

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pomeroy School	Elementary	43-69674-6048987	4/8/25	6/12/25

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 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	14
Overall Performance	16
Academic Performance	18
Academic Engagement	23
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	31
Goal 3.....	34
Goal 4.....	37
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	42
School Site Council Membership	43
Recommendations and Assurances	44

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for 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 24-25 and 25-26 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 2024-December 2025-reviewed bi-laws, ran elections, looked at data, adjusted current SPSA based on needs

January 2025-May 2025: reviewed SPSA goals, revised goals and action plans, looked at current data

March/April/May 2025: Final review and approval of SPSA

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 growth is needed in ELA and Math and while there has been improvement in chronic absenteeism, this is still an area of focus. Our performance in ELA indicates that the all student group perform in the overall orange range, our english learner, hispanic, socio economic disadvantaged and special ed group performs in the red range. Our performance in Math indicates that the all student group, EL group, special education group and socio economic disadvantaged group perform in the orange range and el group perform in the red range. Our chronic absenteeism, although improved, continues to be a focus area with all students and focus student groups in the yellow. An area of significant growth with our English Learner Progress moving from orange to green. It should be noted that this was a significant area of focus for our school for the last year and a half.

Continue the strong Designed ELD program with intentional engagement and assessment practices

K-5 teachers will continue to 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)

Strengthen our work and processes in implementing 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

Strengthen our instructional practices in literacy + workshop + integrating science and social students

Implement intervention with 1.0 LIT, para educators and District Lit Team

Engage families, students, and our community as partners in school wide 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 in ELA and Math, so no groups are two or more levels below. All students and all subgroups are in the yellow for chronic absenteeism.

Other Needs

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

The leadership team and grade level teams at Pomeroy meet regularly to review iReady data, F+P data, assessment data and individual student observations. The iReady data is outlined later in the plan and aligns with the CAASPP data we see on the dashboard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	2.09%	1%	1.37%	6	3	4
Asian	27.87%	29.67%	27.05%	80	89	79
Filipino	4.88%	4.33%	3.42%	14	13	10
Hispanic/Latino	43.21%	46.67%	51.37%	124	140	150
Pacific Islander	1.05%	0.33%	0.34%	3	1	1
White	15.33%	12.67%	10.62%	44	38	31
Multiple/No Response	4.88%	4.67%	5.14%	14	14	15
Total Enrollment				287	300	292

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	65	38
Grade 1	56	41	50
Grade 2	32	52	41
Grade3	40	43	54
Grade 4	57	43	46
Grade 5	46	56	43
Total Enrollment	287	300	292

Conclusions based on this data:

1. This data shows that enrollment at Pomeroy continues to remain consistent post pandemic. We also have TK and PREK on campus which are not accounted for in this information.
2. The Hispanic population continues to be our highest population representing approximately 51% 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	112	123	127	27.00%	39.0%	43.5%
Fluent English Proficient (FEP)	37	47	50	12.20%	12.9%	17.1%
Reclassified Fluent English Proficient (RFEP)	17	25	31	8.6%	5.9%	10.6%

Conclusions based on this data:

1. The number of English Language Learners continues to grow at Pomeroy and more significantly the % of our population that are english language learners has grown from 27% to 43.5% in three years.
2. Although not noted in this data we continue to increase the number of students who are reclassified each year. There is a direct correlation to our work with dELD and iELD and growth in this area.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	46	54	43	43	47	43	43	47	97.7	93.5	87
Grade 4	59	45	46	55	38	46	55	38	46	93.2	84.4	100
Grade 5	49	60	43	47	55	41	47	54	41	95.9	91.7	95.3
All Grades	152	151	143	145	136	134	145	135	134	95.4	90.1	93.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2390.	2410.	2378.	25.58	27.91	17.02	9.30	18.60	10.64	16.28	11.63	29.79	48.84	41.86	42.55
Grade 4	2449.	2431.	2437.	20.00	18.42	28.26	27.27	10.53	13.04	16.36	23.68	19.57	36.36	47.37	39.13
Grade 5	2477.	2466.	2460.	19.15	14.81	24.39	19.15	20.37	9.76	21.28	25.93	19.51	40.43	38.89	46.34
All Grades	N/A	N/A	N/A	21.38	20.00	23.13	19.31	17.04	11.19	17.93	20.74	23.13	41.38	42.22	42.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.93	20.93	8.51	37.21	44.19	61.70	41.86	34.88	29.79
Grade 4	18.18	13.16	19.57	65.45	57.89	54.35	16.36	28.95	26.09
Grade 5	21.28	12.96	19.51	51.06	62.96	41.46	27.66	24.07	39.02
All Grades	20.00	15.56	15.67	52.41	55.56	52.99	27.59	28.89	31.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	23.26	17.02	44.19	41.86	36.17	44.19	34.88	46.81
Grade 4	12.73	15.79	21.74	54.55	39.47	39.13	32.73	44.74	39.13
Grade 5	17.02	5.56	17.07	55.32	53.70	41.46	27.66	40.74	41.46
All Grades	13.79	14.07	18.66	51.72	45.93	38.81	34.48	40.00	42.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	6.98	6.38	79.07	81.40	70.21	13.95	11.63	23.40
Grade 4	5.45	7.89	15.22	72.73	84.21	54.35	21.82	7.89	30.43
Grade 5	8.51	12.96	19.51	63.83	66.67	58.54	27.66	20.37	21.95
All Grades	6.90	9.63	13.43	71.72	76.30	61.19	21.38	14.07	25.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.93	18.60	12.77	41.86	46.51	63.83	37.21	34.88	23.40
Grade 4	12.73	15.79	13.04	72.73	52.63	69.57	14.55	31.58	17.39
Grade 5	8.51	14.81	26.83	59.57	64.81	48.78	31.91	20.37	24.39
All Grades	13.79	16.30	17.16	59.31	55.56	61.19	26.90	28.15	21.64

Conclusions based on this data:

1. Our students have gone from 41% to 37% to 34% proficient in ELA post pandemic. This group of students continues to show significant learning loss from the pandemic, despite efforts at both Tier 1 instruction and Tier 2 intervention. The students are not accelerating to be on level.
2. 42% of student are in the standard not met, which will require significant acceleration to meet standard. We have seen some good growth in iReady with our students that are significantly behind. These students have been filling gaps with the UFLI phonics curriculum.
3. The leadership team recognizes there are many areas for growth, but have focused efforts on improving the lowest area of writing.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	46	54	44	45	53	44	45	53	100.0	97.8	98.1
Grade 4	59	45	46	56	45	46	56	45	46	94.9	100.0	100
Grade 5	49	60	43	48	58	43	48	58	43	98.0	96.7	100
All Grades	152	151	143	148	148	142	148	148	142	97.4	98.0	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2386.	2407.	2391.	18.18	20.00	9.43	13.64	26.67	22.64	11.36	8.89	26.42	56.82	44.44	41.51
Grade 4	2439.	2410.	2442.	12.50	15.56	15.22	23.21	8.89	15.22	25.00	24.44	32.61	39.29	51.11	36.96
Grade 5	2462.	2445.	2426.	20.83	12.07	18.60	6.25	8.62	6.98	20.83	29.31	6.98	52.08	50.00	67.44
All Grades	N/A	N/A	N/A	16.89	15.54	14.08	14.86	14.19	15.49	19.59	21.62	22.54	48.65	48.65	47.89

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	26.67	9.43	25.00	40.00	49.06	56.82	33.33	41.51
Grade 4	21.43	17.78	8.70	41.07	28.89	56.52	37.50	53.33	34.78
Grade 5	16.67	8.62	18.60	43.75	50.00	20.93	39.58	41.38	60.47
All Grades	18.92	16.89	11.97	37.16	40.54	42.96	43.92	42.57	45.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	22.22	7.55	40.91	42.22	56.60	40.91	35.56	35.85
Grade 4	19.64	13.33	13.04	50.00	44.44	58.70	30.36	42.22	28.26
Grade 5	14.58	8.62	11.63	41.67	53.45	41.86	43.75	37.93	46.51
All Grades	17.57	14.19	10.56	44.59	47.30	52.82	37.84	38.51	36.62

Conclusions based on this data:

1. 30% of our students met standard in Math over the last three years. This group of students are struggling post pandemic to recoup the skills and accelerate their learning.
2. 48% of our students are in the standard not met category for 23-24 which will require acceleration and TIER 1 and 2 intervention 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1433.6	1437.6	1425.8	1430.8	1439.8	1431.7	1440.2	1432.3	1411.9	26	39	40
1	1438.5	1436.2	1447.9	1447.4	1436.7	1446.6	1428.9	1435.3	1448.6	24	19	19
2	1466.1	1472.8	1476.6	1455.4	1481.3	1482.9	1476.2	1463.8	1469.8	14	27	14
3	1479.8	1424.9	1440.8	1473.9	1433.9	1446.3	1485.1	1415.7	1434.8	20	15	26
4	1504.2	1480.6	1491.1	1498.0	1478.1	1494.7	1509.8	1482.8	1486.9	20	20	14
5	1517.4	1516.2	1505.9	1522.3	1504.9	1508.8	1512.1	1527.0	1502.6	16	17	19
All Grades										120	137	132

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	15.38	20.00	34.62	41.03	35.00	19.23	33.33	27.50	23.08	10.26	17.50	26	39	40
1	0.00	15.79	10.53	45.83	21.05	47.37	33.33	15.79	15.79	20.83	47.37	26.32	24	19	19
2	7.14	19.23	21.43	42.86	30.77	21.43	28.57	26.92	35.71	21.43	23.08	21.43	14	26	14
3	10.00	6.67	11.54	25.00	6.67	19.23	50.00	46.67	23.08	15.00	40.00	46.15	20	15	26
4	25.00	15.00	21.43	30.00	35.00	35.71	30.00	20.00	14.29	15.00	30.00	28.57	20	20	14
5	18.75	29.41	31.58	43.75	35.29	21.05	31.25	5.88	15.79	6.25	29.41	31.58	16	17	19
All Grades	14.17	16.91	18.94	36.67	30.88	30.30	31.67	25.74	22.73	17.50	26.47	28.03	120	136	132

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	17.95	17.50	23.08	41.03	37.50	26.92	25.64	35.00	19.23	15.38	10.00	26	39	40
1	20.83	26.32	36.84	25.00	15.79	15.79	37.50	15.79	21.05	16.67	42.11	26.32	24	19	19
2	14.29	38.46	35.71	50.00	26.92	21.43	14.29	11.54	21.43	21.43	23.08	21.43	14	26	14
3	15.00	26.67	30.77	45.00	20.00	3.85	25.00	26.67	26.92	15.00	26.67	38.46	20	15	26
4	50.00	45.00	28.57	25.00	15.00	35.71	15.00	15.00	7.14	10.00	25.00	28.57	20	20	14
5	37.50	41.18	36.84	37.50	23.53	26.32	25.00	5.88	10.53	0.00	29.41	26.32	16	17	19
All Grades	28.33	30.88	28.79	32.50	26.47	24.24	25.00	17.65	23.48	14.17	25.00	23.48	120	136	132

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.23	12.82	15.00	34.62	33.33	27.50	23.08	41.03	42.50	23.08	12.82	15.00	26	39	40
1	4.17	5.26	0.00	33.33	31.58	63.16	33.33	21.05	10.53	29.17	42.11	26.32	24	19	19
2	14.29	7.69	21.43	14.29	30.77	14.29	50.00	19.23	21.43	21.43	42.31	42.86	14	26	14
3	5.00	6.67	11.54	15.00	0.00	3.85	65.00	33.33	26.92	15.00	60.00	57.69	20	15	26
4	10.00	0.00	7.14	20.00	20.00	28.57	30.00	35.00	42.86	40.00	45.00	21.43	20	20	14
5	0.00	23.53	21.05	18.75	11.76	10.53	50.00	35.29	26.32	31.25	29.41	42.11	16	17	19
All Grades	9.17	9.56	12.88	24.17	24.26	24.24	40.00	31.62	30.30	26.67	34.56	32.58	120	136	132

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	53.85	35.90	22.50	30.77	56.41	65.00	15.38	7.69	12.50	26	39	40
1	54.17	31.58	42.11	37.50	42.11	36.84	8.33	26.32	21.05	24	19	19
2	35.71	42.31	42.86	42.86	50.00	42.86	21.43	7.69	14.29	14	26	14
3	10.00	13.33	19.23	65.00	20.00	34.62	25.00	66.67	46.15	20	15	26
4	60.00	35.00	42.86	25.00	45.00	42.86	15.00	20.00	14.29	20	20	14
5	6.67	41.18	36.84	80.00	41.18	47.37	13.33	17.65	15.79	15	17	19
All Grades	39.50	34.56	31.06	44.54	45.59	47.73	15.97	19.85	21.21	119	136	132

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.54	7.69	17.50	57.69	66.67	62.50	30.77	25.64	20.00	26	39	40
1	4.17	21.05	10.53	58.33	31.58	57.89	37.50	47.37	31.58	24	19	19
2	7.14	42.31	28.57	64.29	30.77	50.00	28.57	26.92	21.43	14	26	14
3	25.00	40.00	30.77	60.00	33.33	30.77	15.00	26.67	38.46	20	15	26
4	50.00	45.00	35.71	40.00	35.00	35.71	10.00	20.00	28.57	20	20	14
5	68.75	52.94	42.11	31.25	17.65	31.58	0.00	29.41	26.32	16	17	19
All Grades	25.83	30.88	25.76	52.50	40.44	46.97	21.67	28.68	27.27	120	136	132

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.23	15.38	10.00	61.54	74.36	72.50	19.23	10.26	17.50	26	39	40
1	16.67	15.79	42.11	41.67	47.37	26.32	41.67	36.84	31.58	24	19	19
2	7.14	11.54	7.14	64.29	42.31	64.29	28.57	46.15	28.57	14	26	14
3	0.00	0.00	11.54	35.00	20.00	23.08	65.00	80.00	65.38	20	15	26
4	10.00	5.00	0.00	50.00	40.00	64.29	40.00	55.00	35.71	20	20	14
5	0.00	23.53	21.05	68.75	41.18	31.58	31.25	35.29	47.37	16	17	19
All Grades	10.00	12.50	15.15	52.50	49.26	48.48	37.50	38.24	36.36	120	136	132

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	56.41	42.50	15.38	23.08	30.00	34.62	20.51	27.50	26	39	40
1	4.17	5.26	0.00	70.83	63.16	84.21	25.00	31.58	15.79	24	19	19
2	28.57	15.38	21.43	57.14	53.85	50.00	14.29	30.77	28.57	14	26	14
3	20.00	13.33	3.85	75.00	53.33	65.38	5.00	33.33	30.77	20	15	26
4	15.00	20.00	35.71	75.00	50.00	42.86	10.00	30.00	21.43	20	20	14
5	6.67	29.41	15.79	86.67	41.18	63.16	6.67	29.41	21.05	15	17	19
All Grades	21.85	27.94	21.97	60.50	44.12	53.03	17.65	27.94	25.00	119	136	132

Conclusions based on this data:

1. The percent of student who are level 1 has grown from 17% to 26% to 28% over the last three years. This represents an increase in newcomers to our school (when you look at additional data we have newcomers at every grade level). As a result, we are piloting a newcomer program.
2. Written language performance and growth is an identified area of need and an area of focus for second half of the 24-25 school year.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	51.4%	43.5%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	43.5%
Foster Youth	0	0.0%
Homeless	2	0.7%
Socioeconomically Disadvantaged	150	51.4%
Students with Disabilities	54	18.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4%
American Indian	0	0.0%
Asian	79	27.1%
Filipino	10	3.4%
Hispanic	150	51.4%
Two or More Races	15	5.1%
Pacific Islander	1	0.3%
White	31	10.6%

Conclusions based on this data:

- The total percentage of socioeconomically disadvantaged students is 51.4% an increase from 21-22, which was 40.8 %. Pomeroy remains a Title I school with a growing SED population.

2. The total percentage of students with disabilities was 18.5% and represents our Mild/Mod K-5 Program and SAI/RSP program.

School and Student Performance Data

Overall Performance

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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

- 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.
- English Learner Progress is an area of growth (orange to green) and should be noted has been a focus for us.

3. Chronic absenteeism is improving at Pomeroy, but will remain a focus. Current data shows we will be in yellow again next year.

School and Student Performance Data

Academic Performance English Language Arts

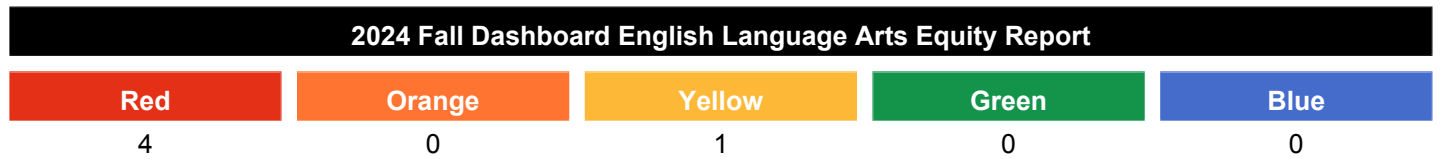
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 43.0 points below standard Declined 15.4 points 129 Students	English Learners  Red 91.1 points below standard Declined 45.3 points 64 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Red 85.2 points below standard Declined 39.8 points 73 Students

Students with Disabilities  Red 110.7 points below standard Declined 10.5 points 35 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 3.2 points below standard Declined 15.3 points 35 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 86.8 points below standard Declined 23.1 points 63 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 14.6 points above standard Increased 31.3 points 15 Students

Conclusions based on this data:

1. The ELA results show that all students are performing at the low achievement level (43 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (80-110 points below standard). This continues to be an area of focus with additional work in small group tier 1 and tier 2 instruction and intervention.
2. While we have seen good EL progress on the dashboard it is not translating into similar growth on the CAASPP test. Many students are in multiple subgroups and when accelerates, others will accelerate.

School and Student Performance Data

Academic Performance Mathematics

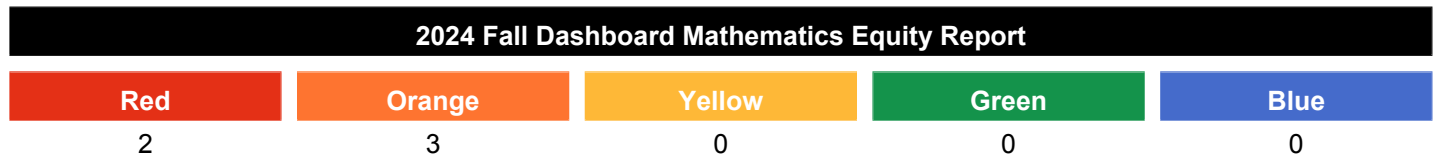
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 61.2 points below standard Declined 6.5 points 133 Students	English Learners  Red 96.4 points below standard Declined 33.8 points 68 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 94.1 points below standard Declined 14.6 points 76 Students

Students with Disabilities  Orange 122.1 points below standard Increased 7.3 points 35 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  Orange 25.9 points below standard Declined 34.4 points 37 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 99.8 points below standard Maintained 0.6 points 65 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 30.5 points below standard Declined 13.6 points 15 Students

Conclusions based on this data:

1. The Math results show that all students are performing at the low achievement level (61 points below standard), however Socio Economic Disadvantaged, Students w/ Disabilities and Hispanic students are significantly behind (90-122 points below standard). Math continues to be an area of needed support and intervention.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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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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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 57.3% making progress. Number Students: 75 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
4%	38.7%	0%	57.3%

Conclusions based on this data:

- 57% of ELPI eligible english learner students at Pomeroy made progress of one level, while 38% maintained their current level. Only 4% of students decreased level. If you look more closely at the data, the 4% of students who decreased were all third grade students.
- Overall English Learner Progress is in the green level and has been an area of focus for Pomeroy. Ultimately we would like to see 100% of ELPI students making progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

21.5% Chronically Absent

Declined 8.3

317 Students

English Learners



Yellow

22.1% Chronically Absent

Declined 6.3

154 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Socioeconomically Disadvantaged



Yellow

23.7% Chronically Absent

Declined 7.5

169 Students

Students with Disabilities  Yellow 18.6% Chronically Absent Declined 18.5 70 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 15.1% Chronically Absent Declined 2.3 93 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 23.6% Chronically Absent Declined 12.5 161 Students
Two or More Races  No Performance Color 41.2% Chronically Absent Declined 8.8 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 16.7% Chronically Absent Declined 9.5 30 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

Conditions & Climate Suspension Rate

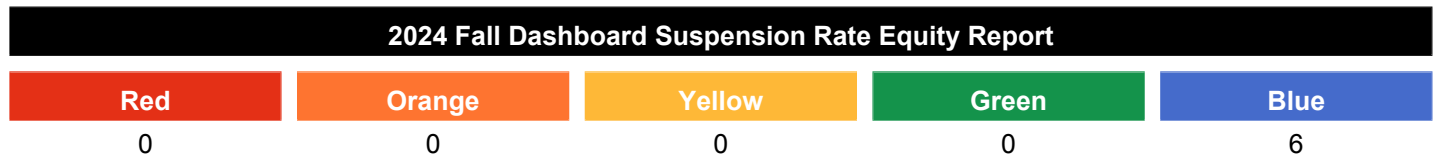
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 1.1% 332 Students	English Learners  Blue 0% suspended at least one day Declined 1.3% 162 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 2% 176 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 70 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 100 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Blue 0% suspended at least one day Declined 2.4% 165 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 32 Students

Conclusions based on this data:

1. The suspension rate is at the green level for 24-25. We utilized PBIS, wellness, partnership with parents and restorative efforts to reduce suspension rates. We had 0 suspensions for the 23-24 school year.

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

25-26 - 45% meet or exceed standards

26-27 - 52% meet or exceed standards

27-28 - 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	21-22 = 41% of student overall met or exceeded standard 22-23 = 37% of student overall met or exceeded standard 23-24 = 34% of student overall met or exceeded standard	24-25: 40% of students will meet or exceed grade level standard
CAASPP/ELA - EL Students	21-22 = 16% of EL's met/exceeded standard 22-23 = 5% of EL met/exceeded standard 23-24 = 7% of EL met/exceeded standard	24-25: 30% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/ELA - Hispanic Students	21-22 = 23% of Hispanic/Latino students met/exceeded standard 22-23 = 22% of Hispanic/Latino students met/exceeded standard 23-24 = 18% of Hispanic/Latino Students met/exceeded standard	24-25: 35% of Hispanic will meet or exceed grade level standard
CAASPP/ELA - SED Students	21-22 = 22% of SED students met/exceeded standards 22-23 = 31% of SED students met/exceeded standards 23-24 = 30% of SED students met/exceeded standards	24-25: 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/ELA - Students with Disabilities	21-22 = 19% of students with disabilities met/exceeded standard 22-23 = 10% of student with disabilities met/exceeded standard 24-25 = 14% of student with disabilities met/exceeded standard	24-25: 25% of Students with Disabilities will meet or exceed grade level standard
iReady ELA - All Students	23-24 = 53% of student at or early on grade level on the third assessment 24-25 = 53% of students at or early on grade level on the third assessment	25-26: 60% of students will be at or early on grade level on the third assessment
iReady ELA - Hispanic Students	23-24 = 45% of Hispanic student at or early on grade level on the third assessment 24-25 = 45% of Hispanic student at or early on grade level on the third assessment	25-26: 52% of Hispanic students will be at or early on grade level on the third assessment
iReady ELA - English Learner	23-24 = 39% of EL students at or early on grade level on the third assessment 24-25 = 37% of EL students at or early on grade level on the third assessment	25-26: 45% 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	192700 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	34000 Targeted Allocation 2000-2999: Classified Personnel Salaries (1) 3.75 Hour Intervention Para Educator 34000 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	5972 Targeted Allocation 4000-4999: Books And Supplies Classroom and School literacy supplies
1.4	Before or After school Intervention for small groups of focus 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.	Focus Students Priority (All Students)	18000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay for intervention and Planning/Collaboration 2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly Pay for intervention and Planning/Collaboration
1.5	Collaboration and professional learning outside the regular day, focused on improving outcomes for our focus students (ELA, ELD, Math and School Climate)	Focus Students and All Students	0 Certificated Hourly 0 Classified Hourly

Annual Review

SPSA Year Reviewed: 2024-25

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 has been good and we have met the implementation goals. 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. Our student data has shown glimmers of improvement with our English Language growth and on iReady we see more students moving out of red (two years behind) into yellow and yellow into green. This has not translated into similar results on CAASPP, but we continue to reflect and refine practice to improve outcomes there as well.

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

We recieved more Title I money in October and part way through the year our 1.0 LIT became a 0.5 LIT. We have filled some of the 0.5 LIT with an STLA, but there is a difference in cost which will result in carryover in both targeted and Title I.

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.

For the 24-25 year there were little changes, however for 25-26 we are making changes as a result of rising costs and our STEAM garden program no longer being grant funded. We have cut Saturday Academy, collaboration and professional learning outside the day and substitute costs for collaboration. These may be restored with carryover funds.

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)	21-22: 16% of EL students met/exceeded standard 22-23: 5% of EL students met/exceeded standard 23-24: 7% of EL students met/exceeded standard	24-25: 30% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math (3-5)	21-22: 11% of EL students met/exceeded standard 22-23: 5% of EL students met/exceeded standard 23-24: 6% of EL students met/exceeded standard	24-25: 30% of student currently identified as English Learners will meet or exceed grade level standard
ELPAC (K-5)	22-23: 37% of EL students progressed on ELPI level 23-24: 57% of EL student progressed on ELPI Level	24-25: 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: 37% of EL student at or early on grade level on the third assessment.	25-26: 45% 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. 24-25: 25% of EL students at or early on grade level on the third assessment.	25-26: 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. Purchase necessary supplies to support parent involvement.	EL Students	2000 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Including fees for District Translator or ELSAT 717 Title I Part A: Parent Involvement 4000-4999: Books And Supplies

			Supplies for parent meetings, conferences, ELAC, etc
1.3	Teacher release time to participate in collaborative learning teams (grade level, cross grade level, CCEIS coach) focused on improving student outcomes.	Focus Students, All Students	5500 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 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.	EL Students and Family	
1.6	Additional hours for our ELSAT to support small groups of English Language Learners.	EL Students, Focus Students	2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly Pay

Annual Review

SPSA Year Reviewed: 2024-25

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 has been moved to general fund and part of Title I Parent involvement.

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

25-26 - 43% meet or exceed standards

26-27 - 51% meet or exceed standards

27-28 - 60% meet or exceed standards

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	21-22: 32% of students met/exceeded standard 22-23: 30% of student met/exceeded standard 23-24: 30% of student met/exceeded standard	24-25 At least 40% of students will meet or exceed grade level standard
CAASPP/Math - EL	21-22: 11% of EL students met/exceeded standard 22-23: 5% of EL student met/exceeded standard 23-24: 6% of EL students met/exceeded standard	24-25 At least 25% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math - Hispanic	21-22: 12% of Hispanic students met/exceeded standard 22-23: 16% of Hispanic students met/exceeded standard 23-24: 16% of Hispanic students met/exceeded standard	24-25 At least 35% of Hispanic will meet or exceed grade level standard
CAASPP/Math - SED	21-22: 16% of economically disadvantaged students met/exceeded standard 22-23: 19% of economically disadvantaged students met/exceeded standard 23-24: 25% of economically disadvantaged students met/exceeded standard	24-25 At least 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/Math - Students with Disabilities	21-22: 14% of students with disabilities met/exceeded standard 22-23: 20% of student met/exceeded standard 23-24: 11% of students with disabilities met/exceeded/ standard	24-25 At least 25% 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 24-25: 42% of students at or early on grade level on third assessment	25-26: 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 24-25: 25% of EL students at or early on grade level on third assessment	25-26: 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 24-25: 30% of Hispanic students at or early on grade level on third assessment	25-26: At least 40% of Hispanic students at or early on grade level on third assessment
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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; iReady My Path, manipulatives, and online subscriptions	All Students	
1.2	Two 3.75 Intervention Para Educators to support small-group targeted intervention and support classroom instruction.	Focus Students	Funded out of Targeted (Money is shown in the ELA Goal)
1.3	Teacher release time to participate in collaborative learning teams (grade level, cross grade level) focused on improving focus student outcomes.	Focus Students (All Students)	2500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Cost for Teacher Release Time

Annual Review

SPSA Year Reviewed: 2024-25

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.

Teachers utilize the online learning platform iReady and have completed professional learning and collaboration focused on improving outcomes for students in this area.

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 sub costs for release time is being reduced as a result of other programming choices. 1.0 MIT/LIT funded using ESSER funds and is no longer available for 24-25 or 25-26. 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 to Low by 25-26

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 grow 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. 23-24: Medium (Yellow) 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 25-26: Move to Low (green) on CA Dashboard
Aeries Attendance Data	21-22: 33% Chronic Absenteeism 22-23: 34% Chronic Absenteeism 23-24: 18% Chronic Absenteeism 24-25: 16% Chronic Absenteeism (April 7, 2025)	24-25: 10% Chronic Absenteeism for all students and subgroups 25-26: 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: 13 students participating in CICO	25-26: 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	3433 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.	All Students	23000 Title I 1000-1999: Certificated Personnel Salaries Substitute Pay 18000 Title I 1000-1999: Certificated Personnel Salaries Hourly Pay for Garden Program
1.3	After school STEAM program for targeted 4th and 5th grade students in partnership with 49er STEM Academy Santa Clara High School Students. Design, build and engineering process.	Focus Students	4000 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	38000 Title I 5000-5999: Services And Other Operating Expenditures Contract with Playworks to hire coach to promote healthy play, positive peer interactions, conflict resolution, student leadership.

Annual Review

SPSA Year Reviewed: 2024-25

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 changes for the 24-25 year, however our garden grant funded by the Open Space Authority is ending, so we have added 40,000 to this section to continue to run our STEAM Farm to Table Garden and Cooking Program.

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.

In order to continue the STEAM Farm to Table Garden and Cooking program we have had to cut Saturday Academy, afterschool hourly pay for collaboration and professional learning and substitute costs for collaboration days. Some of this may be restored pending carryover results.

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	\$385,822.00
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	\$271,700.00
Title I Part A: Parent Involvement	\$2,717.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$274,417.00

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 (\$)
	\$0.00
None Specified	\$0.00
Targeted Allocation	\$111,405.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$111,405.00

Total of federal, state, and/or local funds for this school: \$385,822.00

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	111405	0.00
Title I	271700	0.00
Title I Part A: Parent Involvement	2717	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Targeted Allocation	111,405.00
Title I	271,700.00
Title I Part A: Parent Involvement	2,717.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	263,700.00
2000-2999: Classified Personnel Salaries	74,000.00
4000-4999: Books And Supplies	10,122.00
5000-5999: Services And Other Operating Expenditures	38,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	30,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	72,000.00
4000-4999: Books And Supplies	Targeted Allocation	9,405.00
1000-1999: Certificated Personnel Salaries	Title I	233,700.00
5000-5999: Services And Other Operating Expenditures	Title I	38,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	717.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,672.00
Goal 2	10,217.00
Goal 3	2,500.00
Goal 4	86,433.00

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
Angela Brown	Classroom Teacher
Kakoli Das Gupta	Other School Staff
Quan Sims	Parent or Community Member
Ray Poudrier	Parent or Community Member
Reshma Kotwal	Parent or Community Member
Carol Schmale	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 4/8/25.

Attested:

	Principal, Kevin F. Keegan on 4/22/25
	SSC Chairperson, Angela Brown on 4/22/25