

# Emerson Middle School

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Emerson Middle School
<b>Street</b>	635 Lincoln Ave.
<b>City, State, Zip</b>	Pomona, CA 91767-4041
<b>Phone Number</b>	(909) 397-4516
<b>Principal</b>	Mr. Jesus Altamirano
<b>E-mail Address</b>	jesus.altamirano@pusd.org
<b>Web Site</b>	www.pusd.org
<b>CDS Code</b>	19649076058507

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)

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#### VISION STATEMENT:

Emerson Middle School's vision is to foster a culture of motivated and educated scholars advocating for their future.

#### MISSION STATEMENT:

Emerson's mission is to Educate students by engaging them in a variety of ways and by "RAMPing up" our rigor with a focus on academic vocabulary and informational text. All stakeholders will seek and provide opportunities to Motivate students through active engagement, encouragement, and support. Emerson will work tirelessly to Foster a learning environment that is built on positive relationships between all stakeholders. We are dedicated to creating Advocates that are inquisitive, self-disciplined and take responsibility for their own learning. Emerson students will develop into Scholars with the sound 21st century skills needed for college and career readiness.

- Emerson implements a variety of initiatives in support of Pomona Unified School District's six essentials: Responsive Instruction, Professional Development, Shared Leadership, Family and Community, Aligned Resources, and Student Work and Data. Our District has the following academic and behavioral focus areas: academic vocabulary, Information Text (Reading and Writing), Rigor, increasing attendance, providing effective interventions and building relationships. These initiatives include but are not limited to: Common Core State Standards, literacy, writing across all content areas, writing to learn, Accelerated Reader, English Language Development, thinking maps, direct instruction, walk-throughs, OARS Assessments and technology, as well as, the Positive Behavior Intervention System (PBIS).
- Emerson values input from all stakeholders and provides opportunities for growth and discussion in a variety of forums allowing parents to be strong advocates for their child's education. Parents partner with Emerson by actively participating as members of our established Parent Teacher Student Association (PTSA), English Learner Advisory Committee, School Advisory Committee, School Site Council, AVID, GATE, as well as by serving as volunteers in various school activities. The Parent Teacher Student Association (PTSA) serves as an example of our growing commitment to and from the community. Emerson PTSA continues to be a strong supporter of our students overall achievement. Our PTSA funds many academic achievement celebrations, as well as, providing support for our Visual and Performing Arts (VAPA) and school-wide literacy programs.
- The Emerson team is dedicated to developing the whole student by providing a positive learning environment based on mutual trust and respect. Our engaging academic instruction adapts to an evolving society that provides each student the 21st Century skills necessary to be confident and successful in our changing society. Emerson is committed to fostering a positive environment and continues to implement programs that support positive behavior. Student of the Month, Renaissance Rally, Perfect Attendance Rewards (monthly and annually), Accelerated Reader Celebrations, etc. are all programs designed to reward positive student behavior, positive peer interactions, attendance, and achievement. Last year's positive successes included the faculty-sponsored clubs, college field trips, and a myriad of student centered activities. The positive attendance campaign continues to promote decreased absenteeism and has yielded the largest number of students with perfect attendance. On average, approximately 250 students achieve perfect attendance any given school month. We are implementing PBIS as part of our school wide learning goals to ensure that we fulfill our vision for our students and that they are well-prepared to enroll in preparatory college courses for the ninth grade. Emerson students continue to enjoy a plethora of opportunities to excel and shine. We have held our 5th Annual Schoolwide Science Fair with over 600 participants, garnered awards in the PUSD's Science Fair, and secured student representatives to the LA County Science Fair.

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

Grade Level	Number of Students
Grade 6	149
Grade 7	244
Grade 8	247
<b>Total Enrollment</b>	<b>640</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	0.3
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0
White	1.6
Two or More Races	0.2
Socioeconomically Disadvantaged	95.3
English Learners	34.1
Students with Disabilities	13.4
Foster Youth	0.9

## 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	28	28	30	1136
Without Full Credential	2	2	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	10

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>Reading/Language Arts</b>	6-8 - Holt Literature and Language Arts, Holt, 2003 ELD Support: 6-8 HighPoint, Hampton Brown 2002 Intervention 4-8 SRA Reach, McGraw Hill, 2003 McGraw Hill/Hampton Brown	Yes	0%
<b>Mathematics</b>	6th - 8th District Approved OER Materials, Common Core Mathematics, c.2016, EdCaliber.com	Yes	0%
<b>Science</b>	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 7- Focus on Life Science Spanish Edition, Glenco, c.2007 8th - Focus on Physical Science CA Edition Spanish Ed., Glencoe, c. 2007	Yes	0%
<b>History-Social Science</b>	7th - World History - Medieval and Early Modern Times, Mcdougal Littel, c. 2006 8th - Creating America - A History of the United States, McDougal Littel, c. 2006	Yes	0%
<b>Health</b>	7-8 - Decisions for Health, Holt, c. 2004	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

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

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 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)	34	29	38	38	48	48
Mathematics (grades 3-8 and 11)	16	15	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	657	652	99.24	28.83
Male	345	342	99.13	22.81
Female	312	310	99.36	35.48
Black or African American	25	25	100	20
Asian	15	15	100	60
Filipino	--	--	--	--
Hispanic or Latino	602	598	99.34	28.43
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	631	627	99.37	28.87
English Learners	343	341	99.42	16.13
Students with Disabilities	89	89	100	5.62
Foster Youth	12	12	100	16.67

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	657	651	99.09	14.59
Male	345	342	99.13	11.99
Female	312	309	99.04	17.48
Black or African American	25	25	100	0
Asian	15	15	100	60
Filipino	--	--	--	--
Hispanic or Latino	602	597	99.17	14.07
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	631	626	99.21	15.02
English Learners	343	341	99.42	9.38
Students with Disabilities	89	89	100	5.62
Foster Youth	12	12	100	8.33

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)	25	49	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
7	16.8	17.2	17.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Emerson offers a welcoming/open door policy and believes that parental involvement is the key to a school's success. We strive to provide all parents and community members the opportunity to collaborate with school personnel as an avenue for increasing the academic achievement of all students attending Emerson Middle School. We view the parents as partners in their child's education. It is for this reason we make them a part of the decision-making process. Emerson PTSA memberships consists of certificated teachers, classified staff, parents, students, and community members and aims to promote the following standards: communicating, parenting, student learning, volunteering, school decision-making and advocacy, and collaborating with community. To this date, Emerson PTSA raised over thousands of dollars to support both the schools instructional and school climate programs.

Emerson also offers several other opportunities for parents to be involved. One is conducting the following meetings to provide parents with information regarding categorical programs. The meetings include: School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), School Site Council (SSC) and Advancement Via Individual Determination (AVID). During these meetings, Parents are given opportunities to make suggestions and recommendations. There is also, "Coffee with the Principal" every other month where parents ask questions or share concerns. In addition to these meetings, we offer a variety of parent education classes that are facilitated by Emerson Staff or community partners. Other opportunities for parents to be involved include the Fall and Spring Report Card Distribution Nights, Back to School, Open House, Eighth Grade requirement night, Sixth Grade Student/Parent Orientation, AVID Parent Nights and Parent Workshops. Suggestions made by parents are taken into consideration and shared to staff by Principal or Resource Teacher. We welcome and encourage parents to become active volunteers to assist both students and teachers in the classroom, library and parent center. Parents are also encouraged to volunteer during school events and on field trips. If you are interested in becoming an active parent at Emerson Middle School, please contact Mr. Jesse Altamirano, Principal, Ms. Sandra Valdez, Resource Teacher, or Mrs. Maria Luisa De Los Santos, Parent Teacher Student Association (PTSA) President at 397-4516.



## 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
<b>Suspensions</b>	7.7	5.7	9.5	4.4	3.2	3.8	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

#### SAFE ORDERLY ENVIRONMENT:

Creating and maintaining a positive, safe and orderly learning environment is the focal point of Emerson Middle School's climate and discipline program. In designing our school-wide discipline plan, we placed an emphasis on establishing programs and systems for prevention and intervention of maladaptive behaviors, programs that could lead to a sustainable positive change in behavior. We have established the Positive Behavior Intervention System (PBIS) along with perfect attendance rewards, SOAR reward tickets, SOAR drawings and Students of the Month ceremonies to recognize and reward students who exhibit exemplary behaviors. These programs enhance the establishment and maintenance of a positive school climate. Similarly, Emerson School's suspension and expulsion procedures are based on a progressive discipline system, replete with intervention and support system (i.e., RTI). These have resulted in a significant improvement in Emerson School's climate & culture. Our continued focus is to consistently implement our discipline system in order to maintain a positive learning climate where all students will achieve their potentials.

Emerson Middle School implements the District Disaster Preparedness procedures by annually training the staff and maintaining copies of the Preparedness Plan in the Staff Handbook and in each classroom, and conducts drills to meet compliance. The staff was trained on the school's safety plan on October 13, 2017. The staff is also trained on the Mandated Reporting of Child Abuse via professional development. Additional training is provided for staff and extended to parents/ guardians concerning the Code of Conduct and the Uniform Policy. Finally, every staff member completes a District- provided training annually on Sexual Harassment Prevention. In conjunction with this type of work and school- based safe environment establishment, the student body is trained on the "drop a note" program in an effort to stop bullying and other harmful behaviors through written reporting to the administration. While every effort is made to change behaviors as opposed to strictly punishing behaviors, students with behavioral challenges are placed on a Behavior Contract and the Progressive Discipline Policy is followed.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	1998-1999	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	31
<b>Percent of Schools Currently in Program Improvement</b>	N/A	96.9

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	12	8	6	21	15	7	7	20	17	10	3
Mathematics	27	5	7	8	19	2	2		19	3	3	
Science	28	4	7	6	25	6	8	6	25	6	9	5
Social Science	26	6	4	8	27	5	6	8	25	5	12	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	340
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4552	431	4121	78415
District	N/A	N/A	5034	\$79,778
Percent Difference: School Site and District	N/A	N/A	-18.1	-1.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-37.3	-1.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

Emerson Middle School receives the following funds: Title 1 and LCFF Funds. The funds are used to fund personnel, materials, supplies, equipment, parent involvement, and professional development. The PTSA and donations received by the school help to fund field trips, student incentives and special events. Title 1 and LCFF Funds have been used to provide our students with a restorative justice program that supports their social-emotional needs, robotics and computer science classes that provides enrichment opportunities for our students, and ChromeBook Carts that support language acquisition for our English Language Learner students.

### 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!"