. 2006	Yes	0%
<b>Health</b>	Harcourt Health and Fitness c.2006	Yes	0%
<b>Visual and Performing Arts</b>	meets or exceeds state Williams requirements		0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Unsecured bookshelves.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Electrical panel blocked.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Water pressure is too high.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Paper tree on wall and ceiling.
<b>Structural:</b> Structural Damage, Roofs	Good	Damage to stairway or ramp.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	42	40	41	50	50
Mathematics (grades 3-8 and 11)	42	47	26	27	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	359	100.00	0.00	41.50
Male	174	174	100.00	0.00	32.76
Female	185	185	100.00	0.00	49.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	341	341	100.00	0.00	41.06
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	356	356	100.00	0.00	41.29
English Learners	182	182	100.00	0.00	27.47
Students with Disabilities	36	36	100.00	0.00	5.56
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	53	53	100.00	0.00	45.28

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	360	360	100.00	0.00	47.22
Male	174	174	100.00	0.00	43.68
Female	186	186	100.00	0.00	50.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	342	100.00	0.00	47.66
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	357	357	100.00	0.00	46.78
English Learners	183	183	100.00	0.00	40.98
Students with Disabilities	36	36	100.00	0.00	16.67
Students Receiving Migrant Education Services	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	54	54	100.00	0.00	48.15

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.5	4.6	3.1
7	11.8	29.4	25.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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Parents, guardians, and community members are an integral part of the support system for Lexington students and they have a multitude of ways in which they can get involved to contribute to students' educational experience. The home environments that can be established to support children, the importance that is placed on education, and the expectations that are set for children's achievement are some ways in which parents demonstrate involvement in their child's education. Maintaining constant communication with their child's teacher(s), attending Parent/Teacher Conferences, participating in Back-to-School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

Lexington is fortunate to have an active PTA which supports the school's educational goals, provides assemblies, organizes school activities and funds fieldtrips as well as promotes the arts. With so much to do the PTA is always welcoming volunteers.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well.

The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. This group meets once a month. The contact person for this committee is Genae Fernandez, Resource Teacher, (909) 397-4616.

SAC (School Advisory Council) is composed of the parents of Title I students and community members whose purpose is to assist in the planning, developing, and implementing the school plan. This group meets once a month. The contact person for this committee is Genae Fernandez, Resource Teacher, (909) 397-4616.

SSC (School Site Council) is a team of the principal (or designee), teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected through out the year. This group meets once a month. The contact person for this committee is Anna Rico, Principal, (909) 397-4616.

In addition parents can take advantage of the numerous parent workshops that are provided by PUSD Parent Center on topics from parenting, academic achievement, children's social emotional needs, to school funding. PUSD also has Family support programs to assist families with health, nutrition, and other services.

It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.1	0.9	0.3	3.8	3.5	3.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The 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 a training on October 14, 2016 and a disaster preparedness plan is in place for earthquakes and emergency evacuations. All buildings within the district are in compliance with state earthquake standards. A Safe School Plan 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. Goals and action plans have been established for student discipline, student physical fitness, building maintenance, security, traffic safety and crisis response. The School Safety Plan was last reviewed, updated, and discussed with school faculty on October 20, 2016.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	17	2	3		19	4	1		20	1	4	
<b>1</b>	28		2		22	1	2		20	2	1	
<b>2</b>	25		3		26		2		21		3	
<b>3</b>	27		3		27		3		28		2	
<b>4</b>	32		2		31		2		32		2	
<b>5</b>	22	1	2		29		2		24	1	2	
<b>6</b>	16	2	2		23	1	2		26	2	7	
<b>Other**</b>	8	1			8	3			9	1		

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4,933	903	4,098	81,905
District	N/A	N/A	4,630	\$81,287.00
Percent Difference - School Site and District	N/A	N/A	-12.2	0.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-58.7	-0.6

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 2018-19)

Lexington Elementary 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. The PTA and donations received by the school help to fund field trips, student incentives and special events.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,287	\$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$77,237	\$74,676
Highest Teacher Salary	\$102,380	\$99,791
Average Principal Salary (Elementary)	\$121,462	\$125,830
Average Principal Salary (Middle)	\$122,217	\$131,167
Average Principal Salary (High)	\$135,683	\$144,822
Superintendent Salary	\$281,701	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			6

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 2019-2020 are concentrated around our focus areas of Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR, 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 and online courses. 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. A cadre of teacher leaders are in the process of completing the Universal Design for Learning online course to pursue certified trainer status through the CAST Academy in preparation to lead and facilitate system-wide professional learning that meets the needs of all students.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist, Teachers on Assignment, and Literacy Coaches 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 Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR 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 online digital tools, 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, GoogleDrive, Google Classroom, 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!"