Pantera 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	Pantera Elementary
Street	801 Pantera Dr.
City, State, Zip	Diamond Bar, CA 91765-4637
Phone Number	(909) 397-4475
Principal	Lacey Lemus
Email Address	lacey.lemus@pusd.org
Website	www.pusd.org
County-District-School (CDS) Code	19649076120653

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)

Pomona Unified School District has identified and set into place specific protocols, The Six Essentials, to ensure that all roles and facets of our educational community work in concert to provide that all students receive the best education possible.

Pantera Elementary School strictly adheres to these essentials, aligning our programs to complement our district's 'template for success." The areas include Student Work and Data – providing means to assess learning; Aligned Resources – to support and assure student learning; Family and Community – to support student learning, Shared Leadership-to sustain a collaborative culture; Professional Development - to improve instruction; and Responsive Instruction – reach each student. We feel that this system of reaching, teaching and learning provides a unique and nurturing environment to assist our students toward their life goals.

Pantera is located in Diamond Bar, CA, directly across from Pantera Park. Pantera's boundaries were originally created to accommodate new area housing and relieve overpopulation at the neighboring Golden Springs Elementary School. Today 365 K-6 students from all over the city of Pomona and Diamond Bar attend Pantera in grades Kindergarten through grade 6. Departing sixth graders transition to Lorbeer Middle School and then to Diamond Ranch High School. All three schools perform exceptionally well on crucial state testing. Additionally, the area principals meet regularly to align their programs to foster maximum academic and personal success for all students.

Vision — the vision of Pantera Elementary School is to prepare each student with the skills necessary to become successful 21st century citizens.

Mission — the mission of Pantera Elementary School is to provide an exceptional educational experience that focuses on the core curriculum enriched by visual and performing arts, physical education, technology, and character values for each student.

Message from the Principal
At Pantera, high priority is placed on academic achievement. Since Pantera opened, we have consistently ranked in the top 10% of all California public schools according to the Academic Performance Index. Our dedicated and creative teachers work hard to deliver the best possible classroom instruction. Most of them hold advanced degrees and all of them attend ongoing professional development. Additionally, they collaborate at grade level, school level and district level meetings to align and balance their instructional programs.

To maintain and improve our student success, we continuously evaluate our curriculum and are constantly looking for new ways to update and improve our strategies. Our curriculum has transitioned to the use of the Common Core Standards in English Language Arts and Math with emphasis on academic vocabulary, informational text, and rigor. This sets the stage to help them absorb a diverse range of knowledge.

We believe this also enables them to master grade-level proficiency standards, but most importantly, excel at a level appropriate to their individual ability. Additionally, technology has been integrated into the curriculum at all grade levels. In this arena, our objective is to provide our students with marketable skills. To keep our technology program fresh, our staff receives frequent training to keep current with real-world computer advancements.

It is to our advantage that in addition to our staff, parents and community members are also involved with the education of Pantera's children. We credit this unique concert of experience and involvement for making our school what it is. If you would like additional information about our school's programs or educational implementation, I welcome your call. I can be reached at 909-397-4475.

Sincerely,

Lacey Lemus, Principal

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	75
Grade 2	71
Grade 3	59
Grade 4	48
Grade 5	52
Grade 6	32
Total Enrollment	407

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.5
Asian	37.6
Filipino	6.9
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0.2
White	5.2
Two or More Races	4.2
Socioeconomically Disadvantaged	64.4
English Learners	12.5
Students with Disabilities	4.7
Foster Youth	0.7
Homeless	1.5

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	17	16	17	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: October 2016

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-6 - Eureka Math, Great Minds Org. c. 2015	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 or our students, staff, and community. Our electronic work order process ensures that the necessary emergency work orders are given the highest priority and are completed swiftly. The District has adopted high cleaning standards that are maintained by our custodial staff on a daily basis. Ongoing assessment of site cleanliness is performed by the district's custodial management team. This process includes the evaluation and consideration of new cleaning products, procedures, and equipment. This also includes the continuous training for custodial staff. Additionally, regular pest control operations are performed in strict accordance with all applicable regulations mandated for California schools. On-going maintenance of our school facilities includes: roofing, flooring, painting, HVAC, electrical systems, and exterior painting. The District is committed to assuring that all facilities provide the necessary environment for high quality education to take place.

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

Year and month of the most recent FIT report: December 2019

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)	81	76	40	41	50	50
Mathematics (grades 3-8 and 11)	65	72	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	193	191	98.96	1.04	76.44
Male	98	96	97.96	2.04	77.08
Female	95	95	100.00	0.00	75.79
Black or African American	16	16	100.00	0.00	68.75
American Indian or Alaska Native	--	--	--	--	--
Asian	54	52	96.30	3.70	76.92
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	92	92	100.00	0.00	72.83
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	134	134	100.00	0.00	73.88
English Learners	44	43	97.73	2.27	65.12
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	193	191	98.96	1.04	71.73
Male	98	96	97.96	2.04	70.83
Female	95	95	100.00	0.00	72.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	16	16	100.00	0.00	56.25
American Indian or Alaska Native	--	--	--	--	--
Asian	54	52	96.30	3.70	88.46
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	92	92	100.00	0.00	61.96
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	134	134	100.00	0.00	67.16
English Learners	44	43	97.73	2.27	67.44
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	28.8	25.0	19.2

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)

Pantera PTO
The Pantera PT0 is strong and vital to our success. They work through a diverse network of sub-committees to tackle different areas of concern. Our PT0 sponsors one major fundraiser in the fall and a jog-a-thon in the spring. PTO manages programs like SCRIP to provide needed funds to our school. The major portion of these funds are allocated to bring quality assemblies in the areas of safety and fine arts to our students, as well as field trips and other supplemental educational experiences.

School Site Council and the English Learner Advisory Committee
The School Site Council includes staff, community and parent members voted in by parents. The council is involved with school planning and meets several times a year, using the School Plan for Student Achievement (SPSA), to help develop and implement programs. The ELAC represents our English Learners where parents learn of the English Learner program and provide input to the resources needed to help limited English proficient students make adequate annual progress.

Volunteer Program
Our parents assist hands-on directly in the classroom as well as with many school wide projects. We match the skills and the desires of our volunteers to the student and school goals. The jobs that our volunteers tackle are diverse and include running classroom centers, planning community events, preparing for art programs and student activities, chaperoning field trips, fundraising, etc. We depend on our volunteers to provide the "extra pair of hands" needed so our teachers can devote their energies directly to the children.

Contact
Please contact our office @ 909-397-4475 for information about how you can become involved.

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	0.3	0.0	0.0	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)

In addition to our focus on academics, the routines, structure and physical surroundings that are in place here create a total educational setting. We place a priority on providing a safe, secure environment. Our safety procedures are the cumulative result of input from government resources, district guidelines, safety consultants and the efforts of our own administration, staff and community support groups and appear in our Comprehensive School Safety Plan. This plan is reviewed and updated annually and the information within is presented as appropriate during a September School Safety Assembly. The material covers a variety of subjects, including policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, including suspension/expulsion procedures, child abuse reporting procedures, student dress codes, and sexual harassment. Our children are provided with consistent rules, regulations and policies. Safety fundamentals are presented to each grade level during the September Safety Assembly and reviewed throughout the school year as an intrinsic component of daily classroom activities, through general and focused assemblies and through regularly scheduled practice drills. We also make sure that each concept is clearly described and understood by our students. This way each child is confident with what our expectations are and what they would need to do in the event of an emergency or conflict. Our staff and volunteers are highly trained and well aware of what their roles are as well. We're confident that in the event of an emergency situation, our adults and children will readily respond with what they've been taught. In a stressful situation, no matter what it is, a practiced response reduces or eliminates panic and enables the individual to rationally follow a predetermined course of action. Because Pantera' s safety protocols are incorporated into daily life and/or reviewed systematically, our children and adults are prepared to smoothly respond with appropriate decisions or learned routines to ensure the best possible outcome to any threat, be it a national emergency or a potential playground fight. Exact information about the tenets that we follow can be found in our Comprehensive School Safety Plan which is reviewed annually and approved by the school safety committee in March 2016.

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	22		3		22		3		24		3	
1	20	2	1		22	1	2		25		3	
2	26		1		17	3			24		3	
3	29		2		25		2		20	2	1	
4	32		2		25		2		24		2	
5	22		2		26		2		26		2	
6	32		1		26		1		32		1	
Other**	26		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	
Resource Specialist (non-teaching)	.5
Other	

*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	5,065	283	4,900	85,746
District	N/A	N/A	4,630	$81,287.00
Percent Difference - School Site and District	N/A	N/A	5.7	5.3

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-42.0	4.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

Pantera Elementary receives the following funds: 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. The school also receives funding from LCAP Technology Funds that has been earmarked to fund for educational software and materials for academic achievement.

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 purse 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 Coachesmodel, 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 areasLiteracy 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!"