

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	4/7/2026	06/11/2026

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
Resource Inequities	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	25
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	32
Goal 3.....	35
Goal 4.....	38
Budget Summary	41
Budget Summary	41
Other Federal, State, and Local Funds	41
Budgeted Funds and Expenditures in this Plan	42
Funds Budgeted to the School by Funding Source.....	42
Expenditures by Funding Source	42
Expenditures by Budget Reference	42
Expenditures by Budget Reference and Funding Source	42
Expenditures by Goal.....	43
School Site Council Membership	44
Recommendations and Assurances	45

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 CAASPP, reduce chronic absenteeism and for all subgroups to accelerate growth to close the achievement gap and meet grade level standards. Our SPSA also includes a goal specifically to address improving outcomes for our multilingual learners as measured on the ELPAC and CAASPP, along with a goal for school climate that addresses both positive behavior supports, an inclusive school community and our STEM Farm to Table program. Each goal has actions to improve outcomes for our focus groups. The goals are strategically aligned with the current LCAP and our school priorities (Refine & sustain our Tier 1 literacy instruction by strengthening instructional clarity across core components (integrated ELD, designated ELD, phonics, morphology, writing) and using practices such as behavior-specific praise to support academic language, engagement, vocabulary, and language development, Refine & sustain our Tier 2 small group instruction by strengthening instructional clarity, using active supervision to identify students needing additional support, implementing progress monitoring, and providing responsive, data-informed instruction that builds student independence. Refine & sustain our school-wide approach to student engagement and attendance by aligning our Social-Emotional Learning (SEL) curriculum, strengthening clarity around behavioral expectations, and building belonging and family partnerships to reduce chronic absenteeism.

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 25-26 and 26-27 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.

SSC Meetings: September, 10, 2025, October 8th, 2025, November 5th, 2025, December 9th, 2025 to reviewed bi-laws, ran elections, looked at data, adjusted current SPSA based on needs. January 13, 2026, February 10, 2026, March 10, 2026: reviewed SPSA goals, revised goals and action plans, looked at current data April 8, 2026 and May 6, 2026: Final review and approval of SPSA. ELAC Meeting: November 11, 2025 - Chronic Absenteeism/SPSA and March 31, 2026 - Needs Assessment and 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.

Pomeroy is not an ATSI or SCIS school. This section is not applicable at this time.

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 indicates positive growth for both ELA and Math with the school moving from orange to yellow and still indicates areas of need to get to green. There has been improvement in chronic absenteeism, but this is still an area of focus. In order to improve the dashboard for chronic absenteeism we must get below 10%. Our performance in ELA

indicates that the all student group perform in the overall yellow range, our english learners and hispanic students performed in the yellow range, while our SED and student with disabilities performed at the orange range. We saw positive growth in two focus growth and maintained in our other two focus groups. Our performance in Math indicates that the these student groups, EL, Hispanic and socio economic disadvantaged group perform in the yellow range and students with disabilities performed in the red range. Three of our focus groups made significant progress. 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 green to blue, the highest level on our dashboard.

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)

Continue to implement targeted small group instruction rooted in student data
K-5 teachers will implement 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

Continue to implement and adjust the K-5 writing program.

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

Explore K-5 SEL work and how that helps to 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 yellow level in ELA and Math and no groups are two or more levels below. Students with disabilities are in the red for chronic absenteeism, two levels below our all student group in the yellow.

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 local data, F+P data, iReady data, dibels data, assessment data and individual student observations.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.33%	0.70%		1	2
African American	1.37%	2.33%	2.09%	4	7	6
Asian	27.05%	28.00%	27.53%	79	84	79
Filipino	3.42%	3.00%	3.48%	10	9	10
Hispanic/Latino	51.37%	50.00%	52.96%	150	150	152
Pacific Islander	0.34%	0.33%	1.05%	1	1	3
White	10.62%	10.00%	8.36%	31	30	24
Multiple/No Response	5.14%	5.00%	3.83%	15	15	11
Total Enrollment				292	300	287

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	29
Kindergarten	38	43	43
Grade 1	50	46	39
Grade 2	41	50	40
Grade 3	54	39	45
Grade 4	46	52	40
Grade 5	43	48	51
Total Enrollment	292	300	287

Conclusions based on this data:

1. This data shows that enrollment at Pomeroy continues to remain consistent post pandemic. We also have PREK on campus which are not accounted for in this information.
2. The Hispanic population continues to be our highest population representing approximately 50% 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	127	108	80	41.0%	43.5%	27.9%
Fluent English Proficient (FEP)	50	57	68	15.7%	17.1%	23.7%
Reclassified Fluent English Proficient (RFEP)	31	35		8.3%	10.60%	

Conclusions based on this data:

1. The number of English Language Learners dropped below 40% in 24-25. This is a result of a growing number of students that are reclassified each year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	54	38	43	47	36	43	47	36	93.5	87	94.7
Grade 4	45	46	53	38	46	49	38	46	49	84.4	100	92.5
Grade 5	60	43	49	55	41	42	54	41	42	91.7	95.3	85.7
All Grades	151	143	140	136	134	127	135	134	127	90.1	93.7	90.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2410.	2378.	2419.	27.91	17.02	19.44	18.60	10.64	25.00	11.63	29.79	36.11	41.86	42.55	19.44
Grade 4	2431.	2437.	2420.	18.42	28.26	16.33	10.53	13.04	14.29	23.68	19.57	28.57	47.37	39.13	40.82
Grade 5	2466.	2460.	2476.	14.81	24.39	26.19	20.37	9.76	19.05	25.93	19.51	21.43	38.89	46.34	33.33
All Grades	N/A	N/A	N/A	20.00	23.13	20.47	17.04	11.19	18.90	20.74	23.13	28.35	42.22	42.54	32.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.93	8.51	16.67	44.19	61.70	55.56	34.88	29.79	27.78
Grade 4	13.16	19.57	6.12	57.89	54.35	67.35	28.95	26.09	26.53
Grade 5	12.96	19.51	16.67	62.96	41.46	57.14	24.07	39.02	26.19
All Grades	15.56	15.67	12.60	55.56	52.99	60.63	28.89	31.34	26.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.26	17.02	19.44	41.86	36.17	61.11	34.88	46.81	19.44
Grade 4	15.79	21.74	12.24	39.47	39.13	55.10	44.74	39.13	32.65
Grade 5	5.56	17.07	19.05	53.70	41.46	45.24	40.74	41.46	35.71
All Grades	14.07	18.66	16.54	45.93	38.81	53.54	40.00	42.54	29.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.98	6.38	5.56	81.40	70.21	75.00	11.63	23.40	19.44
Grade 4	7.89	15.22	12.24	84.21	54.35	65.31	7.89	30.43	22.45
Grade 5	12.96	19.51	4.76	66.67	58.54	80.95	20.37	21.95	14.29
All Grades	9.63	13.43	7.87	76.30	61.19	73.23	14.07	25.37	18.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.60	12.77	22.22	46.51	63.83	58.33	34.88	23.40	19.44
Grade 4	15.79	13.04	12.24	52.63	69.57	59.18	31.58	17.39	28.57
Grade 5	14.81	26.83	23.81	64.81	48.78	47.62	20.37	24.39	28.57
All Grades	16.30	17.16	18.90	55.56	61.19	55.12	28.15	21.64	25.98

Conclusions based on this data:

1. Our students have gone from 37% to 34% to 39% proficient in ELA. Even though we are reclassifying more students as fully english proficient, the students who are EL's are improving overall skills too.
2. The majority of our students 55% to 72% are the the standard nearly met for all sub test areas. With continued focus in dELD, iELD, writing and small group instruction these students can achieve 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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	54	38	45	53	37	45	53	37	97.8	98.1	97.4
Grade 4	45	46	53	45	46	52	45	46	52	100.0	100	98.1
Grade 5	60	43	49	58	43	47	58	43	47	96.7	100	95.9
All Grades	151	143	140	148	142	136	148	142	136	98.0	99.3	97.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2407.	2391.	2436.	20.00	9.43	24.32	26.67	22.64	29.73	8.89	26.42	21.62	44.44	41.51	24.32
Grade 4	2410.	2442.	2426.	15.56	15.22	9.62	8.89	15.22	17.31	24.44	32.61	28.85	51.11	36.96	44.23
Grade 5	2445.	2426.	2490.	12.07	18.60	23.40	8.62	6.98	27.66	29.31	6.98	17.02	50.00	67.44	31.91
All Grades	N/A	N/A	N/A	15.54	14.08	18.38	14.19	15.49	24.26	21.62	22.54	22.79	48.65	47.89	34.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	11.32	27.03	40.00	50.94	40.54	37.78	37.74	32.43
Grade 4	15.56	19.57	11.54	24.44	36.96	46.15	60.00	43.48	42.31
Grade 5	10.34	9.30	23.40	36.21	27.91	48.94	53.45	62.79	27.66
All Grades	15.54	13.38	19.85	33.78	39.44	45.59	50.68	47.18	34.56

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.67	9.43	27.03	40.00	49.06	51.35	33.33	41.51	21.62
Grade 4	17.78	8.70	13.46	28.89	56.52	48.08	53.33	34.78	38.46
Grade 5	8.62	18.60	14.89	50.00	20.93	59.57	41.38	60.47	25.53
All Grades	16.89	11.97	17.65	40.54	42.96	52.94	42.57	45.07	29.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	7.55	24.32	42.22	56.60	48.65	35.56	35.85	27.03
Grade 4	13.33	13.04	13.46	44.44	58.70	48.08	42.22	28.26	38.46
Grade 5	8.62	11.63	14.89	53.45	41.86	55.32	37.93	46.51	29.79
All Grades	14.19	10.56	16.91	47.30	52.82	50.74	38.51	36.62	32.35

Conclusions based on this data:

1. Overall math achievement moved from 30% to 43%. The grade levels teams did focused work in math during Saturday Academy, collaboration and CAASPP preparation.
2. 34% of our students are in the standard not met category for 24-25 which requires acceleration and TIER 1 and 2 intervention to meet standards in the coming years.
3. 46-50% of our students are at or near standard in all subtests.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1437.6	1425.8	1474.0	1439.8	1431.7	1489.1	1432.3	1411.9	1438.8	39	40	18
1	1436.2	1447.9	1459.9	1436.7	1446.6	1474.3	1435.3	1448.6	1444.9	19	19	27
2	1472.8	1476.6	1521.1	1481.3	1482.9	1518.3	1463.8	1469.8	1523.6	27	14	16
3	1424.9	1440.8	*	1433.9	1446.3	*	1415.7	1434.8	*	15	26	10
4	1480.6	1491.1	1485.5	1478.1	1494.7	1483.6	1482.8	1486.9	1486.8	20	14	22
5	1516.2	1505.9	1499.3	1504.9	1508.8	1500.5	1527.0	1502.6	1497.7	17	19	15
All Grades										137	132	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	20.00	55.56	41.03	35.00	5.56	33.33	27.50	33.33	10.26	17.50	5.56	39	40	18
1	15.79	10.53	29.63	21.05	47.37	33.33	15.79	15.79	25.93	47.37	26.32	11.11	19	19	27
2	19.23	21.43	50.00	30.77	21.43	18.75	26.92	35.71	25.00	23.08	21.43	6.25	26	14	16
3	6.67	11.54	*	6.67	19.23	*	46.67	23.08	*	40.00	46.15	*	15	26	*
4	15.00	21.43	9.09	35.00	35.71	31.82	20.00	14.29	36.36	30.00	28.57	22.73	20	14	22
5	29.41	31.58	26.67	35.29	21.05	13.33	5.88	15.79	26.67	29.41	31.58	33.33	17	19	15
All Grades	16.91	18.94	30.56	30.88	30.30	23.15	25.74	22.73	29.63	26.47	28.03	16.67	136	132	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.95	17.50	50.00	41.03	37.50	16.67	25.64	35.00	27.78	15.38	10.00	5.56	39	40	18
1	26.32	36.84	48.15	15.79	15.79	25.93	15.79	21.05	18.52	42.11	26.32	7.41	19	19	27
2	38.46	35.71	56.25	26.92	21.43	18.75	11.54	21.43	18.75	23.08	21.43	6.25	26	14	16
3	26.67	30.77	*	20.00	3.85	*	26.67	26.92	*	26.67	38.46	*	15	26	*
4	45.00	28.57	18.18	15.00	35.71	45.45	15.00	7.14	18.18	25.00	28.57	18.18	20	14	22
5	41.18	36.84	26.67	23.53	26.32	20.00	5.88	10.53	20.00	29.41	26.32	33.33	17	19	15
All Grades	30.88	28.79	38.89	26.47	24.24	26.85	17.65	23.48	20.37	25.00	23.48	13.89	136	132	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		15.00	33.33		27.50	33.33		42.50	33.33		15.00	0.00		40	18
1		0.00	7.41		63.16	40.74		10.53	29.63		26.32	22.22		19	27
2		21.43	18.75		14.29	50.00		21.43	18.75		42.86	12.50		14	16
3		11.54	*		3.85	*		26.92	*		57.69	*		26	*
4		7.14	4.55		28.57	18.18		42.86	36.36		21.43	40.91		14	22
5		21.05	13.33		10.53	0.00		26.32	60.00		42.11	26.67		19	15
All Grades	9.56	12.88	13.89	24.26	24.24	27.78	31.62	30.30	34.26	34.56	32.58	24.07	136	132	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.90	22.50	50.00	56.41	65.00	44.44	7.69	12.50	5.56	39	40	18
1	31.58	42.11	48.15	42.11	36.84	48.15	26.32	21.05	3.70	19	19	27
2	42.31	42.86	56.25	50.00	42.86	43.75	7.69	14.29	0.00	26	14	16
3	13.33	19.23	*	20.00	34.62	*	66.67	46.15	*	15	26	*
4	35.00	42.86	18.18	45.00	42.86	68.18	20.00	14.29	13.64	20	14	22
5	41.18	36.84	13.33	41.18	47.37	73.33	17.65	15.79	13.33	17	19	15
All Grades	34.56	31.06	37.04	45.59	47.73	53.70	19.85	21.21	9.26	136	132	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	17.50	44.44	66.67	62.50	38.89	25.64	20.00	16.67	39	40	18
1	21.05	10.53	25.93	31.58	57.89	51.85	47.37	31.58	22.22	19	19	27
2	42.31	28.57	50.00	30.77	50.00	43.75	26.92	21.43	6.25	26	14	16
3	40.00	30.77	*	33.33	30.77	*	26.67	38.46	*	15	26	*
4	45.00	35.71	22.73	35.00	35.71	59.09	20.00	28.57	18.18	20	14	22
5	52.94	42.11	40.00	17.65	31.58	26.67	29.41	26.32	33.33	17	19	15
All Grades	30.88	25.76	36.11	40.44	46.97	44.44	28.68	27.27	19.44	136	132	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	10.00	11.11	74.36	72.50	88.89	10.26	17.50	0.00	39	40	18
1	15.79	42.11	29.63	47.37	26.32	25.93	36.84	31.58	44.44	19	19	27
2	11.54	7.14	25.00	42.31	64.29	62.50	46.15	28.57	12.50	26	14	16
3	0.00	11.54	*	20.00	23.08	*	80.00	65.38	*	15	26	*
4	5.00	0.00	4.55	40.00	64.29	36.36	55.00	35.71	59.09	20	14	22
5	23.53	21.05	13.33	41.18	31.58	40.00	35.29	47.37	46.67	17	19	15
All Grades	12.50	15.15	16.67	49.26	48.48	46.30	38.24	36.36	37.04	136	132	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	56.41	42.50	66.67	23.08	30.00	27.78	20.51	27.50	5.56	39	40	18
1	5.26	0.00	7.41	63.16	84.21	74.07	31.58	15.79	18.52	19	19	27
2	15.38	21.43	37.50	53.85	50.00	56.25	30.77	28.57	6.25	26	14	16
3	13.33	3.85	*	53.33	65.38	*	33.33	30.77	*	15	26	*
4	20.00	35.71	4.55	50.00	42.86	77.27	30.00	21.43	18.18	20	14	22
5	29.41	15.79	6.67	41.18	63.16	73.33	29.41	21.05	20.00	17	19	15
All Grades	27.94	21.97	21.30	44.12	53.03	63.89	27.94	25.00	14.81	136	132	108

Conclusions based on this data:

1. The percent of student who are level 4 has increased from 18% to 30%. This is a direct result of our ongoing efforts to support students through dELD and iELD and our collaborative focus student work.
2. Written language performance and growth is an identified area of need and a continued area of focus.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
300	46.7%	36%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	36%
Foster Youth	0	0.0%
Homeless	5	1.7%
Socioeconomically Disadvantaged	140	46.7%
Students with Disabilities	60	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.3%
American Indian	1	0.3%
Asian	84	28%
Filipino	9	3%
Hispanic	150	50%
Two or More Races	15	5%
Pacific Islander	1	0.3%
White	30	10%

Conclusions based on this data:

1. The total percentage of socioeconomically disadvantaged students is 46.7%. We remain a Title I school.

2. The total percentage of students with disabilities was 20%% and represents our Mild/Mod K-5 Program, SAI/RSP and speech program. 20% is slightly higher than the previous year.

School and Student Performance Data

Overall Performance

The 2025 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.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic performance in ELA, Math are in the yellow which represents growth from orange to yellow. This will remain an area of focus, but we can be confident moving forward with our collaborative work, literacy intervention with teacher and para support an focus student work.
- English Learner Progress is an area of strong growth in three years from orange to green to blue. This is a result of the multi year focus on dELD, iELD collaborative work with our focus students.

3. Chronic absenteeism is improving at Pomeroy, but will remain a focus. Current data shows we will be in yellow again next year, although very close to green (12% in Feb 2026)

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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.

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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 31.4 points below standard Increased 11.5 points 123 Students	English Learners Yellow 67.5 points below standard Increased 23.6 points 56 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 77.8 points below standard Increased 7.4 points 70 Students

Students with Disabilities  Orange 79 points below standard Increased 31.8 points 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 34.3 points below standard Declined 31.1 points 31 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 47.7 points below standard Increased 39.2 points 63 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 2.2 points below standard Declined 16.8 points 13 Students

Conclusions based on this data:

1. The ELA results show that all students are performing 31 points below standard, which is an improvement from the previous year. However Socio Economic Disadvantaged, Students w/ Disabilities are significantly below. Our hispanic and EL subgroup are within range of the student all group. This continues to be an area of focus with additional work in small group tier 1 and tier 2 instruction and intervention.
2. We have seen positive growth in two of our subgroups and will continue our focus work with extra attention to SED and Students w/ Disabilities.

School and Student Performance Data

Academic Performance Mathematics

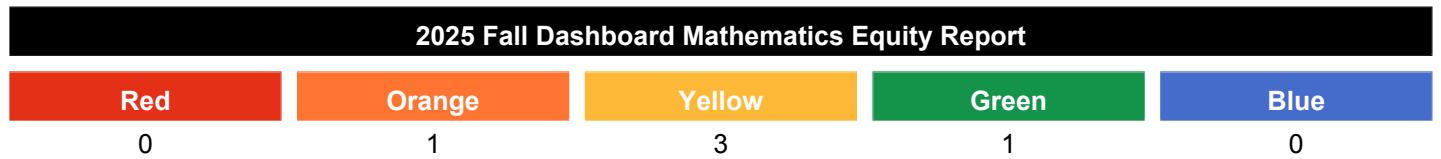
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 31.4 points below standard Increased 29.8 points 128 Students	English Learners  Yellow 64.1 points below standard Increased 32.3 points 61 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 68.3 points below standard Increased 25.7 points 73 Students

Students with Disabilities  Orange 98.3 points below standard Increased 23.8 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 9.1 points below standard Increased 16.8 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 57.1 points below standard Increased 42.7 points 65 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 25.8 points below standard Increased 4.7 points 14 Students

Conclusions based on this data:

1. The Math results show that all students are performing at 31 points below standard which is an improvement of 30 points. Students w/ Disabilities remain significantly behind, while our SED, Hispanic and Student and EL students made strong growth. This an area of continued focus with small group targeted supports.

School and Student Performance Data

Academic Performance Science

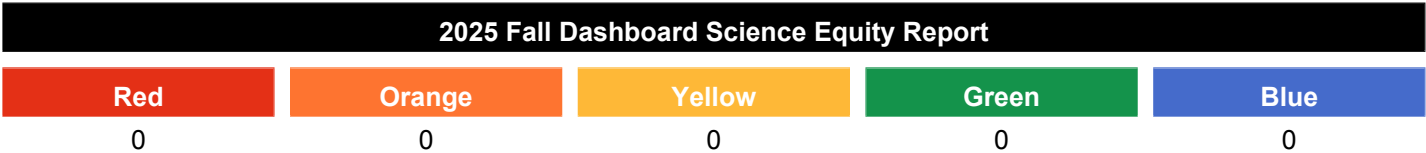
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 51.3 science points Increased 6.8 points 43 Students	English Learners  No Performance Color 48.9 science points Increased 13.2 points 19 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 - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 42 science points Increased 6.5 points 24 Students

Students with Disabilities  No Performance Color 36.2 science points Increased 7.8 points 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 59.9 science points Increased 8.6 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 46.4 science points Increased 10.9 points 18 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Our initial Science test data shows our students performing in the green range.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
65.3 making progress.	making progress.
Number Students: 75 Students	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.

2025 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
6.7%	28%	0%	65.3%

Conclusions based on this data:

- 65.3 of ELPI eligible english learner students at Pomeroy made progress of one level, while 28% maintained their current level. 6 % decreased a level and all were in third grade when the test takes a challenging jump.
- Overall English Learner Progress is in the blue 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 2025 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.

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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

18.6% Chronically Absent

Declined 2.8

317 Students

English Learners



Yellow

14% Chronically Absent

Declined 8

121 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Socioeconomically Disadvantaged



Orange

22.9% Chronically Absent

Declined 0.8

179 Students

Students with Disabilities  Red 20.5% Chronically Absent Increased 2 73 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 13.3% Chronically Absent Declined 1.7 90 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 19.6% Chronically Absent Declined 4 158 Students
Two or More Races  No Performance Color 40% Chronically Absent Declined 1.2 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 16.1% Chronically Absent Declined 0.5 31 Students

Conclusions based on this data:

1. Chronic absenteeism was above 33% three years ago and each year we have made improvements, with 18.6% chronically absent now. This is still an area of focus with a goal of being below 10%.

School and Student Performance Data

Conditions & Climate Suspension Rate

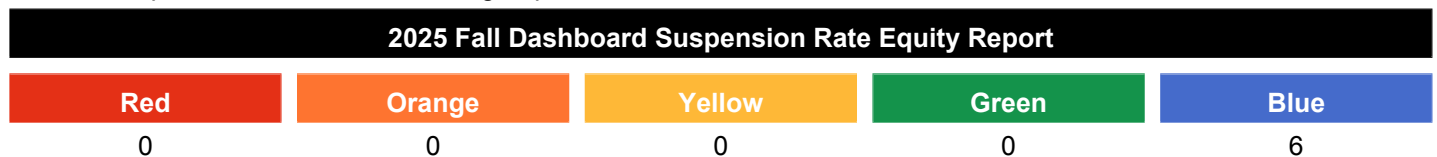
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.3% suspended at least one day Increased 0.3% 334 Students	English Learners Blue 0% suspended at least one day Maintained 0% 131 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0% 186 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 76 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 98 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 166 Students
Two or More Races  No Performance Color 5% suspended at least one day Increased 5% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data 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.

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

26-27 - 47% meet or exceed standards

27-28 - 54% meet or exceed standards

28-29 - 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 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

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.

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 continue 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). See multi year data below.

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	22-23 = 37% of students overall met or exceeded standard 23-24 = 34% of students overall met or exceeded standard 24-25 = 39% of students overall met or exceeded standard	25-26: 47% of students will meet or exceed grade level standard
CAASPP/ELA - EL Students	22-23 = 5% of EL students met/exceeded standard 23-24 = 7% of EL students met/exceeded standard	25-26: 30% of students currently identified as English Learners will meet or exceed grade level standard

	24-25 = 10% of EL students met/exceeded standard	
CAASPP/ELA - Hispanic Students	22-23 = 22% of Hispanic/Latino students met/exceeded standard 23-24 = 18% of Hispanic/Latino students met/exceeded standard 24-25 = 31% of Hispanic/Latino students met/exceeded standard	25-26: 40% of Hispanic will meet or exceed grade level standard
CAASPP/ELA - SED Students	22-23 = 30% of SED students met/exceeded standard 23-24 = 18% of SED students met/exceeded standard 24-25 = 17% of SED students met/exceeded standard	25-26: 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/ELA - Students with Disabilities	22-23 = 10% of students with disabilities met/exceeded standard 23-24 = 14% of students with disabilities met/exceeded standard 24-25 = 24% of students with disabilities met/exceeded standard	25-26: 44% of Students with Disabilities will meet or exceed grade level standard

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, Socio Economic Disadvantaged, English Learners, Hispanic/Latino, Special Education	200000 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, Socio Economic Disadvantaged, English Learners, Hispanic/Latino, Special Education	36000 Targeted Allocation 2000-2999: Classified Personnel Salaries (1) 3.75 Hour Intervention Para Educator 36000 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, Socio Economic Disadvantaged, English Learners, Hispanic/Latino, Special Education	7500 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.	Socio Economic Disadvantaged, English Learners, Hispanic/Latino, Special Education, All Students	13900 Title I 1000-1999: Certificated Personnel Salaries Hourly Pay for intervention and Planning/Collaboration 2000 Title I

			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)	All students, Socio Economic Disadvantaged, English Learners, Hispanic/Latino, Special Education	Title I 1000-1999: Certificated Personnel Salaries Certificated Hourly - TBD w/ carryover money Title I 2000-2999: Classified Personnel Salaries Classified Hourly - TBD w/ carryover money
1.6	Hourly Certificated Literacy/ELD Intervention	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All students	Targeted Carryover 1000-1999: Certificated Personnel Salaries TBD w/ carryover money
1.7	Saturday Academy	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All students	Title I 1000-1999: Certificated Personnel Salaries TBD pending carryover funds

Annual Review

SPSA Year Reviewed: 2025-26

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 shows improvement with our English Language growth in CAASPP and across our focus groups.

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

All activities implemented as planned.

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 cut Saturday Academy with the possibility of funding with carryover money. We have also added collaboration funds for substitute teachers as result of cutting PE services districtwide. We will also look at hourly intervention based on carryover.

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.

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 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.

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. See multi year data below.

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)	22-23 = 5% of EL students met/exceeded standard 23-24 = 7% of EL students met/exceeded standard 24-25 = 10% of EL students met/exceeded standard	25-26: 30% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math (3-5)	22-23: 5% of EL student met/exceeded standard 23-24: 6% of EL students met/exceeded standard	25-26: 30% of student currently identified as English Learners will meet or exceed grade level standard

	24-25: 10% of EL students met/exceeded standard	
ELPAC (K-5)	22-23 = 37% of EL students progressed one ELPI level 23-24 = 57% of EL student progressed one ELPI Level 24-25 = 65% of EL students progressed one ELPI level	25-26: 90% of English learners will make yearly growth (one ELPI level) in the ELPAC levels.

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
2.1	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	2400 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Including fees for District Translator or ELSAT 619 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for parent meetings, conferences, ELAC, etc
2.2	Teacher release time to participate in collaborative learning teams (grade level, cross grade level, CCEIS coach) focused on improving student outcomes.	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All Students	12000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Costs
2.3	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	General Fund Supports ELAC
2.4	Additional hours for our ELSAT to support small groups of English Language Learners.	EL Students, Focus Students	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly Pay
2.5	Two 3.75 Intervention Para Educators to support small-group targeted intervention and support classroom instruction.	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All Students	Funding in Goal 1

Annual Review

SPSA Year Reviewed: 2025-26

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.

All activities implemented as planned.

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

26-27- 50% meet or exceed standards

26-27 - 55% 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 50% 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

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.

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). See multi year data below.

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	22-23: 30% of student met/exceeded standard 23-24: 30% of student met/exceeded standard 24-25: 43% of students met/exceeded standard	25-26 At least 50% of students will meet or exceed grade level standard
CAASPP/Math - EL	22-23: 5% of EL student met/exceeded standard 23-24: 6% of EL students met/exceeded standard 24-25: 10% of EL students met/exceeded standard	25-26 At least 25% of students currently identified as English Learners will meet or exceed grade level standard
CAASPP/Math - Hispanic	22-23: 16% of Hispanic students met/exceeded standard 23-24: 16% of Hispanic students met/exceeded standard 24-25: 35% of Hispanic students met/exceeded standard	25-26 At least 45% of Hispanic will meet or exceed grade level standard
CAASPP/Math - SED	22-23: 19% of economically disadvantaged students met/exceeded standard 23-24: 25% of economically disadvantaged students met/exceeded standard 24-25: 25% of economically disadvantaged students met/exceeded standard	25-26 At least 40% of Socioeconomically Disadvantaged students will meet or exceed grade level standard
CAASPP/Math - Students with Disabilities	22-23: 20% of students with disabilities met/exceeded standard 23-24: 11% of students with disabilities met/exceeded/ standard 24-25: 31% of students with disabilities met/exceeded standard	25-26 At least 40% of Students with Disabilities will meet or exceed grade level standard

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
3.1	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, English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education	
3.2	Two 3.75 Intervention Para Educators to support small-group targeted intervention and support classroom instruction.	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All Students	Funded out of Targeted (Money is shown in the ELA Goal 1)
3.3	Teacher release time to participate in collaborative learning teams (grade level, cross grade level) focused on improving focus student outcomes.	All students, English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education	5000 Title I 1000-1999: Certificated Personnel Salaries

		Latino, Education	Special	Substitute Cost for Teacher Release Time
--	--	----------------------	---------	---

Annual Review

SPSA Year Reviewed: 2025-26

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.

All activities implemented as planned.

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 26-27

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).

Explore school wide SEL program

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

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.

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. See multi year data below.

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	23-24: Medium (Yellow) chronic absenteeism 24-25: Medium (Yellow) chronic absenteeism	26-27: Move to Low (green) on CA Dashboard
Aeries Attendance Data	24-25: 18% Chronic Absenteeism	26-27: 10-12%% Chronic Absenteeism for all students and subgroups

	25-26: 12% Chronic Absenteeism (Feb 2026)	
PBIS	23-24: 22 students participating in CICO 24-25: 13 students participating in CICO 25-26: 12 students participating in CICO	26-27: 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
4.1	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, English Learners, Economic Disadvantaged, Hispanic/Latino, Special Education	5322 Targeted Allocation 4000-4999: Books And Supplies Equipment and Incentives
4.2	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, English Learners, Economic Disadvantaged, Hispanic/Latino, Special Education	22000 Title I 1000-1999: Certificated Personnel Salaries Substitute Pay 18000 Title I 1000-1999: Certificated Personnel Salaries Hourly Pay for Garden Program
4.3	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.	English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education, All students	3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Instructional Hourly Rate for Certificated Teacher in STEAM after school program (3:00 - 4:15 on Tuesdays)
4.4	Implement Playworks to facilitate healthy play, positive peer interactions, conflict resolution and student leadership.	All students, English Learners, Socio Economic Disadvantaged, Hispanic/Latino, Special Education	41000 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.
4.5			

Annual Review

SPSA Year Reviewed: 2025-26

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. We need to explore a school wide SEL approach.

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

All activities implemented as planned.

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 Playworks and STEAM Farm to Table Garden and Cooking program we have had to cut Saturday Academy, afterschool hourly pay for collaboration and professional learning. 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	\$405,741.00
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	\$301,900.00
Title I Part A: Parent Involvement	\$3,019.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$304,919.00

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 (\$)
Targeted Allocation	\$100,822.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$100,822.00

Total of federal, state, and/or local funds for this school: \$405,741.00

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	100822	0.00
Title I	301900	0.00
Title I Part A: Parent Involvement	3019	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	100,822.00
Title I	301,900.00
Title I Part A: Parent Involvement	3,019.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	273,900.00
2000-2999: Classified Personnel Salaries	77,400.00
4000-4999: Books And Supplies	13,441.00
5000-5999: Services And Other Operating Expenditures	41,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	15,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	73,000.00
4000-4999: Books And Supplies	Targeted Allocation	12,822.00
1000-1999: Certificated Personnel Salaries	Title I	258,900.00

2000-2999: Classified Personnel Salaries	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	41,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	619.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	295,400.00
Goal 2	16,019.00
Goal 3	5,000.00
Goal 4	89,322.00

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
- 5 Parent or Community Members

Name of Members	Role
Kevin Keegan	Principal
Susie Ahmed	Classroom Teacher
Bertha Campos	Classroom Teacher
Angela Brown	Classroom Teacher
Kakoli Das Gupta	Other School Staff
Breanna Rakow	Parent or Community Member
Ray Poudrier	Parent or Community Member
Reshma Kotwal	Parent or Community Member
Carol Schmale	Parent or Community Member
Nancy Hermocillo	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:

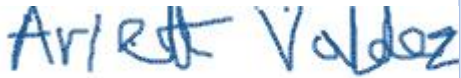
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 4/7/2026.

Attested:



Principal, Kevin F. Keegan on 4/7/2026



SSC Chairperson, Angela Brown on 4/7/2026