

San Jose Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	San Jose Elementary
Street	2015 Cadillac Dr.
City, State, Zip	Pomona, CA 91767-2751
Phone Number	(909) 397-4670
Principal	Mr. Jorge Amancio
Email Address	jorge.amancio@pusd.org
Website	www.pusd.org
County-District-School (CDS) Code	19649076021950

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

School Description and Mission Statement (School Year 2019-20)

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. 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. I hope you will find this report informative and beneficial. If you would like additional information on any of these areas, please feel free to call my office at 397-4670 or email me at jorge.amancio@pusd.org. I welcome your comments and feedback!

School Description:

San Jose is one of forty four schools within Pomona Unified School district and one of five schools designated as Pre K-8. San Jose Pre K-8 School serves a diverse and growing population. Our instructional program reflects the goals and objectives of parents, staff, and community and assumes the responsibility in providing an education that challenges our students

academically, personally and socially. San Jose provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values.

Vision Statement:

The vision of San Jose Pre K-8 School is every member of the San Jose community will work together and maintain high academic and social expectations for all students. We will utilize district, state and community resources to support all areas of the school's instructional program and will analyze formative and summative assessments to continually monitor student growth and progress. The San Jose staff will continue with the implementation of the common core standards and provide each student with meaningful, engaging and rigorous instructional program.

Mission Statement:

San Jose staff, is committed to help every student accomplish academic success and reach proficiency levels in all subject areas so they can be equipped to succeed academically and socially. Through the continued use of data and the cycle on inquiry, the staff at San Jose will continue to differentiate and accelerate instruction by using a variety of instructional strategies to meet the learning needs of all students. As we continue our journey in the implementation of common core standards, classrooms lesson will be designed with a focus on collaboration, critical thinking, creativity, and communication. We will maintain a comprehensive support system to foster academic success for all students and tap into the AVID program as an added support mechanism to transition to common core strategies and activities..

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	68
Grade 2	71
Grade 3	55
Grade 4	55
Grade 5	62
Grade 6	71
Grade 7	60
Grade 8	52
Total Enrollment	588

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.2
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	0.2
White	1.4
Two or More Races	1
Socioeconomically Disadvantaged	86.2
English Learners	19.4
Students with Disabilities	13.9
Foster Youth	1.9
Homeless	15.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	29	26	1010
Without Full Credential	0	0	1	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: June 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Advance My Shared Readings & Advance Text for Close Reading 2017; 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-8 - Eureka Math, Great Minds Org. c. 2015;	Yes	0%
Science	K-6 Science- California Science Houghton Mifflin, c.2008 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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-6 Social Science- Harcourt Reflections c.2007 7th - World History - Medieval and Early Modern Times, McDougal Littell, c. 2006 8th - Creating America - A History of the United States, McDougal Littell, 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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	36	40	41	50	50
Mathematics (grades 3-8 and 11)	27	29	26	27	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	331	98.22	1.78	36.36
Male	172	169	98.26	1.74	34.91
Female	165	162	98.18	1.82	37.89
Black or African American	43	41	95.35	4.65	21.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	282	278	98.58	1.42	38.27
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	318	313	98.43	1.57	36.22
English Learners	115	112	97.39	2.61	30.63
Students with Disabilities	44	41	93.18	6.82	9.76
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	71	71	100.00	0.00	28.17

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	334	326	97.60	2.40	28.83
Male	172	168	97.67	2.33	31.55
Female	162	158	97.53	2.47	25.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	42	38	90.48	9.52	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	280	276	98.57	1.43	29.71
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	315	308	97.78	2.22	29.22
English Learners	115	112	97.39	2.61	29.46
Students with Disabilities	44	41	93.18	6.82	12.20
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	70	69	98.57	1.43	30.43

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	23.4	4.7
7	8.6	13.8	13.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

At San Jose School, parents and community members are an integral component of the school's comprehensive partnership program. San Jose school welcomes and encourages all parents and community members to partner and collaborate to achieve the initiatives set by San Jose Elementary School. We have established a variety of opportunities for parents to be active members of our school community. The opportunities listed below are some examples of how you can participate in San Jose.

Parent Teacher Association (PTA):

San Jose has become the newest member of the Pomona chapter and we are excited to announce Mrs. Cindy Martinez as our PTA President. The goal of our PTA is to increase parental involvement at San Jose by offering a variety of activities and events during the school year to increase participation participation. Activities and functions include but are not limited to the following: Oratorical contests, McDonald's Night, Bingo nights, BBQ luncheons with parents, talent contests, dances, magic shows, movie nights, fundraisers, Santa's workshop, Halloween parades, and Read Across America activities. The PTA meets once a month in the school's parent center.

School Site Council (SSC):

The School Site Council consists of 5 staff members and 5 parent representatives. These members are responsible for developing and following the School Plan for Student Achievement (SPSA), monitoring the instructional program, reviewing site data to monitor student progress, and controlling categorical budget location and expenditures. The School Site Council meets on the last Monday of each month in the parent center.

District Advisory Council Committee (SAC):

This committee meets monthly to discuss the progress of students who are not making adequate progress in reading, language arts, math, science, and history. San Jose is allocated Title I funds to provide additional support and interventions to these identified students. Support may include, but is not limited to: supplemental materials, technology, computer programs, books, workbooks, and college tutors. This committee meets the fourth Thursday of each month at the parent center.

English Learner Advisory Committee (ELAC):

The Committee discusses the progress of all English learners and monitors the English language proficiency of these students. San Jose is allocated LCFF-English learner funds to provide additional academic support and interventions for these students. Support may include, but not limited to: Imagine Learning, Star Fall, Footsteps2Brilliance, ST Math, technology (desktops, chromebooks, laptops), web based enrichment programs programs, books, workbooks, tutors, and summer school participation. A 50% Resource teacher is funded with these funds to help to monitor the English language acquisition of all English learners. This committee meets the fourth Thursday of each month in the parent center.

GATE Parent Committee:

The purpose of this committee is to establish ongoing communication with parents about the GATE program and to discuss the opportunities available to identified GATE students at San Jose.

Uncommon Good:

Uncommon Good offers a variety of services including counseling, mentoring, social services, parent education, enrichment and leadership activities to members of the community. The group meets every Friday in the Parent Center for book talk sessions.

In addition to the opportunities mentioned above, parents can also volunteer their time at school. Volunteer time may include: assisting in classrooms, Library, front office, serve as chaperones on field trips, assist in decorating at special site events. We encourage all interested parents to come by the office and pick up a volunteer application.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	1.2	1.2	3.8	3.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of the students and staff at San Jose 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. All staff members at San Jose are provided with information at the beginning of the year in regards to safety procedures and protocols. A disaster drill is conducted every year at the site including participation in the Great Shakeout to ensure all buildings within the site are in compliance with state earthquake standards and to ensure everyone is aware of the procedures in place in an event of a disaster. A fire drill is also scheduled monthly to ensure evacuation procedures are in place and that everyone is prepared to evacuate and assemble away from dangerous zones in the event of a fire. A Safe School Plan has been adopted and revised in 2016-2017 and includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and sexual harassment board policies.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		20	2	3		16	4	3	
1	27		1		28		2		24		2	
2	28		2		27		2		27		3	
3	28		2		21	1	1		26		2	
4	29		2		28		2		27		2	
5	28		2		28		2		30		1	
6	20	1	2		19	1	2		25	1	2	1
Other**					9	2			10	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4,752	952	3,881	77,438
District	N/A	N/A	4,630	\$81,287.00
Percent Difference - School Site and District	N/A	N/A	-17.6	-4.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-63.7	-6.2

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 2018-19)

San Jose Elementary receives the following funds to provide support and services to students: Title 1, Title 1-Parent Involvement, LCFF-English learners, LCFF-Supplemental Concentration. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,287	\$48,612
Mid-Range Teacher Salary	\$77,237	\$74,676
Highest Teacher Salary	\$102,380	\$99,791
Average Principal Salary (Elementary)	\$121,462	\$125,830
Average Principal Salary (Middle)	\$122,217	\$131,167
Average Principal Salary (High)	\$135,683	\$144,822
Superintendent Salary	\$281,701	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			6

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 2019-2020 are concentrated around our focus areas of Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR, 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 and online courses. 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. A cadre of teacher leaders are in the process of completing the Universal Design for Learning online course to pursue certified trainer status through the CAST Academy in preparation to lead and facilitate system-wide professional learning that meets the needs of all students.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist, Teachers on Assignment, and Literacy Coaches 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 Literacy and MTSS: Benchmark Advance implementation, content literacy, rigor, relevance and ICLE, PBIS, instructional routines, and WICOR 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 online digital tools, 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, GoogleDrive, Google Classroom, 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!"