

Vejar Elementary School School Accountability Report Card Reported for School Year 2008-09 *Published During 2009-10*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Vejar Elementary	District Name	Pomona Unified
Street	950 West Grand Ave.	Phone Number	909-397-4800
City, State, Zip	Pomona , CA 91766-3325	Web Site	www.pomona.k12.ca.us
Phone Number	909-397-4985	Superintendent	Richard Martinez
Principal	Terry Whittington	E-mail Address	Richard.Martinez@pusd.org
E-mail Address	terry.whittington@pusd.org	CDS Code	19- 64907- 6108914

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Message From the Principal

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, issued annually by school boards for each public school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and areas in which improvement is needed. As you read Vejar's report card, I hope you will be pleased with its successes and bright future. Our staff is outstanding in leadership, instructional abilities, and concern for students. Each employee at our school has the best interests of your children at heart. I hope you will find this report informative and beneficial. If you

would like additional information on any of these areas, please feel free to call my office at 397-4985. I welcome your comments on this report!

Principal, Terry Whittington

School Description Profile

Vejar Elementary School is located in the southern section of Pomona, one of forty-four schools in the district. Approximately 724 students attend Vejar. The ethnic breakdown of the student body is displayed in a pie chart. Vejar's staff includes 29 classroom teachers, 1 administrator, including the principal, 2 certificated support personnel, 17 classified staff and 10 non-classified employees.

In addition to ethnic diversity, the student body at Vejar has 392 students whose English proficiency is limited. These students speak 8 different languages, with Spanish representing the largest language group.

Vejar Elementary School serves a diverse and growing population. It is our position that the school program reflects the goals and objectives of parents, staff, and community. Our responsibility is to provide an education that challenges our students academically, personally and socially. It is our belief that by enhancing the educational growth of students they will develop a commitment to personal excellence.

Vejar provides a safe and clean environment for learning. The facilities are about 12 years old, the staff, and both teachers and classified, keep the campus and classrooms clean and in order.

Race and Ethnicity

During the 2007-2008 school year Vejar Elementary School enrolled 724 students. 90.6% of all students are Hispanic, 7.2% are Asians, 1.2% are African-American, and 1% are Caucasian.

Mission Statement and Goals

Vejar School is committed to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world. We continually:

- Provide strong comprehensive scholastic and vocational education programs.
- Maintain a campus atmosphere and organize school activities that promote responsible, honest behavior directed towards developing citizens who perceive themselves as important participants in a democratic society.
- Promote student's self-esteem, confidence, responsibility, and respect.

Promote productive citizens who are skilled communicators, problem solvers, and critical thinkers.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Many individuals and groups provide support for the educational program at Vejar School. The Parent Groups sponsors parent education, fund raising, educational and assemblies, and it promotes school spirit in the community.

The School Site Council is composed of parents and school staff and meets monthly to coordinate school program improvement. In addition our Bilingual Advisory Council is pivotal when it comes to advising about school programs and activities for students staff and parents.

Students also benefit from a significant number of parent volunteers who share their special talents working in the classroom, planning special activities, or accompanying classrooms on field trips.

Parents are an integral part of Vejar Elementary School. The School Site Council and Bilingual Advisory Council, which is comprised of parents and staff members, develops the staff development programs through the school planning process. Two parent representatives are members of the District Advisory Council. Parent education is offered in English as a Second Language and parenting skills.

Vejar Elementary School has a Comprehensive School Plan which addresses the strengths and weaknesses of the overall school program.

For information on any of these parental involvement opportunities you may contact Gloria Moreno or Gloria Diaz at 909-397-4985.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	115	Grade 8	0
Grade 1	111	Ungraded Elementary	28
Grade 2	98	Grade 9	0
Grade 3	92	Grade 10	0
Grade 4	111	Grade 11	0
Grade 5	99	Grade 12	0
Grade 6	120	Ungraded Secondary	0
Grade 7	0	Total Enrollment	774

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.42 %	White (not Hispanic)	0.52 %
American Indian or Alaska Native		Multiple or No Response	
Asian	6.33 %	Socioeconomically Disadvantaged	95.00 %
Filipino		English Learners	50.00 %
Hispanic or Latino	91.73 %	Students with Disabilities	9.00 %
Pacific Islander		n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.8		4		26.0		3		28.8		4	
1	20.0	4	1		19.2	5			18.3	6		
2	19.3	4			18.5	4			19.8	4		
3	31.0		2		31.5		2		30.7		3	
4	31.0		3		31.3		3		28.3		4	
5	32.0		1		32.0		3		33.0			3
6	30.5		4		32.0		3		30.3		4	
K-3	24.0	1	1		19.0	2			19.0	1		
3-4												
4-8	30.0		2		30.0		1					
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Safety: Safety of the students and staff is a primary concern of the Pomona Unified School District. All schools in the district are in compliance with all laws, rules and regulations pertaining to hazardous materials. A disaster preparedness plan is in place for earthquakes and emergency evacuations. All buildings within the district are in compliance with state earthquake standards. A discipline policy may be found at each school that seeks to insure a safe and orderly environment for students and staff.

At Vejar there is an Administrator headed Search and Rescue team that revise the school safety plan every year. The school conducts monthly fire drills and four disaster drills a year to ensure that Vejar students are safe under any situation.

The Vejar Community sets high expectations for student behavior. Incentives such as awards assemblies, emphasizing academic and academic accomplishments and the Student-of-the-Month program recognize positive student accomplishments. The Good Character Awards, focuses on students being courteous, kind, considerate, and respecting his/her fellow student. Guest speakers and special school-wide assemblies help provide a positive school climate.

Vejar Elementary School has a discipline plan and code of conduct, developed by administration, teachers, parents and students, and is distributed to each parent at the beginning of every school year. The school has a code of conduct that is consistent with the California Education Code and contains rules and regulations regarding student discipline. Students who violate school rules may be subject to detention, suspension or expulsion.

Cleanliness: A day custodian is assigned to the school, and two full-time custodians clean classrooms every night.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	9.8	1.7	4.8	18.4	11.4	16.4
Expulsions	0.0	0.0	0.0	0.5	0.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Cleanliness

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.lacoe.edu/orgs/1188/index.cfm?ModuleId=19> for Pomona Unified School District. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Restroom facilities must be spot cleaned and stocked at least twice daily, in addition to the full cleaning and stocking required each evening. Food service facilities must be cleaned on a daily basis, and tables/benches must be cleaned after each food service period.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at http://www.pusd.org/public_index.asp. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The district's governing board has approved deferred maintenance projects for some schools. The district's complete deferred maintenance plan is available at the district office or on the Internet at Internet at http://www.pusd.org/public_index.asp.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Stained & broken ceiling tiles; torn carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical			X		Several lamps out; broken light diffusers
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Sink not working
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	33	33	32	1284
Without Full Credential	0	0	1	68
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.5	6.5
All Schools in District	91.3	8.7
High-Poverty Schools in District	91.9	8.1
Low-Poverty Schools in District	90.6	9.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other	1.0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	See Below	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Science Laboratory Equipment (grades 9-12)		0%

The State Board of Education (SBE) adopts K-8 textbooks and instructional materials on a regular cycle. Pomona Unified School District (PUSD) follows the legal guidelines for the adoption of textbook and selects its core instructional materials from among those approved by the State Board. In addition, the Pomona Unified School District Board of Education approves standards-based materials for use in grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

The District Board of Education makes a determination that each pupil, including each English learner, in each school has sufficient textbooks or instructional materials, or both, and that they are aligned to the content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in reading/language arts, mathematics, science, and history-social science. The requirement that the materials be aligned to the content standards is new and the definition no longer refers to the completion of required homework.

The Board of Education holds a public hearing to determine that “. . . each pupil in each school in the district has sufficient textbooks or instructional materials or both . . .”, adopts a resolution to the sufficiency of said textbooks and materials, and certifies compliance with Ed Code 60119; this allows the District to access state funds to purchase instructional materials.

PUSD provides each student with a textbook and/or instructional materials in each core content area to use in class and to take home. Schools annually identify shortages, and funds are allocated from the district's Instructional Materials Funding Realignment Program budget to ensure that students have sufficient instructional materials.

At present, the following core content materials are adopted for use in the Pomona Unified School District. For a complete list of Board-approved non-core textbooks, call the Student Learning & Site Support Department.

Grade Level	Content Area	Publisher Program	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
K-5	Reading (English)	Houghton-Mifflin Reading	Yes	2003	TBD*
K-5	Reading (Spanish)	Houghton-Mifflin <i>Lectura</i>	Yes	2003	TBD*
4-8	Reading/Language Arts	SRA Reach (Special Education Only)	Yes	2002	TBD*
K-6	Math (English)	California HSP Math	Yes	2009	TBD*
K-6	Math (Spanish)	California HSP Math Spanish Edition	Yes	2009	TBD*
K-6	Social Science (English)	Harcourt <i>Reflections</i>	Yes	2007	TBD*
K-6	Social Science (Spanish)	Harcourt Reflexiones	Yes	2007	TBD*
K-6	Science (English)	Houghton Mifflin California Science	Yes	2008	TBD*
K-6	Science (Spanish)	Houghton Mifflin California Science Spanish Edition	Yes	2008	TBD*
K-6	Health	Harcourt Brace <i>Health and Fitness</i>	YES	2005	TBD*
6-8	Language Arts	Holt, Rinehart, and Winston <i>Holt Literature & Language Arts</i>	Yes	2003	TBD*
6-8	Language Arts (Spanish)	Holt, Rinehart, and Winston <i>Encuentros (SP)</i>	Yes	1997	TBD*
6-8	Reading/Language Arts	Sopris West <i>Language! 3rd Edition</i>	Yes	2002	TBD*
6-8	English Language Development	Hampton Brown <i>High Point</i>	Yes	2002 and later editions	TBD*
7-8	Mathematics	McDougal Littell <i>Concepts and Skills, Course 2</i> <i>Algebra I: Concepts & Skills</i>	Yes	2002	TBD*

Grade Level	Content Area	Publisher Program	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
7-8	Science (English)	Glencoe McGraw Hill Focus on Life Science – L.7 and Focus on Physical Science L.8	Yes	2007	TBD*
7-8	Science (Spanish Edition)	Glencoe McGraw Hill Focus on Life Science – L.7 and Focus on Physical Science L.8	Yes	2007	TBD*
7-8	Health	Holt, Rinehart, and Winston <i>Decisions for Health</i>	Yes	2005	TBD*
7	Social Science	McDougal Littell <i>World History: Medieval and Early Times</i>	Yes	2006	TBD*
8	Social Science	McDougal Littell <i>Creating America: A History of the United States</i>	Yes	2006	TBD*

* **Instructional Materials.** The February budget package, as amended in July, provides that the State Board of Education (SBE) shall not adopt instructional materials or develop curriculum frameworks until 2013–14. <http://www.cde.ca.gov/nr/el/le/2009budgetact.asp>

9-12 Adopted Core Textbooks

English Language Arts

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
English 1	Holt Rinehart <i>Literature and Language Arts, 3rd Course (9th Grade)</i>	Yes	2003	TBD*
English II	Holt Rinehart <i>Literature and Language Arts, 4th Course (10th Grade)</i>	Yes	2003	TBD*
English III	Holt Rinehart <i>Literature and Language Arts, 5th Course (11th Grade)</i>	Yes	2003	TBD*
English IV	Holt Rinehart <i>Literature and Language Arts, 6th Course (12th Grade)</i>	Yes	2003	TBD*
Expository Reading and Writing	CSU <i>Expository Reading and Writing Version 1.1</i>	Yes	2003	TBD*
AP Literature & Composition	Heinle & Heinle <i>Perrine's Structure, Sound & Sense, 8th Edition (and later editions)</i>	Yes	2003	TBD*

AP English Language & Composition	Bedford/St. Martin <i>Elements of Argument: A Textbook and Reader</i>	Yes	2003	TBD*
AP English Language & Composition	Prentice Hall <i>The Prose Reader 5th Edition (and later editions)</i>	Yes	2005	TBD*
AP English Language & Composition	Bedford/St. Martin <i>50 Essays: A Portable Anthology</i>	Yes	2007	TBD*
AP English Language & Composition	Bedford/St. Martin <i>Current Issues and Enduring Questions</i>	Yes	2007	TBD*
AP English Language & Composition	Bedford/St. Martin <i>The Bedford Handbook</i>	Yes	2007	TBD*
CAHSEE – ELA	Peoples Education <i>Measuring Up: CA Content Standards – ELA</i>	Yes	2002	TBD*

Reading

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
English Language Arts I, & English Language Arts Support I,	Scholastic <i>Stage C rbook</i>	Yes	2003	TBD*
English Language Arts II & English Language Arts Support II	Scholastic <i>Stage C rflex book</i>	Yes	2003	TBD*
English I Foundations	Holt Rinehart <i>Literature and Language Arts, 3rd Course (9th Grade)</i>	Yes	2003	TBD*
Reading	SRA <i>SRA Reach (Special Education Students Only)</i>	Yes	2003	TBD*
English I CR	SRA <i>SRA Reach (Special Education Students Only)</i>	Yes	2003	TBD*

English Language Development

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
ELD Grade 9-12	Hampton Brown <i>High Point Basics and Level A-C</i>	Yes	2003	TBD*
ELD I, II and III	Hampton Brown/National Geographic <i>Edge</i>	Yes	2008	TBD*
World Languages				TBD*
Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
ASL 1	TJ Publishers <i>A Basic Course in American Sign</i>	Yes	2003	TBD*

	<i>Language</i>			
ASL 2	Clerk Books <i>American Sign Language: A Student Text 1-9</i>	Yes	2003	TBD*
ASL 2	Clerk Books <i>American Sign Language: A Student Text 10-18</i>	Yes	2003	TBD*
ASL 3	Clerk Books <i>American Sign Language: A Student Text 19-27</i>	Yes	2003	TBD*
ASL 3	Linstok Press, <i>Sign Language Interpreting: A Basic Resource Book, Revised Edition</i>	Yes	2005	TBD*
Chinese 1	Cheng & Tsui Company <i>Integrated Chinese: The Traditional Character Level 1, Part 1, 2nd Edition</i>	Yes	2007	TBD*
Chinese 2	Cheng & Tsui Company <i>Integrated Chinese: The Traditional Character Level 1, Part 2, 2nd Edition</i>	Yes	2008	TBD*
French 1	Holt, Rinehart and Winston <i>Allez Viens 1</i>	Yes	2005	TBD*
French 2	Holt, Rinehart and Winston <i>Allez Viens 2</i>	Yes	2007	TBD*
French 3,4	Holt, Rinehart and Winston <i>Allez Viens 3</i>	Yes	2005	TBD*
AP French	Amsco <i>French Three Years</i>	Yes	2005	TBD*
AP French	Houghton Mifflin/Wiley <i>En Bonne Forme</i>	Yes	2008	TBD*
Spanish 1	Holt, Rinehart and Winston <i>Ven Conmigo 1</i>	Yes	2005	TBD*
Spanish 2	Holt, Rinehart and Winston <i>Ven Conmigo 2</i>	Yes	2005	TBD*
Spanish 3,4	Holt, Rinehart and Winston <i>Ven Conmigo 3</i>	Yes	2005	TBD*
AP Spanish Language	Amsco <i>Spanish Three Years</i>	Yes	2005	TBD*
AP Spanish Language	Amsco <i>Spanish Four Years</i>	Yes	2005	TBD*
AP Spanish Language	Amsco <i>Lecturas Avanzadas: Spanish AP Reader</i>	Yes	2007	TBD*
AP Spanish Language	Heinle & Heinle <i>Abriendo Paso Lectura</i>	Yes	2007	TBD*
AP Spanish Language	Prentice Hall <i>Abriendo Paso Gramatica</i>	Yes	2007	TBD*
AP Spanish Literature	McDougal Littell <i>Abriendo Puertas, Volume 1</i>	Yes	2005	TBD*
AP Spanish Literature	Arte Publico Press <i>Cuentos Hispanos de los Estados Unidos</i>	Yes	2005	TBD*
AP Spanish Literature	Heinle & Heinle <i>En Un Acto 3rd Edition (and later editions)</i>	Yes	2005	TBD*
AP Spanish Literature	Glencoe/McGraw Hill <i>Galeria de Arte y Vida</i>	Yes	2005	TBD*
AP Spanish Literature	McDougal Littell <i>Abriendo Puertas, Volume 2</i>	Yes	2005	TBD*

Spanish for Spanish Speakers 1	Holt, Rinehart and Winston <i>Nuevas Vistas 1</i>	Yes	2005	TBD*
Spanish for Spanish Speakers 2	Holt, Rinehart and Winston <i>Nuevas Vistas 2</i>	Yes	2005	TBD*

History/Social Science

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Economics	Prentice Hall <i>Economics: Principles in Action</i>	Yes	2007	TBD*
AP Macroeconomics	McGraw Hill <i>Economics: Principles, Problems and Policies (and previous editions)</i>	Yes	2007	TBD*
Government	Prentice Hall <i>Magruder's American Government</i>	Yes	2007	TBD*
AP Government	Prentice Hall <i>Government in America: People Politics and Policy</i>	Yes	2007	TBD*
U.S. History	Prentice Hall <i>United States History: Modern America</i>	Yes	2007	TBD*
AP U.S. History	Houghton Mifflin <i>The American Pageant</i>	Yes	2007	TBD*
World History	Prentice Hall <i>World History: The Modern World</i>	Yes	2007	TBD*
AP World History AP European History	Wadsworth <i>Western Civilization: A Brief History</i>	Yes	2007	TBD*
AP World History	Pearson <i>World Civilizations: The Global Experience</i>	Yes	2007	TBD*
World History Primary Language	Editorial Trillas, Latin Trading Corp. <i>Historia 2</i>	Yes	2007	TBD*
AP European History	Houghton Mifflin <i>A History of Western Society</i>	Yes	2007	TBD*
Psychology	Holt, Rinehart and Winston <i>Psychology: Principles in Practice</i>	Yes	2007	TBD*
AP Psychology	Worth Publishing <i>Psychology</i>	Yes	2007	TBD*
AP Psychology	Worth Publishing <i>Psychology 8th Edition</i>	Yes	2007	TBD*
Sociology	Wadsworth/Thompson <i>Sociology in Our Times, 3^d Edition</i>	Yes	2007	TBD*
Chicano/a and Lantino/a Studies	Longman <i>Occupied American: A History of Chicanos</i>	YES	2007	TBD*

Math/Special Ed

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Algebraic Thinking	McGraw Hill <i>SRA-Connecting Math Concepts Level C</i>	Yes	2006	TBD*
Algebraic Thinking	McGraw Hill <i>SRA-Connecting Math Concepts Level D</i>	Yes	2006	TBD*

Algebraic Thinking	McGraw Hill <i>SRA-Connecting Math Concepts Level E</i>	Yes	2006	TBD*
Math				
Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Pre-Algebra	McDougal Littell <i>Mathematics: Concepts and Skills Course 2</i>	Yes	2002	TBD*
Algebra 1	McDougal Littell <i>Algebra 1</i>	Yes	2002	TBD*
Algebra 1	McDougal Littell <i>Algebra 1: Concepts and Skills</i>	Yes	2002	TBD*
Geometry	McDougal Littell <i>Geometry</i>	Yes	2002	TBD*
Algebra II	McDougal Littell <i>Algebra II</i>	Yes	2002	TBD*
Pre-Calculus	Houghton Mifflin <i>Pre-Calculus with Limits, A Graphic Approach</i>	Yes	2002	TBD*
Calculus/AP Calculus	Houghton Mifflin <i>Calculus 7th Edition (and previous editions)</i>	Yes	2002	TBD*
Statistics and Probability	WH Freeman <i>Statistics Through Applications (and previous editions)</i>	Yes	2002	TBD*
Statistics and Probability	WH Freeman <i>Basic Practice of Statistics</i>	Yes	2002	TBD*
CAHSEE – Math	Peoples Education <i>Measuring Up: CA Content Standards – Math</i>	Yes	2002	TBD*
Science				
Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Anatomy and Physiology	Pearson/Addison-Wesley <i>Human Anatomy & Physiology, 7th Edition (and previous editions)</i>	Yes	2007	TBD*
Biology	Pearson Prentice Hall <i>Biology – CA Edition</i>	Yes	2007	TBD*
Biology	Pearson Prentice Hall <i>Biology 2008 – Spanish Edition</i>	Yes	2007	TBD*
AP Biology	Pearson <i>Biology</i>	Yes	2007	TBD*
Chemistry	McDougal Littell <i>World of Chemistry</i>	Yes	2007	TBD*
Chemistry (Honors)	Pearson <i>Chemistry: A Molecular Approach</i>	Yes	2007	TBD*
AP Chemistry	Pearson <i>Chemistry: The Central Science</i>	Yes	2007	TBD*
Earth Science	Prentice Hall <i>Earth Science</i>	Yes	2007	TBD*

Introduction to Earth Science, Primary Language	Editorial Trillas, Latin Trading Corp. <i>Ciencia de la Tierra del Espacio</i>	Yes	1996	TBD*
Intro to Physical Science (IPS) (25%)	Prentice Hall <i>Physical Science: Concepts in Action with Earth and Space</i>	Yes	2007	TBD*
Intro to Physical Science (IPS) (75%)	Prentice Hall <i>Earth Science</i>	Yes	2007	TBD*
Intro to Physical Science, Primary Language	Fondo de Cultura Economica, Latin Trading Corp. <i>Introduccion a la Fisica u la Quimica</i>	Yes	2002	TBD*
Physics	Prentice Hall <i>Conceptual Physics</i>	Yes	2007	TBD*
Physics (Honors)	Holt, Rinehart and Winston <i>Physics</i>	Yes	2007	TBD*
AP Physics B	Thomas Cengage <i>College Physics</i>	Yes	2007	TBD*
AP Physics C	Cengage <i>Physics for Scientists and Engineers, 8th Edition</i>	Yes	2007	TBD*
AP Environmental Science	John Wiley and Sons <i>Environmental Science: Earth as A Living Planet</i>	Yes	2007	TBD*

Health

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Health	Holt <i>Lifetime Health</i>	Yes	2004	TBD*

Non-Departmental Elective

Course	Publisher / Title	State Adopted?	Year Pomona Unified Adopted	Next Adoption Year
Diversity and Social Justice	Materials Required are Supplemental	Yes	2008	TBD*

* **Instructional Materials.** The February budget package, as amended in July, provides that the State Board of Education (SBE) shall not adopt instructional materials or develop curriculum frameworks until 2013–14.
<http://www.cde.ca.gov/nr/el/le/2009budgetact.asp>

The District provides standards-aligned textbooks and instructional materials for each student in each of the core content areas of reading/language arts, mathematics, history/social science, science; foreign language and health; and science laboratory equipment for grades 9 to 12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

As of 11/02/09, the District has had 14 announced visits and 9 unannounced from LACOE auditors. All schools were found to be compliant and no insufficiencies were found.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8807	\$3209	\$5599	\$69,227
District	n/a	n/a	\$4872	\$68,767
Percent Difference – School Site and District	n/a	n/a	14.92%	0.67%
State	n/a	n/a	\$5,512	\$67,049
Percent Difference – School Site and State	n/a	n/a	1.57%	3.25%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

A.S.E.S. – Boys and Girls Club: The A.S.E.S program goal is to boost academic performance for all members through fun, educational activities and programs, in addition to motivating members who may be performing at or below grade level to get them to actively engaged in learning.

After School Tutoring – Vejar's after school program offers members an opportunity to revisit state standards and objectives through small group instruction. The goal of the program is to provide students with intensive interventions and support in order to meet grade level learning in reading and math objectives.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,950	\$42,065
Mid-Range Teacher Salary	\$71,668	\$67,109
Highest Teacher Salary	\$86,936	\$86,293
Average Principal Salary (Elementary)	\$105,884	\$107,115
Average Principal Salary (Middle)	\$108,547	\$112,279
Average Principal Salary (High)	\$120,660	\$122,532
Superintendent Salary	\$206,380	\$216,356
Percent of Budget for Teacher Salaries	38.70%	39.40%
Percent of Budget for Administrative Salaries	5.70%	5.50%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	31	37	39	35	38	40	43	46	50
Mathematics	45	52	49	33	34	34	40	43	46
Science	17	38	51	29	36	38	38	46	50
History-Social Science	0	0	0	24	25	29	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	54	75	91	
Filipino				
Hispanic or Latino	38	48	46	
Pacific Islander				
White (not Hispanic)	*	*		
Male	35	48	57	
Female	43	50	44	
Economically Disadvantaged	40	48	49	
English Learners	21	37	26	
Students with Disabilities	4	11	*	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.8%	11.5%	3.8%
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	2	3	4
Similar Schools	5	7	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score 2009
	2006-07	2007-08	2008-09	
All Students at the School	36	25	8	753
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	27	8	746
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	34	27	5	750
English Learners	29	30	5	738

Students with Disabilities				
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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	52.3

XI. School Completion and Postsecondary Preparation

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Pomona Unified School District is committed to providing high quality professional development for administrators, teachers and classified staff that is aligned to the district's Six Essentials (Responsive Instruction, Student Work and Data, Professional Development, Aligned Resources, Shared Leadership, and Family and Community) 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. Three District-wide days of professional

learning and collaboration for 2009-2010 are concentrated around our focus areas -- Total Literacy Connection, English Learners, and Response to Instruction and Intervention (RtI²)-- 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. Sites used the additional three days of professional development, as well as their weekly late start Friday sessions, 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 three focus areas as indicated in each site's Academic Plan for Student Achievement.

Through monthly content and grade level specific cohorts, and other year-long activities, district Teacher Specialists model, coach, conduct peer observations, facilitate trainings, and sessions focused on lesson design and delivery, District focus areas, and other site and district instructional initiatives. District teacher support programs include Pomona's Teacher Induction Program (BTSA) and the Peer Assistance and Review (PAR) program supports strategically identified experienced teachers. These programs build high quality teachers using current research on effective teaching and grounds their learning in daily practices, supported by Support Providers comprised of our District Teacher Specialists and their local learning community.

Various departments within Instructional Services also provide workshops on relevant topics in response to District and site-identified needs. District administrative support teams sponsor a yearlong Professional Learning Community series focused on topics related to each of the Six Essentials. These include responsive instruction, budget, technology, personnel, and pupil resources issues, as well as problem-solving and facilitative skills. The District's Administrative Team Meetings include administrators, managers, and other administrative staff and serves as a forum to connect stakeholders to the District's focus areas --Total Literacy Connection, English Learners, and RtI². All District and site staff members participate in professional development sessions. Last year the focus was on their roles in assisting schools to implement the Six Essentials, as well as department-specific trainings to enhance performance.

Pomona Unified School District continues its commitment to providing quality professional development opportunities in technology. With the establishment of district technology standards and the use of Blackboard (online learning environment), PUSD has provided a critical base for technology training classes. These class topics include RxNet (Pomona's Online Student Data System for diagnosing student achievement), Internet use, and creating and using multimedia as a vehicle to enhance teaching and learning. To meet these goals, Instructional Technology Teacher Specialists serve as technology/instructional trainers who work in classrooms to provide coaching and support for teachers who use technology-based intervention programs.

Teachers participate in developing curriculum documents 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, and course development guidebook for high schools.

The goal of the Instructional Services' Division is to provide support to schools in the implementation of effective instructional programs and strategies for every student, in every classroom, every day.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses

grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92