

Marshall 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)

School Contact Information	
School Name	Marshall Middle School
Street	1921 Arroyo Ave.
City, State, Zip	Pomona, CA 91768-2018
Phone Number	(909) 397-4532
Principal	Juan Ortiz
E-mail Address	juan.ortiz@pusd.org
Web Site	www.pusd.org
CDS Code	19649076058515

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)

Message from the Principal

The School Accountability Report Card (SARC) was established by an initiative passed by California voters in November 1988 called Proposition 98. The Report Card, issued annually by school boards for each public school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and areas in which improvement is needed.

As the principal of Marshall Middle School, it is my goal to focus on initiatives that will promote improved student achievement. Marshall Students consistently benefit from district-wide initiatives which include a focus on the PUSD Strategic Plan, Pomona's Promise implementation of Thinking Maps, Accelerated Reader Program, Academic Vocabulary, Informational writing, and Rigor. Data analysis of District Interim Assessment are done through Structured Teacher Planning Time (STPT) conducted once every quarter. At Marshall Middle School our site initiatives align with the Common Core's focus on Critical Thinking, Creativity, Collaboration, and Communication. The 4 C's are implemented through the use of common instructional strategies such as essential guiding questions, DOK leveled questions, Document Based Questions, implementation of Google suite, marking the text to cite evidence, use of multiple resources, and collaborative learning groups. Student support and intervention are provided within the school day through a focused intervention elective, ST Mathematics intervention, AVID Excel. Marshall Middle School is committed to increasing student academic achievement and appreciates the support and participation of our parents. We extend a courteous welcome to the parents of our students, community members, and all other stakeholders to visit our campus. Our teachers and support staff work hard everyday to provide an environment that supports student learning for "Every Student, Every Classroom, Every Day". My office phone number is 397-4532 and I welcome your comments on this report!

Juan Ortiz
Principal

School Description

Profile

Marshall Middle School is located in the northwest section of Pomona. Approximately 520 students attend Marshall. Marshall's staff includes one Principal, one Assistant Principal, two full time counselors, one ELD TTS, 23 classroom teachers, 35 classified staff (custodial, cafeteria, instructional aides, and office personnel), and Special Education staff (Psychologist, Speech teacher).

The student body at Marshall has approximately 140 students whose English proficiency is limited. These students speak 5 different languages, with Spanish representing the largest language group. Demographics include 94% Hispanics, 4% African American, and 2% other. Marshall Middle School serves a diverse and growing population. It is our position that the school program reflects the goals and objectives of state, district, parents, staff, and community. Our responsibility is to provide an education that challenges our students academically, personally and socially. It is our belief that by enhancing the educational growth of students they will develop a commitment for improved student achievement.

Marshall provides a safe environment for learning. While the facilities are over 50 years old, the campus and classrooms are clean and in order. Marshall has passed the annual Williams’ Safety and Facility Audits over the last ten years with a result of satisfactory or excellent. Marshall Middle School implemented a Positive Behavior Intervention System –PBIS 3 years ago and has earned a Bronze Distinction from the State of California. Marshall Counselors provide several sessions of group counseling per week and individual counseling as needed. As a staff we provide safe spaces for students through the creation of multiple Clubs on campus that provide Marshall’s AVID program consists of a total of 6 sections: 2 7th Gr., 2 8th Gr., 2 AVID Excel classes. Over the last 3 years Marshall’s AVID program has been named a National AVID Site of Distinction for its excellence of implementing AVID strategies throughout the school. Marshall’s AVID program visits feeder schools throughout the year to inform incoming students of expectations of the AVID program. In 2017 Marshall converted an old computer lounge and opened its Maker Space to provide students the opportunity to participate in STEM activities after school. A renovation of the Marshall Library is nearly complete with a new set of windows, a complete new coat of paint, and a set of modern furniture; creating a modern space for students to collaborate, research, and enjoy literature.

School Vision and Mission Statements

Vision

John Marshall Middle School is committed to developing as a professional learning community. We envision a school in which the staff is unified by a shared vision and collective commitment to:

- Increasing student achievement
- Collaborating in collegial teams
- Implementing best practices based on reliable research and
- Using student achievement data to inform and drive instruction. Mission

The mission of John Marshall Middle School is to increase student achievement through a rigorous academic program while providing a safe and supportive learning environment.

Differentiation of instruction, teacher use of data and technology, and focus on instructional strategies that work, will be used to exemplify current research and effective practice. For the student and teacher, measurable outcomes shall be articulated and reviewed in a systematic way.

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

Grade Level	Number of Students
Grade 6	94
Grade 7	198
Grade 8	217
Total Enrollment	509

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	0.8
Filipino	0.6
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0
White	2.4
Two or More Races	0.4
Socioeconomically Disadvantaged	94.1
English Learners	32.2
Students with Disabilities	13.8
Foster Youth	1.2

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	24	24	29	1136
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	4	0	0
Vacant Teacher Positions	0	1	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	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	Yes	0%
Mathematics	6th-8th Eureka Math, Great Minds Org. c. 2015	Yes	0%
Science	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%
History-Social Science	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%
Health	7-8 - Decisions for Health, Holt, c. 2004	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 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: September 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: September 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)	33	33	38	38	48	48
Mathematics (grades 3-8 and 11)	17	23	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	511	504	98.63	33.13
Male	292	288	98.63	29.51
Female	219	216	98.63	37.96
Black or African American	18	18	100	22.22
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	472	467	98.94	32.76
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	482	475	98.55	32.84
English Learners	289	286	98.96	25.87
Students with Disabilities	76	75	98.68	1.33
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	511	500	97.85	23.2
Male	292	285	97.6	22.81
Female	219	215	98.17	23.72
Black or African American	18	17	94.44	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	472	464	98.31	23.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	482	471	97.72	22.93
English Learners	289	285	98.62	20.7
Students with Disabilities	75	73	97.33	4.11
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)	34	41	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	22.1	24.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The Marshall School Community provides support for the educational program at Marshall Middle School. Parents are an integral part of Marshall Middle School and it's efforts to improve student achievement. Parents participate by supporting after school activities and by volunteering time in the parent room assisting in mailings, copying and other tasks. Students also benefit from parent volunteers who share their special talents working in the classroom, and/or planning special activities. Parents are invited to volunteer to assist the staff in specific safety drills, and are called upon to assist when students exit the school and depart through the neighborhood. This has increased the safety potential of the student body.

The School Site Council is composed of parents, students and school staff that meet monthly to monitor the Single Plan for Student Achievement. They conduct observations and discuss ways to improve the school's programs. Parents of the SAC and ELAC meetings also contribute their ideas on how to improve our school's academic and school climate through recommendations to the School Site Council.

Several local businesses and organizations provide our school program through direct donations of goods and/or services. There are 2 parent workshops scheduled monthly in addition to our monthly ELAC/SAC committee meetings. A monthly Parent Involvement Calendar is sent home monthly to inform parents about the school's activities. Scheduled Coffee with the Principal held every other month gives parents another opportunity to ask questions and or bring concerns.

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	11.3	8.8	12.5	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: Safety of the students and staff is a primary concern of the Pomona Unified School District. All schools in the district are in compliance with all laws, rules and regulations pertaining to hazardous materials. Staff attended a training on September 9, 2016 and a disaster preparedness plan is in place for earthquakes and emergency evacuations. All buildings within the district are in compliance with state earthquake standards. A discipline policy may be found at each school that seeks to insure a safe and orderly environment for students and staff. A Safe School Plan has been adopted, and it includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension and expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment. Included in the Safe School Plan is an intruder alert/"lockdown". This alert is initiated by a code sentence known only by the staff. When given by an administrator, teachers know to secure their doors for the protection of the students. The Safety Plan was reviewed and revised on September of 2017.

There are three (3) security personnel on campus during the school day. Supervision is provided before and after school dismissal until 4:00 p.m. These employees limit access to the campus daily by securing gates of entry while students are in classes. They are assigned specific areas to monitor throughout the school day, which ensures the safety of all students and staff members. All guests are directed to the front office before entry to the main school campus or any classrooms. Prevention and Intervention actions are detailed in our

APSA Section VI Goal 4.

Cleanliness: A day custodian is assigned to the school. Classrooms are cleaned every night by a two-person evening cleaning crew. Williams determined a rating of "GOOD" during the last audit.

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	1998-1999	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 (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	21	12	5	6	21	9	7	5	18	14	7	3
Mathematics	28	4	9	4	25		2		10	4		
Science	27	3	9	4	27	3	6	6	23	7	6	5
Social Science	29	2	4	9	29	2	4	8	24	5	7	5

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	1	520
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5663	657	5006	78415
District	N/A	N/A	5034	\$79,778
Percent Difference: School Site and District	N/A	N/A	-0.6	-1.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-23.9	-1.0

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

Types of Services Funded (Fiscal Year 2016-17)

Marshall Middle 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. The PTA and donations received by the school help to fund field trips, student incentives and special events.

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!"