Allison Elementary
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Allison Elementary
Street	1011 Russell Place
City, State, Zip	Pomona, CA 91767-3409
Phone Number	(909) 397-4556
Principal	Elizabeth Valenzuela
E-mail Address	elizabeth.valenzuela@pusd.org
Web Site	www.pusd.org/allison
CDS Code	19649076021794

District Contact Information	
District Name	Pomona Unified School District
Phone Number	(909) 397-4800
Superintendent	Richard Martinez
E-mail Address	richard.martinez@pusd.org
Web Site	www.pomona.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Core Values
Respect
Relationships
Responsibility
Results

Core Belief
It is our moral duty and privilege to provide all students with the excellent education they deserve.

Guiding Principle
Our work requires virtue and virtu.

Mission Statement
To develop the character and competencies students need in school and life.

Vision Statement
Every student in our school will promote to middle school without the need for remediation.

Teaching & Learning Goals
Read smart.
Think straight.
Write clearly.
Work hard.
Try again.
Be kind.

Commitments
Continuous improvement
Exceeding expectations

Simple Truth
Hard work is hard.

Motto
"If you really do not want to, nothing can make you.
If you really do want to, nothing can stop you."

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	43
Grade 2	43
Grade 3	32
Grade 4	41
Grade 5	52
Grade 6	47
Total Enrollment	303

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.0
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	0.0
White	5.0
Socioeconomically Disadvantaged	89.8
English Learners	36.6
Students with Disabilities	13.5
Foster Youth	3.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	13	13	1060
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 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	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	Yes	0%
Health	Harcourt Health and Fitness c.2006	Yes	0%
Visual and Performing Arts	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 or our students, staff, and community. Our electronic work order process ensures that the necessary emergency work orders are given the highest priority and are completed swiftly.

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

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

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30.0	33.0	38.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	25.0	25.0	26.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	169	99.41	32.54
Male	100	100	100.00	30.00
Female	70	69	98.57	36.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	161	160	99.38	31.88
White	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	32.43
English Learners	86	85	98.84	31.76
Students with Disabilities	27	27	100.00	3.70
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	169	99.41	25.44
Male	100	100	100	26
Female	70	69	98.57	24.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	161	160	99.38	25
White	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	25
English Learners	86	85	98.84	22.35
Students with Disabilities	27	27	100	0
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	25.0	13.5	11.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

At Allison Elementary School, families are considered our strongest partners. Together we create a learning environment conducive to academic and social development, and exemplify learning as a lifelong endeavor. We encourage parents to be involved in their child's education by staying informed, attending school events, volunteering, and serving on decision-making committees. Allison is committed to frequent, clear, and timely communication. Parents are regularly informed of school events and activities through the school website, school & classroom Remind app, school calendars, school flyers, phone messaging system, office bulletin boards, and the school marquee. At the start of the year, each student receives a Student & Parent Handbook with important information about the school and its policies. Throughout the year, all home-school communication is provided in English and Spanish. Translation is also available at all school events, such as parent-teacher conferences.

OPPORTUNITIES TO VOLUNTEER INCLUDE:
Office Volunteer; Classroom Volunteer; Parent Center Volunteer; (take-home) Project Volunteer; Event Volunteer; Field Trip Chaperone; Committee Member

SCHOOL EVENTS & ACTIVITIES INCLUDE:
Back to School Night (August); 100 Mile Club Kick-Off (September); Student performances (August-June); Saturday School (weekly, September-May); Los Angeles County Fair Field Trip (September); Student Award Ceremonies (quarterly); Community Service Projects (quarterly); Perfect Attendance Movie Night (monthly); Fundraising programs & events (weekly); Red Ribbon Week (October); Fall Parent Conferences (October); Vocabulary Parade (October); Student Government Elections (November); Fall Science Fair (December); Fall Music Performance (December); Spelling Bee (January); Spring Field Trips (February-May); Family Math Night (February); Father-Daughter Dance (February); Donuts with Dad (March); Read Across America Week (March); Family Literacy Night (March); Spring Parent Conferences (March); Muffins with Mom (March); Oratorical Contest (April); Volunteer Recognition Breakfast/Lunch (May); Spring Music Performance (May); Family Science Night (May); 100 Mile Club Ceremony (May); Open House (May); Promotion Ceremonies for 6th & K (June)

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.2	0.0	3.2	3.8	3.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of the Pomona Unified School District. All schools in the district are in compliance with all laws, rules and regulations pertaining to hazardous materials. Staff attend an annual safety training, and conduct monthly safety drills. A disaster preparedness plan is in place. 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. A Safe School Plan has been adopted, and is reviewed by stakeholders on a yearly basis. It includes policies on disaster preparedness, student discipline, components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	24		2		19	1	2		23		2	
1	29		1		28		1		20	1	1	
2	29		1		28		1		28		1	
3	29		2		28		2		28		1	
4	18	1	1		22		2		21	1	2	
5	27		2		19	1	2		27		1	
6	18	1	1		32		1		24	1	2	
Other	5	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	397
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	0.33	N/A
Social Worker	0.1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4924	1017	3907	77630
District	N/A	N/A	4844	$81,423
Percent Difference: School Site and District	N/A	N/A	-21.4	-2.7
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-50.9	-2.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Allison Elementary receives the following funds: Title 1 and LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development. Donations received by the school help to fund field trips, student incentives, and special events.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,287	$47,903
Mid-Range Teacher Salary	$77,237	$74,481
Highest Teacher Salary	$102,380	$98,269
Average Principal Salary (Elementary)	$120,190	$123,495
Average Principal Salary (Middle)	$120,639	$129,482
Average Principal Salary (High)	$136,598	$142,414
Superintendent Salary	$281,701	$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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

District teachers and support staff participate in six Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Six District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our focus areas (A.I.R.2) – Academic: Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Social-Emotional: Attendance, Intervention, and Relationships including an emphasis on English Learners, Foster Youth, and Low-income Pupils -- as well as articulation with grade level and department colleagues to enhance instruction and assessment. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. In addition to the district-wide professional development days, sites use their weekly late start Friday sessions, 2 additional hours per month, and 4 additional hours per year (once per semester), to analyze student achievement data in a collegial forum. They then design effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

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

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

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

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

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

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