

Washington 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 | Washington Elementary |
| Street | 975 East Ninth St. |
| City, State, Zip | Pomona, CA 91766-3770 |
| Phone Number | (909) 397-4675 |
| Principal | Mr. Alan Pantanini |
| E-mail Address | alan.pantanini@pusd.org |
| Web Site | www.pusd.org |
| CDS Code | 19649076021968 |

| 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)

Welcome to Washington Elementary School where providing a world class educational foundation to prepare every student for college and career readiness is our number one priority. The Pomona Unified School District's Strategic Plan guides our instructional programs as well as sets our expectations for collaboration among staff, students, and parents. We strive to ensure each child reaches their personal best while also meeting and exceeding state and federal performance targets.

As you read Washington's Report Card, I hope you will be pleased with the progress our students have made toward success. If you would like additional information on any of these areas on this report, please feel free to call my office.

Principal, Alan Pantanini

School Description

Profile

Washington Elementary School is located in south Pomona, one of twenty-eight elementary schools in the district. Our goal is to provide all students with a 21st Century learning experience that is driven by data and instructionally supported by the Common Core State Standards, whereby all students will be given the opportunity to become college and career ready.

School Vision:

Students who are promoted from Washington Elementary School are self-motivated and committed to their futures. Equipped with a strong work ethic, solid academic and critical thinking skills, and knowledge of their own strengths, these lifelong learners are empowered to manage change effectively and have a positive impact in their communities.

School Mission:

Washington Elementary Teachers and Staff are committed to developing a culture where student needs are prioritized and addressed in a collaborative team structure. Our teams will analyze, reflect, and adjust all instructional and social emotional learning practices associated with our student population to develop and improve all aspects of our school programs and services. We will provide the necessary support to ensure all teachers are empowered, highly skilled, and confident to promote effective rigorous learning opportunities, monitor student and school progress, and consistently make learning relevant. Our teachers and staff will model the character, commitment, and the love for learning that is expected of students and community members by recognizing, valuing and celebrating our students and school accomplishments. Our commitments will build strong lifelong meaningful relationships with all students, families and colleagues that make up our diverse learning community.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 100 |
| Grade 1 | 108 |
| Grade 2 | 126 |
| Grade 3 | 84 |
| Grade 4 | 116 |
| Grade 5 | 94 |
| Total Enrollment | 628 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0 |
| Asian | 0.6 |
| Filipino | 0.2 |
| Hispanic or Latino | 97.3 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0.8 |
| Two or More Races | 0.3 |
| Socioeconomically Disadvantaged | 97.5 |
| English Learners | 53.8 |
| Students with Disabilities | 5.1 |
| Foster Youth | 1 |

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 | 29 | 26 | 27 | 1136 |
| Without Full Credential | 1 | 1 | 1 | 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: November 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 | | | |
| 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: 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) | 22 | 24 | 38 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 22 | 25 | 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 | 299 | 297 | 99.33 | 24.24 |
| Male | 148 | 148 | 100 | 23.65 |
| Female | 151 | 149 | 98.68 | 24.83 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 289 | 289 | 100 | 24.22 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 290 | 290 | 100 | 23.79 |
| English Learners | 213 | 212 | 99.53 | 19.81 |
| Students with Disabilities | 17 | 17 | 100 | 5.88 |
| 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 | 298 | 297 | 99.66 | 25.25 |
| Male | 147 | 147 | 100 | 31.97 |
| Female | 151 | 150 | 99.34 | 18.67 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 288 | 288 | 100 | 25 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 289 | 289 | 100 | 24.91 |
| English Learners | 212 | 212 | 100 | 23.58 |
| Students with Disabilities | 17 | 17 | 100 | 5.88 |
| 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) | 39 | 22 | 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 | 21 | 24 | 17 |

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)

Parent involvement is an integral part of student success. Washington Elementary School offers parent workshops and opportunities to volunteer in and out of the classroom. Training for parents is provided in the areas of grade level content standards; reading, writing, math, and vocabulary development and strategies and tool to help their children at home. Parents have the opportunity to develop their leadership skills through participation in site committees such as the English Learner Advisory Committee (ELAC), School Site Council Committee, Site Advisory Committee (SAC), District Advisory Committee, and our parent leadership group The Parent PACK. Parent wishing to volunteer can pick up a volunteer application in our front office. A calendar of meeting dates and school events can be found on our website at: www.pusd.org/washington.

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 | 0.8 | 0.1 | 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)

Safety of the students and staff is of utmost concern of the Pomona Unified School District. Our comprehensive school safety plan was reviewed and updated by our site safety team on September 5, 2017. Revisions included updates to policies on disaster preparedness, Positive Behavior Intervention and Support (PBIS) components for a safe and orderly school environment, student discipline, suspension/expulsion procedures, child abuse reporting protocols, student dress codes, and student/staff harassment. On September 8, 2017 School Staff participated in a collaborative discussion on each of the components of the comprehensive school safety plan. Washington is a Positive Behavioral Intervention Support (PBIS) school in year four of implementation. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. Washington is applying a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students.

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 | In PI |
| First Year of Program Improvement | 2009-2010 | 2004-2005 |
| Year in Program Improvement* | Year 5 | 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 | 24 | 1 | 5 | | 22 | 1 | 4 | | 25 | | 4 | |
| 1 | 27 | | 3 | | 26 | | 4 | | 25 | | 4 | |
| 2 | 28 | | 5 | | 26 | | 4 | | 27 | | 5 | |
| 3 | 28 | | 4 | | 24 | 1 | 5 | | 28 | | 3 | |
| 4 | 30 | | 3 | | 28 | | 3 | | 29 | | 4 | |
| 5 | 26 | 1 | 4 | | 30 | | 4 | | 24 | | 4 | |
| Other | | | | | 8 | 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) | 0.75 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.33 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 1 | N/A |
| Other | 4 | 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 | 4601 | 598 | 4003 | 78415 |
| District | N/A | N/A | 5034 | \$79,778 |
| Percent Difference: School Site and District | N/A | N/A | -20.5 | -1.7 |
| State | N/A | N/A | \$6,574 | \$79,228 |
| Percent Difference: School Site and State | N/A | N/A | -39.1 | -1.0 |

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

Types of Services Funded (Fiscal Year 2016-17)

Washington Elementary receives the following funds: Title 1 and LCFF Funds. The funds are used to pay for instructional support personnel, instructional materials and supplies, targeted student intervention resources, supplemental technology instructional tools and equipment, parent trainings, and staff professional development opportunities.

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!"