

# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pomeroy Elementary School	43-69674-6048987	4/9/24	6/13/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pomeroy Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The overall objective is to have all students make continuous growth in ELA and Math on iReady assessments, CAASPP, reduce chronic absenteeism and for all subgroups to accelerate growth to close the achievement gap and meet grade level standards. The goals are strategically aligned with the current LCAP and meet the needs of the school.

## Educational Partner Involvement

How, when, and with whom did your Pomeroy Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our Pomeroy School Site Council (SSC) meets monthly to discuss the SPSA and funds used at Pomeroy, as well as matters of the school and community. We met to review current goals, data, staff feedback, budget and goals for the 23-24 and 24-25 school year. The ELAC committee meets five times a year and as part of general meetings reviews the different components of the SPSA, the comprehensive needs assessment and provides feedback.

Timeline: September 2023-December 2024-reviewed bi-laws, ran elections, looked at data, adjusted current SPSA based on needs

January 2024-May 2024: reviewed SPSA goals, revised goals and action plans, looked at current data

March/April/May 2024: Final review and approval of SPSA

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

For 23-24 the inequities were addressed including adding a 1.0 MIT/LIT and 3 (3.75) Hour Paras for Intervention using one time ESSER money and continuing with site funded 1.0 LIT, which allowed us to add additional targeted intervention for focus students on top of the regular targeted intervention happening in the class (the focus of coaching and collaboration). All teachers have core curriculum and are in compliance with the William's Act. The ESSER money is going away and the District is cutting back resources because of deficit spending. We will try to do the same with less for the 24-25 year including losing 1.0 MIT/Lit, losing 0.5 School Support TOSA and losing 1 (3.75) Hour Para.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The dashboard continues to indicate areas where significant academic and attendance growth is needed. Our overall performance for ELA, Math, EL Progress and Chronic Absenteeism. Our performance in ELA indicates that the all student group, EL group and Hispanic group perform in the overall orange range, our special ed group performs in the red range. Our performance in Math indicates that the all student group, EL group and socio economic disadvantaged group perform in the orange range, our special education and el group perform in the red range. Our chronic absenteeism continued to be a problem with all students, EL student and Hispanic students in the orange level and special education students in the red level.

Strengthen Designed ELD with intentional engagement and assessment practices

K-5 teachers will share EL students within the grade level during a common dELD block and incorporate 1:1 interviews, ELPAC data chats, and engagement strategies within the scope and sequence of Designated ELD (Lexia)

Establish common pedagogy and instructional practices in literacy + workshop

K-5 teachers will establish a 60 minute reading block where grade level teams will share a common literacy block time with a workshop structure

K-5 teachers will incorporate read alouds using the district Teaching and Learning Guide to support Tier 1 reading comprehension

Engage in effective processes to design and implement targeted small group instruction rooted in student data

K-5 teachers will learn a variety of small group structures and implement one type of structured literacy small group

K-5 teachers will participate in coaching cycles that include assessment of students, implementation of small group instructional strategies, analysis of student work, and analysis of effectiveness of strategy

Implement intervention with 1.0 LIT, 1.0 MIT and District Lit Team

Engage families, students, and our community as partners in schoolwide practices with a focus on reducing chronic absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our All student groups perform in the orange level, so no groups are two or more levels below.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

NA

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Pomeroy Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0%	1		0
African American	2.3%	2.09%	1%	8	6	3
Asian	31.1%	27.87%	29.67%	107	80	89
Filipino	5.2%	4.88%	4.33%	18	14	13
Hispanic/Latino	37.5%	43.21%	46.67%	129	124	140
Pacific Islander	%	1.05%	0.33%		3	1
White	17.4%	15.33%	12.67%	60	44	38
Multiple/No Response	5.5%	4.88%	4.67%	19	14	14
<b>Total Enrollment</b>				<b>344</b>	<b>287</b>	<b>300</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	56	65
Grade 1	47	56	41
Grade 2	46	32	52
Grade3	56	40	43
Grade 4	49	57	43
Grade 5	66	46	56
<b>Total Enrollment</b>	<b>344</b>	<b>287</b>	<b>300</b>

#### Conclusions based on this data:

1. This data shows that enrollment at Pomeroy continues to decline TK-5th grade, however if you look at 22-23 data (current), you would see that we are growing w/ a population K-5 of 298.
2. The Hispanic population continues to be our highest population representing approximately 43% of our overall student body.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	93	112	123	27.00%	39.0%	41.0%
Fluent English Proficient (FEP)	42	37	47	12.20%	12.9%	15.7%
Reclassified Fluent English Proficient (RFEP)	8	17	25	8.6%	5.9%	8.3%

### Conclusions based on this data:

1. The number of English Language Learners increased significantly from 20-21 to 22-23 (14%) an additional 30 students

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	44	46	0	43	43	0	43	43	0.0	97.7	93.5
Grade 4	50	59	45	0	55	38	0	55	38	0.0	93.2	84.4
Grade 5	64	49	60	0	47	55	0	47	54	0.0	95.9	91.7
All Grades	172	152	151	0	145	136	0	145	135	0.0	95.4	90.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.	2410.		25.58	27.91		9.30	18.60		16.28	11.63		48.84	41.86
Grade 4		2449.	2431.		20.00	18.42		27.27	10.53		16.36	23.68		36.36	47.37
Grade 5		2477.	2466.		19.15	14.81		19.15	20.37		21.28	25.93		40.43	38.89
All Grades	N/A	N/A	N/A		21.38	20.00		19.31	17.04		17.93	20.74		41.38	42.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93	20.93		37.21	44.19		41.86	34.88
Grade 4		18.18	13.16		65.45	57.89		16.36	28.95
Grade 5		21.28	12.96		51.06	62.96		27.66	24.07
All Grades		20.00	15.56		52.41	55.56		27.59	28.89

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		11.63	23.26		44.19	41.86		44.19	34.88
<b>Grade 4</b>		12.73	15.79		54.55	39.47		32.73	44.74
<b>Grade 5</b>		17.02	5.56		55.32	53.70		27.66	40.74
<b>All Grades</b>		13.79	14.07		51.72	45.93		34.48	40.00

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.98	6.98		79.07	81.40		13.95	11.63
<b>Grade 4</b>		5.45	7.89		72.73	84.21		21.82	7.89
<b>Grade 5</b>		8.51	12.96		63.83	66.67		27.66	20.37
<b>All Grades</b>		6.90	9.63		71.72	76.30		21.38	14.07

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		20.93	18.60		41.86	46.51		37.21	34.88
<b>Grade 4</b>		12.73	15.79		72.73	52.63		14.55	31.58
<b>Grade 5</b>		8.51	14.81		59.57	64.81		31.91	20.37
<b>All Grades</b>		13.79	16.30		59.31	55.56		26.90	28.15

**Conclusions based on this data:**

- 37% of our students met standard in ELA (22-23), which is less than pre pandemic achievement levels (44% in 18-19). The grade levels most affected by the pandemic (foundational skills Prek-2) are now entering the testing window in grades 3-5 (ie PreK, K, 1 students who had their early years online or partially online).
- 42% of student are in the standard not met, which will require significant acceleration to meet standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	44	46	0	44	45	0	44	45	0.0	100.0	97.8
Grade 4	50	59	45	0	56	45	0	56	45	0.0	94.9	100.0
Grade 5	64	49	60	0	48	58	0	48	58	0.0	98.0	96.7
All Grades	172	152	151	0	148	148	0	148	148	0.0	97.4	98.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.	2407.		18.18	20.00		13.64	26.67		11.36	8.89		56.82	44.44
Grade 4		2439.	2410.		12.50	15.56		23.21	8.89		25.00	24.44		39.29	51.11
Grade 5		2462.	2445.		20.83	12.07		6.25	8.62		20.83	29.31		52.08	50.00
All Grades	N/A	N/A	N/A		16.89	15.54		14.86	14.19		19.59	21.62		48.65	48.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.55	22.22		25.00	40.00		45.45	37.78
Grade 4		17.86	15.56		35.71	24.44		46.43	60.00
Grade 5		20.83	10.34		22.92	36.21		56.25	53.45
All Grades		22.30	15.54		28.38	33.78		49.32	50.68

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18	26.67		25.00	40.00		56.82	33.33
Grade 4		21.43	17.78		41.07	28.89		37.50	53.33
Grade 5		16.67	8.62		43.75	50.00		39.58	41.38
All Grades		18.92	16.89		37.16	40.54		43.92	42.57

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18	22.22		40.91	42.22		40.91	35.56
Grade 4		19.64	13.33		50.00	44.44		30.36	42.22
Grade 5		14.58	8.62		41.67	53.45		43.75	37.93
All Grades		17.57	14.19		44.59	47.30		37.84	38.51

**Conclusions based on this data:**

- 30% of our students met standard in Math (22-23), which is slightly less than pre pandemic achievement levels of (34% in 18-19). The grade levels most affected by the pandemic (foundational skills PreK-2) are now entering the testing window in grades 3-5 (ie PreK, K, 1 students who had their early years online or partially online).
- 50% of our students are in the standard not met category for Math (22-23) which will require acceleration to meet standards in the coming years.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1439.6	1433.6	1437.6	1442.4	1430.8	1439.8	1432.9	1440.2	1432.3	30	26	39
<b>1</b>	1463.2	1438.5	1436.2	1465.3	1447.4	1436.7	1460.8	1428.9	1435.3	19	24	19
<b>2</b>	1480.5	1466.1	1472.8	1471.5	1455.4	1481.3	1488.9	1476.2	1463.8	20	14	27
<b>3</b>	1484.1	1479.8	1424.9	1480.9	1473.9	1433.9	1486.8	1485.1	1415.7	15	20	15
<b>4</b>	1482.3	1504.2	1480.6	1476.9	1498.0	1478.1	1487.3	1509.8	1482.8	17	20	20
<b>5</b>	1521.0	1517.4	1516.2	1515.5	1522.3	1504.9	1525.9	1512.1	1527.0	15	16	17
<b>All Grades</b>										116	120	137

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	23.08	15.38	40.00	34.62	41.03	40.00	19.23	33.33	3.33	23.08	10.26	30	26	39
<b>1</b>	21.05	0.00	15.79	26.32	45.83	21.05	21.05	33.33	15.79	31.58	20.83	47.37	19	24	19
<b>2</b>	25.00	7.14	19.23	45.00	42.86	30.77	15.00	28.57	26.92	15.00	21.43	23.08	20	14	26
<b>3</b>	6.67	10.00	6.67	40.00	25.00	6.67	33.33	50.00	46.67	20.00	15.00	40.00	15	20	15
<b>4</b>	5.88	25.00	15.00	17.65	30.00	35.00	41.18	30.00	20.00	35.29	15.00	30.00	17	20	20
<b>5</b>	26.67	18.75	29.41	26.67	43.75	35.29	26.67	31.25	5.88	20.00	6.25	29.41	15	16	17
<b>All Grades</b>	17.24	14.17	16.91	33.62	36.67	30.88	30.17	31.67	25.74	18.97	17.50	26.47	116	120	136

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.00	30.77	17.95	46.67	23.08	41.03	26.67	26.92	25.64	6.67	19.23	15.38	30	26	39
<b>1</b>	36.84	20.83	26.32	21.05	25.00	15.79	21.05	37.50	15.79	21.05	16.67	42.11	19	24	19
<b>2</b>	25.00	14.29	38.46	55.00	50.00	26.92	10.00	14.29	11.54	10.00	21.43	23.08	20	14	26
<b>3</b>	20.00	15.00	26.67	53.33	45.00	20.00	13.33	25.00	26.67	13.33	15.00	26.67	15	20	15
<b>4</b>	11.76	50.00	45.00	41.18	25.00	15.00	35.29	15.00	15.00	11.76	10.00	25.00	17	20	20
<b>5</b>	33.33	37.50	41.18	46.67	37.50	23.53	13.33	25.00	5.88	6.67	0.00	29.41	15	16	17
<b>All Grades</b>	24.14	28.33	30.88	43.97	32.50	26.47	20.69	25.00	17.65	11.21	14.17	25.00	116	120	136

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	19.23	12.82	26.67	34.62	33.33	46.67	23.08	41.03	10.00	23.08	12.82	30	26	39
<b>1</b>	21.05	4.17	5.26	21.05	33.33	31.58	21.05	33.33	21.05	36.84	29.17	42.11	19	24	19
<b>2</b>	15.00	14.29	7.69	45.00	14.29	30.77	25.00	50.00	19.23	15.00	21.43	42.31	20	14	26
<b>3</b>	6.67	5.00	6.67	20.00	15.00	0.00	40.00	65.00	33.33	33.33	15.00	60.00	15	20	15
<b>4</b>	5.88	10.00	0.00	11.76	20.00	20.00	41.18	30.00	35.00	41.18	40.00	45.00	17	20	20
<b>5</b>	26.67	0.00	23.53	20.00	18.75	11.76	20.00	50.00	35.29	33.33	31.25	29.41	15	16	17
<b>All Grades</b>	15.52	9.17	9.56	25.00	24.17	24.26	33.62	40.00	31.62	25.86	26.67	34.56	116	120	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.33	53.85	35.90	73.33	30.77	56.41	3.33	15.38	7.69	30	26	39
<b>1</b>	47.37	54.17	31.58	42.11	37.50	42.11	10.53	8.33	26.32	19	24	19
<b>2</b>	30.00	35.71	42.31	60.00	42.86	50.00	10.00	21.43	7.69	20	14	26
<b>3</b>	13.33	10.00	13.33	73.33	65.00	20.00	13.33	25.00	66.67	15	20	15
<b>4</b>	23.53	60.00	35.00	52.94	25.00	45.00	23.53	15.00	20.00	17	20	20
<b>5</b>	20.00	6.67	41.18	66.67	80.00	41.18	13.33	13.33	17.65	15	15	17
<b>All Grades</b>	26.72	39.50	34.56	62.07	44.54	45.59	11.21	15.97	19.85	116	119	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	11.54	7.69	76.67	57.69	66.67	16.67	30.77	25.64	30	26	39
<b>1</b>	15.79	4.17	21.05	57.89	58.33	31.58	26.32	37.50	47.37	19	24	19
<b>2</b>	25.00	7.14	42.31	60.00	64.29	30.77	15.00	28.57	26.92	20	14	26
<b>3</b>	46.67	25.00	40.00	33.33	60.00	33.33	20.00	15.00	26.67	15	20	15
<b>4</b>	11.76	50.00	45.00	82.35	40.00	35.00	5.88	10.00	20.00	17	20	20
<b>5</b>	60.00	68.75	52.94	26.67	31.25	17.65	13.33	0.00	29.41	15	16	17
<b>All Grades</b>	24.14	25.83	30.88	59.48	52.50	40.44	16.38	21.67	28.68	116	120	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.33	19.23	15.38	80.00	61.54	74.36	6.67	19.23	10.26	30	26	39
<b>1</b>	26.32	16.67	15.79	36.84	41.67	47.37	36.84	41.67	36.84	19	24	19
<b>2</b>	35.00	7.14	11.54	40.00	64.29	42.31	25.00	28.57	46.15	20	14	26
<b>3</b>	6.67	0.00	0.00	53.33	35.00	20.00	40.00	65.00	80.00	15	20	15
<b>4</b>	5.88	10.00	5.00	47.06	50.00	40.00	47.06	40.00	55.00	17	20	20
<b>5</b>	33.33	0.00	23.53	33.33	68.75	41.18	33.33	31.25	35.29	15	16	17
<b>All Grades</b>	19.83	10.00	12.50	51.72	52.50	49.26	28.45	37.50	38.24	116	120	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	50.00	56.41	50.00	15.38	23.08	16.67	34.62	20.51	30	26	39
<b>1</b>	21.05	4.17	5.26	36.84	70.83	63.16	42.11	25.00	31.58	19	24	19
<b>2</b>	20.00	28.57	15.38	60.00	57.14	53.85	20.00	14.29	30.77	20	14	26
<b>3</b>	6.67	20.00	13.33	73.33	75.00	53.33	20.00	5.00	33.33	15	20	15
<b>4</b>	0.00	15.00	20.00	58.82	75.00	50.00	41.18	10.00	30.00	17	20	20
<b>5</b>	0.00	6.67	29.41	73.33	86.67	41.18	26.67	6.67	29.41	15	15	17
<b>All Grades</b>	16.38	21.85	27.94	56.90	60.50	44.12	26.72	17.65	27.94	116	119	136

**Conclusions based on this data:**

- 54% of our English Learner students overall are at a ELPAC Level 4 or Level 3 on the assessment results. This data shows slight growth from previous years.
- 26% of our students are at Level 1, which is higher than previous years and is in line with an increase of newcomer students.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>300</b>	<b>56.3</b>	<b>41</b>	<b>1</b>
Total Number of Students enrolled in Pomeroy Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	123	41
Foster Youth	3	1
Homeless		
Socioeconomically Disadvantaged	169	56.3
Students with Disabilities	50	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1
Asian	89	29.7
Filipino	13	4.3
Hispanic	140	46.7
Two or More Races	14	4.7
Pacific Islander	1	0.3
White	38	12.7

### Conclusions based on this data:

1. The largest race/ethnicity population at Pomeroy was Hispanic at 46.7%.

2. The total percentage of students with disabilities was 16.7 and reduction from the previous year of 19.5%
3. The total percentage of socioeconomically disadvantaged students is 56% an increase from 21-22, which was 40.8%. Pomeroy remains a Title I school.

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Chronic absenteeism is very high at Pomeroy in 21-22 and the problem persists in 22-23 with COVID rules for isolation, staying home while sick and testing. ATSI has identified this an area of focus for Pomeroy. We are seeing improvements in 23-24 however it remains an area of concern.



2. Academic performance in ELA, Math and EL Progress are in the orange category and are areas of continued focus for classroom instruction, small group support, intervention, after school support and parent partnership. All school goals and actions are centered on improving academic areas and chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

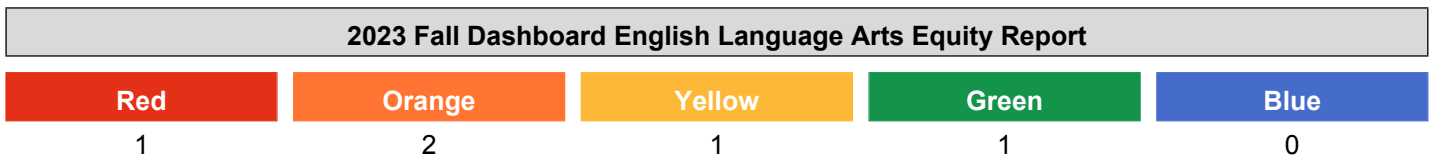
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>27.5 points below standard</p> <p>Decreased -3.8 points</p> <p>126 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>45.8 points below standard</p> <p>Decreased Significantly -17.5 points</p> <p>56 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>45.4 points below standard</p> <p>Increased Significantly +15.2 points</p> <p>71 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>100.2 points below standard</p> <p>Maintained +1.5 points</p> <p>33 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	 Green 12.1 points above standard Decreased -10.9 points 33 Students	Less than 11 Students  7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.7 points below standard Maintained +1.2 points 58 Students	Less than 11 Students  6 Students	 No Performance Color 0 Students	16.7 points below standard Decreased Significantly - 17.6 points 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
117 points below standard Decreased Significantly -19.3 points 32 Students	33.9 points above standard Decreased Significantly -24.1 points 25 Students	20.7 points below standard Increased +3.6 points 60 Students

**Conclusions based on this data:**

- The ELA results show that all students are performing at the low achievement level (27.5 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (64-110 points below standard). This continue to be an are of focus with additional work in small group tier I instruction and intervention.
- Reclassified English learners are performing above standard and out performing their english only peers while current english learners are significantly behind their english only peers.

# School and Student Performance Data

## Academic Performance Mathematics

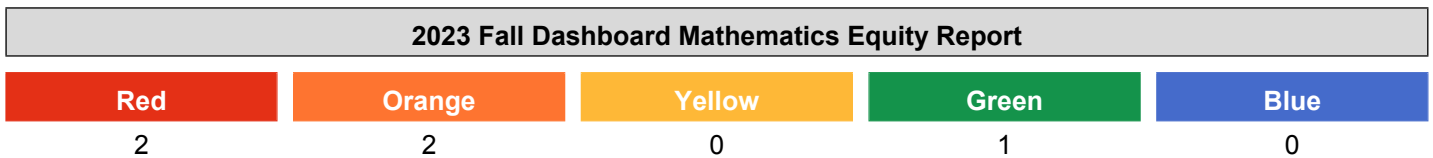
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>54.7 points below standard</p> <p>Decreased -7.5 points</p> <p>126 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>62.6 points below standard</p> <p>Decreased Significantly -18.2 points</p> <p>56 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>79.5 points below standard</p> <p>Maintained +1.7 points</p> <p>71 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>129.4 points below standard</p> <p>Maintained 0 points</p> <p>33 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	 Green 8.5 points above standard Decreased Significantly - 20.6 points 32 Students	Less than 11 Students  7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 100.4 points below standard Maintained +1.7 points  58 Students	Less than 11 Students  6 Students	 No Performance Color 0 Students	16.9 points below standard Decreased -6.2 points  18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.1 points below standard Decreased -6.7 points  31 Students	16.1 points above standard Decreased Significantly -32.5 points  25 Students	57.5 points below standard Increased +4.3 points  60 Students

#### Conclusions based on this data:

- The Math results show that all students are performing at the low achievement level (44.7 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (80-130 points below standard). Math continues to be an area of needed support and intervention.

# School and Student Performance Data

## Academic Performance English Learner Progress

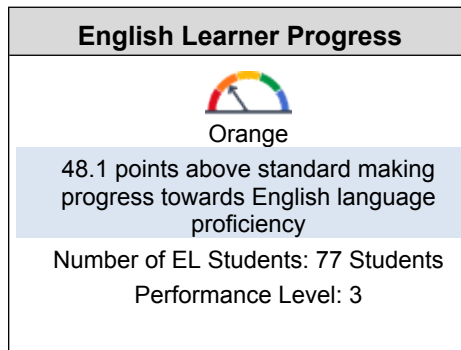
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	35	0	37

#### Conclusions based on this data:

- 37% of english learner students at Pomeroy made progress of on level, while 35% maintained their current level. Our multi lingual students continue to be a focus of our targeted small group instruction and professional learning.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.







This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 29.7% Chronically Absent Declined -2.1 340 Students	 Orange 28.4% Chronically Absent Declined -2 148 Students	Less than 11 Students 4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 4 Students	 Yellow 31.1% Chronically Absent Declined Significantly -13.9 196 Students	 Red 37.1% Chronically Absent Increased 3.8 62 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  4 Students	 No Performance Color 0 Students	 Yellow 17.3% Chronically Absent Declined -3.5 98 Students	30.8% Chronically Absent Increased 23.6 13 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 36.1% Chronically Absent Declined Significantly -4.4 166 Students	50% Chronically Absent Increased 12.5 16 Students	Less than 11 Students  1 Student	 Orange 26.2% Chronically Absent Declined -7.1 42 Students

**Conclusions based on this data:**

1. Chronic absenteeism is very high at Pomeroy in 21-22 and the problem persisted in 22-23 with COVID rules for isolation, staying home while sick and testing. ATSI has identified this an area of focus for Pomeroy.
2. The 23-24 data (not shown) is improving with a 10% reduction mid year. It is still too high and we continue to work on improving attendance.

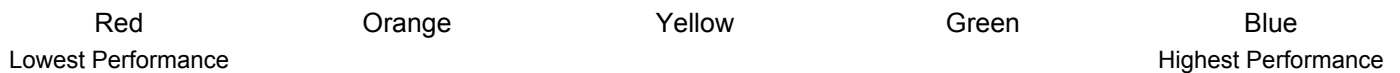
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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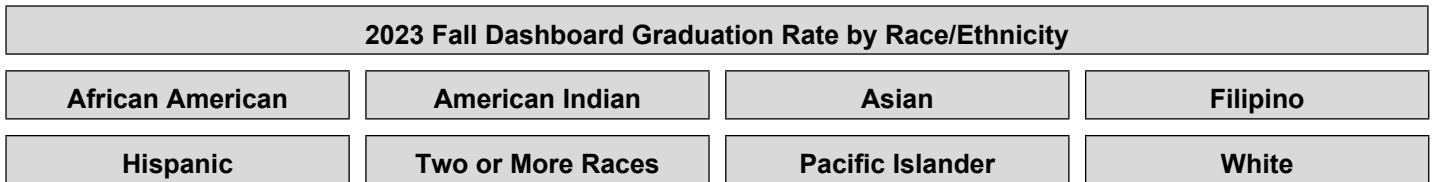
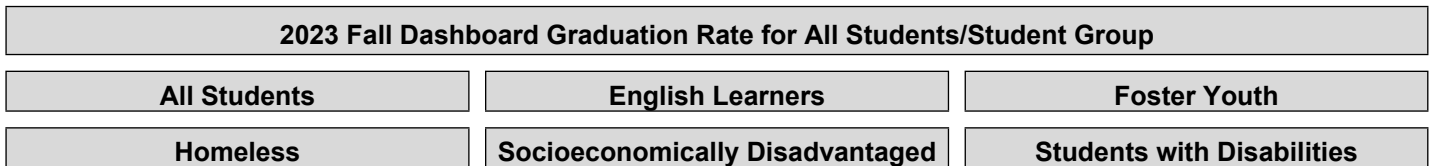
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

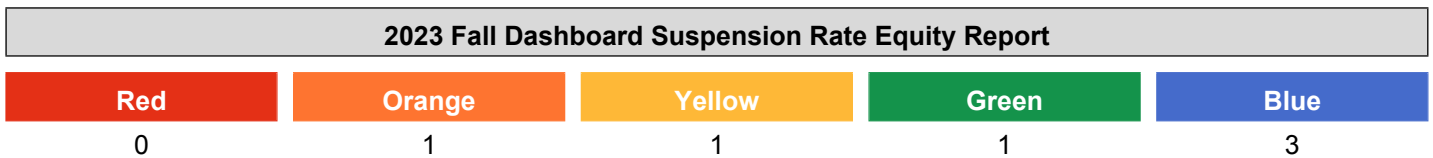
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1.1% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 351 Students</td> </tr> </tbody> </table>	All Students	 Green	1.1% suspended at least one day	Declined -0.4 351 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.6 153 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.3% suspended at least one day	Increased 0.6 153 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 4 Students
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<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 4 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e0e0e0;"> <td>2% suspended at least one day</td> </tr> <tr> <td>Maintained 0 197 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	2% suspended at least one day	Maintained 0 197 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0% suspended at least one day</td> </tr> <tr> <td>Declined -4.3 62 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Declined -4.3 62 Students
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Declined -4.3 62 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 103 Students</p>	<p align="center">0% suspended at least one day Maintained 0 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green 2.4% suspended at least one day Declined Significantly -1 168 Students</p>	<p align="center">0% suspended at least one day Maintained 0 17 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 45 Students</p>

**Conclusions based on this data:**

- The suspension rate is at the green level for 22-23 and continues to improve year after year. We utilized PBIS, wellness, partnership with parents and restorative efforts to reduce suspension rates.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English-Language Arts

Big Goal: Each student will make progress and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5) and iReady Assessments.

Focus goals for ELA:

A. ELA Three year goal - 60% meet or exceed standards.

B. ELA CAASPP Three Year Goal for at risk student groups:

At least 50% of students currently identified as English Learners will meet or exceed grade level standard.

At least 50% of Hispanic will meet or exceed grade level standard

At least 60% of Socioeconomically Disadvantaged students will meet or exceed grade level standard

At least 40% of Students with Disabilities will meet or exceed grade level standard

C. iReady Goal

At least 60% of students will be at or early on grade level on the third assessment

At least 55% of Hispanic students will be at or early on grade level on the third assessment

At least 50% of English Learner students will be at or early on grade level on the the third assessment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

#### SCUSD Commitments:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pomeroy has a need to focus on improving outcomes for all students and closing the achievement gap for our students subgroups furthest from the opportunity ( students w/ disabilities, economically disadvantaged, Hispanic and English Learners).

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA - All Students	18-19 = 44% of students overall met or exceeded standard 21-22 = 41% of student overall met or exceeded standard 22-23 = 37% of student overall met or exceeded standard	23-24: 50% of students will meet or exceed grade level standard
CAASPP/ELA - EL Students	18-19 = 11% of EL's met/exceeded standard 21-22 = 16% of EL's met/exceeded standard 22-23 = 5% of EL met/exceeded standard	23-24: 30% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/ELA - Hispanic Students	18-19 = 28% of Hispanic/Latino students met/exceeded standard 21-22 = 23% of Hispanic/Latino students met/exceeded standard 22-23 = 22% of Hispanic/Latino students met/exceeded standard	23-24: 35% of Hispanic will meet or exceed grade level standard
CAASPP/ELA - SED Students	18-19 = 24% of SED students met/exceeded standards 21-22 = 22% of SED students met/exceeded standards 22-23 = 31% of SED students met/exceeded standards	23-24: 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/ELA - Students with Disabilities	18-19 = 6.5% of students with disabilities met/exceeded standard 21-22 = 19% of students with disabilities met/exceeded standard 22-23 = 10% of student with disabilities met/exceeded standard	23-24: 25% of Students with Disabilities will meet or exceed grade level standard
iReady ELA - All Students	22-23 = 48% of students at or early on grade level on the third assessment 23-24 = 53% of student at or early on grade level on the third assessment	24-25: 60% of students will be at or early on grade level on the third assessment
iReady ELA - Hispanic Students	22-23 - 38% of Hispanic students at or early on grade level on the third assessment 23-24 = 45% of Hispanic student at or early on grade level on the third assessment	24-25: 55% of Hispanic students will be at or early on grade level on the third assessment
iReady ELA - English Learner	22-23 - 23% of EL students at or early on grade level on the third assessment 23-24 = 39% of EL students at or early on grade level on the third assessment	24-25 50% of English Learner students will be at or early on grade level on the the third assessment.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy Intervention specialist will provide small-group, targeted intervention to at risk students grades K-5. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.	All students	170000 Title I 1000-1999: Certificated Personnel Salaries 1.0 Literacy Intervention Specialist
1.2	Two 3.75 Intervention Para Educators to support small-group targeted intervention and support classroom instruction.	All students	30,160 Title I 2000-2999: Classified Personnel Salaries (1) 3.75 Hour Intervention Para Educator 34,500 Targeted Allocation 2000-2999: Classified Personnel Salaries (1) 3.75 Hour Intervention Para Educator
1.3	Replacement funds for classroom libraries, school library and/or school book room and other materials needed for ELA instruction, such as but not limited to book of the month, magnetic letters, white boards, books bags, on-line resources/subscriptions, technology devices etc.	All Students	1500 Targeted Allocation 4000-4999: Books And Supplies Classroom and School literacy supplies
1.4	Before or After school Intervention for small groups of targeted students to improve academics in ELA, ELD and Math - This includes hourly pay for certificated (instructional and non instructional) and classified staff. Order materials and supplies for intervention.	All Students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay for intervention 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly Pay for intervention 500 Targeted Allocation 4000-4999: Books And Supplies Materials and Supplies for Intervention including snacks for Saturday Academy

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of this goal was instrumental in the success we are seeing (2x growth in iReady ELA overall and for all subgroups) as well as 20 (at mid year) students that were 1 or more years behind level reaching grade level. We have implemented regular and systematic intervention with our TOSAs and paras, as well as in our classrooms. We have also run before school, after school and saturday interventions for students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have made major changes to this goal as a result of changes in budget structures. We have had to reduce from 3 to 2 para educators, we have reduced our replacement funds for libraries, love of literacy, we have reduced our intervention line item. Our hope is that we can increase some of these areas with carryover and or budget adjustments.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Development

Big Goal: Students identified as English Learners (ELs) will demonstrate continued, consistent growth each year in English Language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC). EL's and Reclassified EL's (RFEP's) will demonstrate continued academic growth as measured by state and local assessments for ELA and Math.

#### Focus Goals:

100% of English learners will make yearly growth (one ELPI level) in the ELPAC levels.

#### ELA CAASPP Target (Grades 3-5):

At least 30% of students currently identified as English Learners will meet or exceed grade level standard.

#### Math CAASPP Target (Grades 3-5)

At least 30% of student currently identified as English Learners will meet or exceed grade level standard.

#### iReady ELA and Math Targets (Grades K-5)

At least 50% of EL students will be at or early on grade level on the third ELA assessment.

At least 35% of EL students will be at or early on grade level on the third Math assessment

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

#### SCUSD Commitments:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English learners will need continued access to integrated ELD, designated ELD and small group differentiated work in class and tier 2 intervention as needed to accelerate their learning and outcomes.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (3-5)	18-19: 12% of EL students met/exceeded standard 21-22: 16% of EL students met/exceeded 22-23: 5% of EL students met/exceeded standard	23-24: 30% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math (3-5)	18-19: 9% of EL students met/exceeded standard 21-22: 11% of EL students met/exceeded standard 22-23: 5% of EL students met/exceeded standard	23-24: 30% of student currently identified as English Learners will meet or exceed grade level standard
ELPAC (K-5)	21-22: 60% of EL students progressed one ELPI level 22-23: 37% of EL students progressed on ELPI level	23-24: 90% of English learners will make yearly growth (one ELPI level) in the ELPAC levels.
iReady ELA	23-24: 39% of EL students at or early on grade level on the third assessment.	24-25: 50% of English Learner students at or early on grade level on third assessment.
iReady Math	23-24: 20% of EL students at or early on grade level on the third assessment.	23-24:35% of English Learner students at or early on grade level on third assessment.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Full time Comprehensive Coordinated Early Intervention Coach (CCEIS) will coach, provide professional development and collaborate with teachers to support our ELL students with a focus on integrated and designated ELD as well as instructional practices to support our students in all areas.	EL Students (All Students)	0 None Specified None Specified 1.0 CCEIS Coach - District Funded
1.2	Provide parents and teachers with a language translator during conferences or assisting parents and students with school-related tasks, meetings or school events.	EL Students	2,002 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Including fees for District Translator or ELSAT
1.3	Teacher release time to participate in collaborative learning teams (grade level, cross grade level, CCEIS coach) focused on improving student outcomes.	All Students	8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Costs
1.4	Continue our ELAC committee with 3-6 ELAC meetings/events. Events will focus on important ELAC items (EL Program, SPSA feedback, Needs	EL Students and Family	

Assessment, UCP, Attendance), but will also be celebrations of reclassification combined with educational opportunities as well (design challenges, family activities). Snacks and Refreshments will be provided to help encourage families to attend.		Snacks and refreshments, Supplies and Materials/Supplies for Family Nights - Using General Fund
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Another area where we have implemented exactly what we wrote in the SPSA including regular coaching, dELD instruction and data cycles for improvement. We continue to grow our ELAC and provide translation for both conferences and parent meetings.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The ELAC funding will be moved to general fund as a result of budget changes and cuts.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Mathematics

Big Goal: Each student will make progress, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5) and iReady Assessment (K-5).

CAASPP Focus Goals (Grade 3-5):

A. Math CAASPP Three Year Goal - 60% Proficient

B. Math CAASPP Three Year Goal for at-risk student groups:

At least 50% of EL students will meet or exceed grade level standard

At least 50% of Hispanic students will meet or exceed grade level standard

At least 55% of Socioeconomically Disadvantaged students will meet or exceed grade level standard

At least 40% of Students with Disabilities will meet or exceed grade level standard

iReady Focus Goals

At least 50% of all students at or early on grade level on third assessment

At least 35% of EL students at or early on grade level on third assessment

At least 40% of Hispanic students at or early on grade level on third assessment

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

SCUSD Commitments:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pomeroy has a need to focus on improving outcomes for all students and closing the achievement gap for our student subgroups furthest from the opportunity (students w/ disabilities, economically disadvantaged, Hispanic and Special Education).

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math - All Students	18-19: 34% of students met/exceeded standard 21-22: 32% of students met/exceeded standard 22-23: 30% of student met/exceeded standard	23-24 At least 40% of students will meet or exceed grade level standard
CAASPP/Math - EL	18-19: 9% of EL students met/exceeded standard 21-22: 11% of EL students met/exceeded standard 22-23: 5% of student met/exceeded standard	23-24 At least 25% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math - Hispanic	18-19: 21% of Hispanic students met/exceeded standard 21-22: 12% of Hispanic students met/exceeded standard 22-23: 16% of student met/exceeded standard	23-24 At least 35% of Hispanic will meet or exceed grade level standard
CAASPP/Math - SED	18-19: 19% of economically disadvantaged students met/exceeded standard 21-22: 16% of economically disadvantaged students met/exceeded standard 22-23: 19% of student met/exceeded standard	23-24 At least 35% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/Math - Students with Disabilities	18-19: 4% of students with disabilities met/exceeded standard 21-22: 14% of students with disabilities met/exceeded standard 22-23: 20% of student met/exceeded standard	23-24 At least 30% of Students with Disabilities will meet or exceed grade level standard
iReady Math - All Students	23-24: 39% of students at or early on grade level on third assessment	23-24 At least 50% of all students at or early on grade level on third assessment
iReady Math - EL	23-24: 20% of EL students at or early on grade level on third assessment	23-24 At least 35% of EL students at or early on grade level on third assessment
iReady Math - Hispanic	23-24: 29% of Hispanic students at or early on grade level on third assessment	23-24 At least 40% of Hispanic students at or early on grade level on third assessment

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers and students will have access to materials and software that support mathematics such as but not limited to; ST Math, iReady My Path, manipulatives, and online subscriptions	All Students	ST Math Software Program - General Fund (4200)
1.3	Teacher release time to participate in collaborative learning teams (grade level, cross grade level) focused on improving student outcomes.	All Students	4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Cost for Teacher Release Time

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The previous goal included a 1.0 MIT/LIT teacher which we have utilized fully for the 23-24 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1.0 MIT/LIT funded using ESSER funds and is no longer available for 24-25. This leaves a gap in intervention for math, which will try to address with small group intervention in class and continued professional learning.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

Big Goals:

All students, especially those most in need of academic support, will attend school every day. The staff, students, parents and administration will focus on a positive and inclusive school climate at Pomeroy Elementary School.

All students will have access to STEAM education through outdoor learning in the garden and cooking program, school assemblies, events and after school programs.

Focus Goals:

Attendance improvement target:

Reduce Chronic Absenteeism for all subgroups from Mid/High to Low by 24-25

PBIS:

Continue to build on positive school climate with our student store, offering CICO, wellness and student leadership activities (student council, green team, school sports).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

SCUSD Commitments:

We use data to improve adult practice and student outcomes

We focus on students furthest from opportunity gaps

We create high performing systems and teams

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure sufficient social-emotional support for students and attendance and participation incentives to support the continued implementation of PBIS/MTSS. Continue to develop our STEAM Garden/Maker Space program which incorporates project based learning, hands on learning and oral language development. Ongoing professional development for staff and support of parents/families in their children's education.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	21-22: Very High Chronic Absenteeism for all student sub groups. 22-23: Very High Chronic Absenteeism for all student sub groups.	22-23: will remain very high 23-24: Move from Very High to Low on CA Dashboard 24-25: Move from High/Medium to Low on CA Dashboard
Aeries Attendance Data	21-22: 33% Chronic Absenteeism 22-23: 34% Chronic Absenteeism 23-24: 18% Chronic Absenteeism	24-25: 10% Chronic Absenteeism for all students and subgroups
PBIS	22-23: 15 students participating in CICO 23-24: 22 students participating in CICO	24-25: All students who need CICO will continue to have access to CICO.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Equipment and PBIS incentives (Pomeroy Proud Store) provided to support school-wide-procedures and activities such as but not limited to certificates, awards, books, incentives, sports equipment etc. Utilize materials and equipment that will ensure student safety and address student behavior, social thinking and character education.	All Students	960 Targeted Allocation 4000-4999: Books And Supplies Equipment and Incentives
1.2	Continue to develop our STEAM Garden/Maker Space program by using substitute hours and certificated hourly time to develop our garden/maker space program focused on project based learning, hands on learning and oral language development. All classrooms will participate in 4 garden lessons and 4 cooking lessons with our Charlie Cart in the Maker Space. Purchase garden/cooking supplies and materials to support STEAM program.	All Students	1000 Targeted Allocation 0000: Unrestricted Materials to support STEAM Garden to Table
1.3	After school STEAM program for targeted 4th grade students in partnership with 49er STEM Academy Santa Clara High School Students on Tuesdays from 2:45 - 4:15. Design, build and engineering process.	Targeted Students	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Instructional Hourly Rate for Certificated Teacher in STEAM after school program (3:00 - 4:15 on Tuesdays)
1.4			
1.6	Implement Playworks to facilitate healthy play, positive peer interactions, conflict resolution and student leadership.	All Students	36,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contract with Playworks to hire coach to promote healthy



			play, positive peer interactions, conflict resolution, student leadership.
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We continue to implement PBIS, support our garden and STEAM program and had a very successful year of Playworks.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Major Differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The STEAM and Garden budgets were reduced to continue to meet all needs. Assembly money moved to donations (PTA).

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$292,622.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$200,160.00
Title I Part A: Parent Involvement	\$2,002.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$202,162.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$90,460.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$90,460.00

Total of federal, state, and/or local funds for this school: \$292,622.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	90460	0.00
Title I	200160	0.00

## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	90,460.00
Title I	200,160.00
Title I Part A: Parent Involvement	2,002.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	185,000.00
2000-2999: Classified Personnel Salaries	67,662.00
4000-4999: Books And Supplies	2,960.00
5000-5999: Services And Other Operating Expenditures	36,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
0000: Unrestricted	Targeted Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	15,000.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	35,500.00
4000-4999: Books And Supplies	Targeted Allocation	2,960.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	36,000.00
1000-1999: Certificated Personnel Salaries	Title I	170,000.00
2000-2999: Classified Personnel Salaries	Title I	30,160.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,002.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,660.00
Goal 2	10,002.00
Goal 3	4,000.00
Goal 4	38,960.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kevin Keegan	Principal
Susie Ahmed	Classroom Teacher
Esmeralda Ramirez	Classroom Teacher
Nicole Young	Classroom Teacher
Kakoli Das Gupta	Other School Staff
Quan Sims	Parent or Community Member
Lauren Fletcher	Parent or Community Member
Reshma Kotwal	Parent or Community Member
Lowell Madanes	Parent or Community Member
Justin Garcia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/9/24.

Attested:



Principal, Kevin F. Keegan on 5/1/24



SSC Chairperson, Lowell Madanes on 5/1/24