

Pantera Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Pantera Elementary
Street	801 Pantera Dr.
City, State, Zip	Diamond Bar, CA 91765-4637
Phone Number	(909) 397-4475
Principal	Albert Tan
E-mail Address	albert.tan@pusd.org
Web Site	www.pusd.org
CDS Code	19649076120653

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 2017-18)

Pomona Unified School District has identified and set into place specific protocols, The Six Essentials, to ensure that all roles and facets of our educational community work in concert to provide that all students receive the best education possible.

Pantera Elementary School strictly adheres to these essentials, aligning our programs to complement our district’s ‘template for success.’ The areas include Student Work and Data – providing means to assess learning; Aligned Resources – to support and assure student learning; Family and Community – to support student learning, Shared Leadership-to sustain a collaborative culture; Professional Development - to improve instruction; and Responsive Instruction – reach each student. We feel that this system of reaching, teaching and learning provides a unique and nurturing environment to assist our students toward their life goals.

Pantera is located in Diamond Bar, CA, directly across from Pantera Park. Pantera’s boundaries were originally created to accommodate new area housing and relieve overpopulation at the neighboring Golden Springs Elementary School. Today 365 K-6 students from all over the city of Pomona and Diamond Bar attend Pantera in grades Kindergarten through grade 6. Departing sixth graders transition to Lorbeer Middle School and then to Diamond Ranch High School. All three schools perform exceptionally well on crucial state testing. Additionally, the area principals meet regularly to align their programs to foster maximum academic and personal success for all students.

Vision — the vision of Pantera Elementary School is to prepare each student with the skills necessary to become successful 21st century citizens.

Mission — the mission of Pantera Elementary School is to provide an exceptional educational experience that focuses on the core curriculum enriched by visual and performing arts, physical education, technology, and character values for each student.

Message from the Principal

At Pantera, high priority is placed on academic achievement. Since Pantera opened, we have consistently ranked in the top 10% of all California public schools according to the Academic Performance Index. Our dedicated and creative teachers work hard to deliver the best possible classroom instruction. Most of them hold advanced degrees and all of them attend ongoing professional development. Additionally, they collaborate at grade level, school level and district level meetings to align and balance their instructional programs.

To maintain and improve our student success, we continuously evaluate our curriculum and are constantly looking for new ways to update and improve our strategies. Our curriculum has transitioned to the use of the Common Core Standards in English Language Arts and Math with emphasis on academic vocabulary, informational text, and rigor. This sets the stage to help them absorb a diverse range of knowledge.

We believe this also enables them to master grade-level proficiency standards, but most importantly, excel at a level appropriate to their individual ability. Additionally, technology has been integrated into the curriculum at all grade levels. In this arena, our objective is to provide our students with marketable skills. To keep our technology program fresh, our staff receives frequent training to keep current with real-world computer advancements.

It is to our advantage that in addition to our staff, parents and community members are also involved with the education of Pantera’s children. We credit this unique concert of experience and involvement for making our school what it is. If you would like additional information about our school’s programs or educational implementation, I welcome your call. I can be reached at 909-397-4475.

Sincerely,
Albert Tan, Principal

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	59
Grade 2	51
Grade 3	57
Grade 4	63
Grade 5	44
Grade 6	32
Total Enrollment	373

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	1.1
Asian	28.4
Filipino	10.2
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	1.1
White	7.8
Two or More Races	2.7
Socioeconomically Disadvantaged	39.4
English Learners	8.6
Students with Disabilities	3.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	16	17	1136
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-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%
Mathematics	K-6 - Eureka Math, Great Minds Org. c. 2015	Yes	0%
Science	K-6 Science- California Science Houghton Mifflin, c.2008	Yes	0%
History-Social Science	K-6 Social Science- Harcourt Reflections c.2007 World History: Medieval and Early Modern Times - 7th c.2006 Creating America - A History of the United States-8th c.2006	Yes	0%
Health	Harcourt Health and Fitness c.2006	Yes	0%
Visual and Performing Arts	meets or exceeds state Williams requirements	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Responsibility and results are among the Core Values of the District. These values are exemplified in our continued commitment to provide facilities that are clean and maintained to the highest standards. The District’s maintenance staff strives to complete work orders in a timely manner thereby ensuring the health, life, and safety of our students, staff, and community. Our electronic work order process ensures that the necessary emergency work orders are given the highest priority and are completed swiftly. The District has adopted high cleaning standards that are maintained by our custodial staff on a daily basis. Ongoing assessment of site cleanliness is performed by the district’s custodial management team. This process includes the evaluation and consideration of new cleaning products, procedures, and equipment. This also includes the continuous training for custodial staff. Additionally, regular pest control operations are performed in strict accordance with all applicable regulations mandated for California schools. On-going maintenance of our school facilities includes: roofing, flooring, painting, HVAC, electrical systems, and exterior painting. The District is committed to assuring that all facilities provide the necessary environment for high quality education to take place.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Excessive paper on walls and stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	70	79	38	38	48	48
Mathematics (grades 3-8 and 11)	68	77	25	25	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	186	98.41	79.03
Male	103	102	99.03	80.39
Female	86	84	97.67	77.38
Black or African American	15	14	93.33	42.86
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	88.89
Filipino	18	18	100	94.44
Hispanic or Latino	81	80	98.77	75
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	82.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	86	84	97.67	67.86
English Learners	27	25	92.59	64
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	186	98.41	76.88
Male	103	103	100	79.61
Female	86	83	96.51	73.49
Black or African American	15	14	93.33	50
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	93.33
Filipino	18	18	100	88.89
Hispanic or Latino	81	80	98.77	66.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	88.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	86	84	97.67	61.9
English Learners	27	25	92.59	64
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	65	43	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	25	22.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Pantera PTO

The Pantera PTO is strong and vital to our success. They work through a diverse network of sub-committees to tackle different areas of concern. Our PTO sponsors one major fundraiser in the fall and a jog-a-thon in the spring. PTO manages programs like SCRIP to provide needed funds to our school. The major portion of these funds are allocated to bring quality assemblies in the areas of safety and fine arts to our students, as well as field trips and other supplemental educational experiences.

School Site Council and the English Learner Advisory Committee

The School Site Council includes staff, community and parent members voted in by parents. The council is involved with school planning and meets several times a year, using the Single Plan for Student Achievement (SPSA), to help develop and implement programs. The ELAC represents our English Learners where parents learn of the English Learner program and provide input to the resources needed to help limited English proficient students make adequate annual progress.

Volunteer Program

Our parents assist hands-on directly in the classroom as well as with many school wide projects. We match the skills and the desires of our volunteers to the student and school goals. The jobs that our volunteers tackle are diverse and include running classroom centers, planning community events, preparing for art programs and student activities, chaperoning field trips, fundraising, etc. We depend on our volunteers to provide the “extra pair of hands” needed so our teachers can devote their energies directly to the children.

Contact

Please contact our office @ 909-397-4475 for information about how you can become involved.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.3	4.4	3.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

In addition to our focus on academics, the routines, structure and physical surroundings that are in place here create a total educational setting. We place a priority on providing a safe, secure environment. Our safety procedures are the cumulative result of input from government resources, district guidelines, safety consultants and the efforts of our own administration, staff and community support groups and appear in our Comprehensive School Safety Plan. This plan is reviewed and updated annually and the information within is presented as appropriate during a September School Safety Assembly. The material covers a variety of subjects, including policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, including suspension/expulsion procedures, child abuse reporting procedures, student dress codes, and sexual harassment. Our children are provided with consistent rules, regulations and policies. Safety fundamentals are presented to each grade level during the September Safety Assembly and reviewed throughout the school year as an intrinsic component of daily classroom activities, through general and focused assemblies and through regularly scheduled practice drills. We also make sure that each concept is clearly described and understood by our students. This way each child is confident with what our expectations are and what they would need to do in the event of an emergency or conflict. Our staff and volunteers are highly trained and well aware of what their roles are as well. We're confident that in the event of an emergency situation, our adults and children will readily respond with what they've been taught. In a stressful situation, no matter what it is, a practiced response reduces or eliminates panic and enables the individual to rationally follow a predetermined course of action. Because Pantera's safety protocols are incorporated into daily life and/or reviewed systematically, our children and adults are prepared to smoothly respond with appropriate decisions or learned routines to ensure the best possible outcome to any threat, be it a national emergency or a potential playground fight. Exact information about the tenets that we follow can be found in our Comprehensive School Safety Plan which is reviewed annually and approved by the school safety committee in March 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	31
Percent of Schools Currently in Program Improvement	N/A	96.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		2		25		2		22		3	
1	28		2		25		2		20	2	1	
2	24		3		27		2		26		1	
3	28		1		25		3		29		2	
4	29		3		24		2		32		2	
5	30		2		32		2		22		2	
6	32		1		32		1		32		1	
Other									26		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5012	236	4776	78415
District	N/A	N/A	5034	\$79,778
Percent Difference: School Site and District	N/A	N/A	-5.1	-1.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-27.4	-1.0

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

Types of Services Funded (Fiscal Year 2016-17)

Pantera Elementary receives the following funds: 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. The school also receives funding from LCAP Technology Funds that has been earmarked to fund for educational software and materials for academic achievement.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,287	\$47,808
Mid-Range Teacher Salary	\$77,237	\$73,555
Highest Teacher Salary	\$93,690	\$95,850
Average Principal Salary (Elementary)	\$119,216	\$120,448
Average Principal Salary (Middle)	\$119,387	\$125,592
Average Principal Salary (High)	\$136,266	\$138,175
Superintendent Salary	\$279,056	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Pomona Unified School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District’s Strategic Plan, Our Promise of Excellence and is focused on academic achievement.

District teachers and support staff participate in six Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Six District-wide days of professional learning and collaboration for 2017-2018 are concentrated around our focus areas (A.I.R.2) – Academic: Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Social-Emotional: Attendance, Intervention, and Relationships including an emphasis on English Learners, Foster Youth, and Low-income Pupils -- as well as articulation with grade level and department colleagues to enhance instruction and assessment. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. In addition to the district-wide professional development days, sites use their weekly late start Friday sessions, 2 additional hours per month, and 4 additional hours per year (once per semester), to analyze student achievement data in a collegial forum. They then design effective instructional interventions to promote students’ academic growth. Each site’s professional development plan is designed collaboratively to address identified student achievement and staff needs aligned to the District’s focus areas as indicated in each site’s Single Plan for Student Achievement (SPSA).

District and site professional development also includes trainings around 21st Century Teaching and Learning which include the California State Standards and the P21 Framework. Training outcomes are to increase the capacity of site and teacher leaders to lead the transition and implementation of the California State Standards. Sessions include themes such as the need for a paradigm shift in teaching and learning, the essential components of the P21 Framework, California State Standards, English Learner standards and framework, equity and culturally responsive instruction, social and emotional learning, and integrating the use of technology to enhance/support instruction and learning. Performance Matters, our professional learning management system is supporting us in paving the way for various formats and structures that allow for increased voice, choice, and time around options for professional learning experiences. Ranging from traditional face-to-face sessions, to the creation of hybrid sessions (face-to-face and online digital modules), to pure online digital modules. New this year is our implementation of KYTE Learning an online digital platform that will support just in time technology professional learning and acquisition of technology based badges. In addition our District is partnering with the Center for Quality Teaching (CTQ) to pilot another option for professional learning through the venue of online, just in time, micro-credentials.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist and Teachers on Assignment model, co-teach, coach, conduct peer observations, facilitate trainings, and conduct sessions focused on lesson design and delivery of District focus areas, and other site and District instructional initiatives. Teacher Specialists and site-based teacher mentors, and teaching teacher specialists serve as the District’s teacher support program mentors for Pomona’s Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. PUSD administrators also engage in monthly professional learning with embedded Professional Learning Community opportunities to grow and learn collaboratively with peers. Administrators in need of clearing their credential have the opportunity to do so by participating in PUSD’s new Administrative Tier II Credential Program. Participating principals work with a mentor, engage in reflective thinking, coaching, and attend monthly training sessions.

Various departments within Educational Services also provide and receive workshops on relevant topics in response to District and site-identified needs. These include responsive instruction, budget, technology, personnel, and pupil resources issues, as well as problem-solving and facilitative skills. The Curriculum Instruction and Accountability team include administrators, managers, and other administrative staff and serves as a forum to connect stakeholders to the District's focus areas (A.I.R.2)-- Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Attendance, Intervention, and Relationships with an emphasis on English Learners, Foster Youth, and Low-income Pupils and 21st Century Teaching and Learning.

Pomona Unified School District continues its commitment to providing quality professional learning opportunities in technology. With the establishment of District technology standards and the use of Haiku (online learning management system), PUSD has provided a critical base for technology training classes. These session topics include Internet use, OARS (Online Assessment Reporting System), Web 2.0 tools and creating and using multimedia as a vehicle to enhance teaching and learning. To meet these goals, Educational Technology (Ed Tech) Teacher Specialists serve as technology/instructional trainers who work in classrooms to provide coaching and support for teachers who use technology-based intervention programs. Teacher Technology Leads (TTLs) serve as a site level technology support and accelerate the implementation of the Technology Master Plan.

Teachers participate in developing curriculum documents in our curriculum management system, EdCaliber/Lessoneer, based on needs identified by the District's Curriculum Committees. These committees, composed of teacher and administrative representatives, meet in grade level groups, (PreK-8 and 6-Adult) to examine new State publications and reform efforts, discuss curriculum issues and identify needs for new or revised District curriculum documents. Examples of projects include the creation of grade specific standards-based electronic report cards, standards-based curriculum guides, course descriptions aligned to the California State Standards.

Our overall professional development vision is to design and implement a highly coherent, innovative, district-wide professional learning system that is responsive to the differentiated needs of adult learners using a professional development model that honors the adult learners' voice, choice, time, and professionalism, builds individual and collective efficacy, promotes deep organizational learning and sustainable optimal results that ultimately leads to high student achievement and college and career readiness for all students. The goal of the Educational Services' Division is to provide professional learning that supports schools in the implementation of effective instructional programs and strategies to ensure "Excellence for every student, in every classroom, every day!"