

The Single Plan for Student Achievement



School: Santa Clara Unified School District
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District: Santa Clara Unified School District
Principal: Angela Data
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results	12
Chronic Absenteeism Data	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	16
School Goal #3	18
School Goal #4	20
School Goal #5	23
School Goal #6	24
School Goal #7	25
Summary of Expenditures in this Plan	26
Total Allocations and Expenditures by Funding Source	26
Total Expenditures by Goal	27
School Site Council Membership	28
Recommendations and Assurances.....	29

School Vision and Mission

Santa Clara Unified School District's Vision and Mission Statements

Our Mission:

To inspire, empower, and educate all students to become lifelong learners and innovative problem solvers who improve the world.

Our Vision:

We envision a safe, supportive, successful and a mutually respectful place for students to grow into motivated, empathetic and self-directed learners guided by a staff of collaborative, supportive, and flexible professionals.

School Profile

Pomeroy School is a culturally diverse school of approximately 460 students is located one block east of Lawrence Expressway between El Camino Real and Benton Avenue. It is a beautifully maintained 60 year-old campus with lush green lawns and many mature pine and elm trees. Pomeroy School serves students in grades TK-5. A large number of Pomeroy's students come from families with both parents working or from single-parent homes. To address the childcare needs of Pomeroy's working parents, an on-site before and after school Extended Day childcare program is available as well as the YMCA after school program. We also offer a regular pre-school program. Pomeroy School is one of 18 elementary schools in the Santa Clara Unified School District. The diverse population of students, along with a staff of highly qualified teachers, creates an environment that is pleasant and rewarding for students and staff alike.

All special education students are mainstreamed into the regular classroom and receive extra support from 2 full-time resource teachers. Students have access to both a Computer Lab and a library on a regular basis. Pomeroy enjoys students who come from many backgrounds and speak nearly thirty languages. Members of our parent community work in local businesses, technology companies, hospitality, and in the trades.

Our staff includes 12 general education classroom teachers, 3 special education teachers, and 2 SAI teachers. The school has a part-time library/media center assistant. All TK-5 students are instructed in physical education by a certificated and paraprofessional team provided by the school district. We also have a part-time instrumental music teacher for students in grades 3- 5, one part-time psychologist, two part-time speech and language pathologists, a full time Literacy Intervention/Reading Recovery teacher, one part-time Literacy Intervention Teacher, 13 para educators, one clerk, one secretary, one cafeteria manager, two part-time counselors, and a day and night custodian. Pomeroy also has a daycare program and an afterschool YMCA program.

We offer small group Kindergarten instruction with an additional credentialed teacher to assist struggling students. Grades 1-5 are also provided literacy support daily by both classroom teachers and our Literacy Intervention Teachers. Reading Recovery is offered to our most at-risk first grade readers to accelerate their learning in 16-20 weeks. We have two Reading Recovery teachers who provide this highly specialized instruction for students. Lessons are provided within the school day, and voluntarily before and after school, 1:1, five days a week for thirty minutes. Pomeroy Elementary has an active PTA that supports the educational needs and goals of our school both financially and with volunteer time. PTA sponsors multiple book fairs, community-building evening events for parents and students, and assemblies for the entire student body.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

5th grade students participate in Health Kids survey, staff completes MTSS-B surveys, parent and staff are able to give feedback yearly on School Plans and LCAP

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a weekly basis. These are both informal and formal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisory Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

Pomeroy has a high population of English Learners

Pomeroy has 46.9% Free and Reduced lunch population

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	67	58	75	67	57	75	67	57	100	100	98.2
Grade 4	83	75	67	81	73	66	81	73	66	97.6	97.3	98.5
Grade 5	85	78	82	84	76	82	84	76	82	98.8	97.4	100
All Grades	243	220	207	240	216	205	240	216	205	98.8	98.2	99

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2438.0	2404.3	2418	32	20.90	32	24	22.39	19	21	17.91	12	23	38.81	37
Grade 4	2456.5	2449.2	2419	20	27.40	18	22	16.44	15	27	17.81	23	31	38.36	44
Grade 5	2483.5	2479.5	2453	17	17.11	13	25	27.63	26	21	14.47	16	37	40.79	45
All Grades	N/A	N/A	N/A	23	21.76	21	24	22.22	20	23	16.67	17	30	39.35	42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	19.40	21	45	38.81	47	31	41.79	32
Grade 4	16	23.29	15	46	39.73	47	38	36.99	38
Grade 5	19	17.11	18	35	44.74	38	46	38.16	44
All Grades	20	19.91	18	42	41.20	44	39	38.89	38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	23.88	26	45	37.31	37	23	38.81	37
Grade 4	21	26.03	20	52	38.36	44	27	35.62	36
Grade 5	19	22.37	23	44	43.42	35	37	34.21	41
All Grades	24	24.07	23	47	39.81	38.6	29	36.11	38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	16.42	19	67	59.70	63	17	23.88	19
Grade 4	15	17.81	8	65	49.32	62	20	32.88	30
Grade 5	10	15.79	11	68	57.89	49	23	26.32	40
All Grades	13	16.67	12.6	67	55.56	58	20	27.78	29.6

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	20.90	26	41	43.28	46	21	35.82	28
Grade 4	19	32.88	8	60	41.10	59	21	26.03	33
Grade 5	24	19.74	15	58	44.74	44	18	35.53	41
All Grades	26	24.54	16.3	54	43.06	49.6	20	32.41	34

Conclusions based on this data:

1. The CAASPP ELA scores indicates that 41% of students met or exceeded standard.
2. The CAASPP ELA scores indicates that 59% of students were below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	67	58	75	67	57	75	67	56	100	100	98.2
Grade 4	83	75	67	81	73	66	81	72	66	97.6	97.3	98.5
Grade 5	85	78	82	84	78	81	84	78	81	98.8	100	98.7
All Grades	243	220	207	240	218	205	240	217	204	98.8	99.1	98.46

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2435.3	2427.6	2413	20	14.93	23	33	31.34	16	24	28.36	30	23	25.37	32
Grade 4	2459.2	2478.0	2444	11	20.83	17	28	26.39	18	32	26.39	30	28	26.39	35
Grade 5	2475.1	2474.7	2453	14	12.82	15	11	12.82	12	32	32.05	20	43	42.31	53
All Grades	N/A	N/A	N/A	15	16.13	18.3	24	23.04	15.3	30	29.03	26.6	32	31.80	40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	32.84	30	37	32.84	25	29	34.33	46
Grade 4	22	33.33	23	36	29.17	32	42	37.50	45
Grade 5	15	17.95	19	27	26.92	17	57	55.13	64
All Grades	23	27.65	24	33	29.49	24.6	43	42.86	51.6

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	20.90	26	49	56.72	40	19	22.39	33
Grade 4	17	27.78	20	58	48.61	42	25	23.61	38
Grade 5	13	15.38	14	32	44.87	32	55	39.74	54
All Grades	20	21.20	20	46	49.77	38	33	29.03	30.6

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	23.88	28	49	55.22	46	20	20.90	26
Grade 4	15	26.39	21	52	44.44	38	33	29.17	41
Grade 5	7	8.97	14	52	51.28	41	40	39.74	46
All Grades	17	19.35	21	51	50.23	41.6	32	30.41	37.6

Conclusions based on this data:

1. The CAASPP Mathematics scores indicate that 33.6% of students met or exceeded standards.
2. The CAASPP Mathematics scores indicate 66.6% of students were below standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					33	5	83	33	42	17	17	29		17	25
1	6	22	14	53	41	34	25	26	31	16	4	10		7	10
2	12	10	7	39	19	14	21	57	62	18	5	10	9	10	7
3		5	4	17	27	28	50	32	24	28	14	20	6	23	24
4	4	5	2	44	24	8	48	48	20		24	12	4		2
5	13	26		20	35	25	60	30	25	7	9				50
Total	7	13	10	36	30	4	39	38	32	14	11	35	4	8	19

Conclusions based on this data:

1. The annual CELDT results indicate that 34% of 1st to 5th graders scored early advanced or advanced

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	2	4		8	12	5	25	35	42	26	23	29	40	27	25
1	8	18	14	45	36	34	24	33	31	18	6	10	5	6	10
2	16	10	7	37	19	14	21	57	62	16	5	10	11	10	7
3		7	4	18	22	28	41	33	24	23	11	20	18	26	24
4	4	4	2	42	21	8	50	50	20		21	12	4	4	2
5	17	22		22	33	25	50	26	25	6	15		6	4	50
Total	7	10	10	28	23	4	31	38	32	17	15	35	17	15	19

Conclusions based on this data:

1. The CELDT data indicates 14% of our EL students scored early advanced or advanced and have the opportunity to be reclassified (RFEP).

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	113	16	14.2
Filipino	43	2	4.7
Hispanic or Latino	185	17	9.2
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	21	0	0.0
White	102	8	7.8
Male	236	21	8.9
Female	250	25	10.0
English Learners	179	18	10.1
Students with Disabilities	58	7	12.1
Socioeconomically Disadvantaged	225	24	10.7
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	106	13	12.3
Grades 1-3	215	23	10.7
Grades 4-6	165	10	6.1
Grades K-8	486	46	9.5
Total	486	46	9.5

Conclusions based on this data:

1. Kindergarten has the highest Chronic Absenteeism Rate at 12.3%

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
LEA Goal: 1A. Proficiency in ELA 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: 1. All students will make measurable progress in mastering California Standards, and in graduating from high school, college, and career ready. 2. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. 3. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #1:
Each student and all subgroups will make measurable progress towards the standards as measured by state assessments and/or Santa Clara Unified School District Performance Based Assessments (Reading Benchmark Assessment) by 2019
Data Used to Form this Goal:
Multi year comparison with District Reading PBA data from the Fountas and Pinnell Assessment, Local Writing Performance Based Assessment, CAASPP English Language Arts
Findings from the Analysis of this Data:
Students need early reading intervention, daily reading support and small group instruction at their reading level
How the School will Evaluate the Progress of this Goal:
Principal and teachers will review F&P reading data, Local Performance Based Writing Assessment Data and CAASPP English Language Arts data to evaluate our progress for this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Part-time Literacy Intervention specialist will provide small-group, targeted intervention to atrisk students grades 3-5. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.	July 1, 2018 to June 30, 2019	Literacy Intervention Teacher Classroom teachers Site administrator	Literacy Intervention Teacher, Site Funded	Title I	93,307
2 Teacher professioanl development on reading/writing instruction EX: strategy groups, small group instructions etc.	July 1, 2018 to June 30, 2019	Classroom teachers	Professional Development	Title I	400
3 Utilize PLC/Site Literacy Team Meetings to provide structures for analyzing student work and improving instruction	July 1, 2018 to June 30, 2019	Classroom teachers	Attend PLC site days, hourly pay for teachers as needed	Targeted Allocation	7,000
4 Part-time Literacy Intervention specialist will provide small-group, targeted intervention to atrisk students grades K-2. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.	July 1, 2018 to June 30, 2019	Literacy Intervention Teacher Classroom teachers Site administrator	Literacy InterventionTeacher, District Funded	None Specified	
5 Purchase Learning A-Z licenses for all students in order to provide additional access to leveled reading materials both in school and at home.	July 1, 2018 to June 30, 2019	Classroom teachers Site administrator	Learning A to Z , RAZ Kids licenses	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development		
LEA/LCAP GOAL:		
<p>LEA Goal:</p> <p>1C. Proficiency for high priority students in ELA and Mathematics</p> <p>1D. Effective Teaching & Administration</p> <p>2A. English Learner Achievement</p> <p>LCAP Goal:</p> <p>1. All students will make measurable progress in mastering California Standards, and in graduating from high school, college, and career ready.</p> <p>2. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being.</p> <p>3. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.</p>		
SCHOOL GOAL #2:		
Students identified as English Learners (ELs) will demonstrate continued, consistent growth each year in English Language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) and the SCUSD Expectations of Student Progress by Grade Level for ELs.		
Data Used to Form this Goal:		
We used multi-year comparisons of CELDT data, as well as AMAO 1 and 2.		
Findings from the Analysis of this Data:		
Our English Learners require both embedded and designated supports.		
How the School will Evaluate the Progress of this Goal:		
Principal and teacher will review the California English Language Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), F&P, Reading Benchmark Assessment ,Re-designation Rate (RFEPs) to evaluate progress.		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Instructional support to work with small groups to support instructional time.	July 1, 2018 to June 30, 2019	Site Administrator Classified Staff	Instructional Support	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Provide parents and teachers with a language translator during conferences or assisting parents and students with school-related tasks.	July 1, 2018 to June 30, 2019	District translators Classroom Teachers Site Administrator	Traslator	Targeted Allocation	1,500
3 Provide childcare and interpretation for families during family events and meetings including advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs.	July 1, 2018 to June 30, 2019	Site Administrator Classified Staff	Childcare and Interpretation	Title I	1,500
4 Implement integrated and designated ELD in all grades K-5	July 1, 2018 to June 30, 2019	Classroom Teachers Site Administrator	Teachers collaborate to differentiate instruction for all EL students	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
<p>LEA Goal:</p> <p>1B. Proficiency in Mathematics</p> <p>1C. Proficiency for high priority students in ELA and Mathematics</p> <p>1D. Effective Teaching & Administration</p> <p>2A. English Learner Achievement</p> <p>LCAP Goal:</p> <p>1. All students will make measurable progress in mastering California Standards, and in graduating from high school, college, and career ready.</p> <p>2. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being.</p> <p>3. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.</p>
SCHOOL GOAL #3:
Each student and all subgroups will make measurable progress towards the standards measured by state assessments and/or Santa Clara Unified School District Performance Based Assessments .
Data Used to Form this Goal:
Origo Quarterly Math Assesments, CAASPP Mathematics
Findings from the Analysis of this Data:
Students need daily small group math support and differentiation
How the School will Evaluate the Progress of this Goal:
Principal and teacher will review Quarterly Assessment data and CAASPP Mathematics assessment data to evaluate progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Utilization of math software program provided by ST Math for K-5 students. School and Home	July 1, 2018 to June 30, 2019	Classroom teachers Site administrator	ST Math Software Program	Targeted Allocation	3,499

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
access.					
2 Maintain and purchase computers, peripherals, audio/visual equipment, technology, chromebooks headphones and mice.	July 1, 2018 to June 30, 2019	Classroom teachers Site Administrator	Technology	Targeted Allocation	2,000
3 Teacher professional development on math instruction EX. small group instruction, strategy groups, intervention	July 1, 2018 to June 30, 2019	Classroom Teachers	Professional Development	Title I	3,600
4 Math Intervention Teacher (MIT) will support K-5 grade students who are struggling in math. MIT will review data to form small groups and collaborate with teachers.	July 1, 2018 to June 30, 2019	Literacy Intervention Teacher Classroom Teachers Site Administrator	Math Intervention Teacher	Targeted Allocation	93,356
5 Use Dreambox Adaptive Learning Software in order to personalize instruction to students academic needs.	July 1, 2018 to June 30, 2019	Classroom Teachers Site Administrator	Software, District Funded	None Specified	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
LEA Goal: 1A. Proficiency in ELA 1B. Proficiency in Mathematics 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: 1. All students will make measurable progress in mastering California Standards, and in graduating from high school, college, and career ready. 2. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. 3. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #4:
The staff, students, parents and administration will focus on a positive and inclusive school climate at Pomeroy Elementary School. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic programs. Parent and community involvement in the school will increase. Ultimately, this will have a positive effect on behavior and on student achievement.
Data Used to Form this Goal:
MTSS-B Survey, Healthy Kids Survey Grade 5, parent survey and input for ELAC, SSC, PTA and staff
Findings from the Analysis of this Data:
There were common themes of increasing parent involvement both within the classroom environment and at all school functions. The need to develop a common language around behavior expectations.
How the School will Evaluate the Progress of this Goal:
Through staff meetings, professional developments, target meetings, PTA meetings, SSC meetings, and ELAC meetings school climate will be discussed and reviewed. A community survey will be given in the Fall and Spring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Equipment provided as to support school-wide-playground procedures and activities	July 1, 2018 to June 30, 2019	Classroom teachers Site administrators PE teachers	Equipment for Cooperative Games	Targeted Allocation	2,000
2 Utilize materials that will address student behavior, social thinking and character education	July 1, 2018 to June 30, 2019	Classroom Teachers Counselor Site Administrator Wellness Coordinator MTSS-B Coach	MTSS-B materials	Targeted Allocation	5,000
3 Counseling Services	July 1, 2018 to June 30, 2019	Counselor Site Administrator	Student Counseling	Targeted Allocation	6,680
4 Grade Level/Cross Grade Level/Leadership Team Collaboration Attendance at Professional Development Conferences (PLC, LMI, etc) Substitutes may be required for the following: *opportunities that support student learning in ELA, ELD Mathematics and School Climate *Grade level collaboration *student target meetings *Assessments *Professional Developments *PLC *MTSS-B *Goal Setting Meetings *Student Study Meetings *Conferences *IEP Meeting *Leadership meetings	July 1, 2018 to June 30, 2019	Classroom Teachers Counselor Site Administrator Wellness Coordinator MTSS-B Coach	Professional Conferences and Workshops	Targeted Allocation	5,000
5 Parent Education and Community Involvement programs, examples: PIQE, Project Cornerstone, ESL instruction for parents, Regular Parent Education meetings	July 1, 2018 to June 30, 2019	Classroom Teachers Program Contact Person Site Administrator ELSAT	Program cost and supplies	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
6 Purchase Instructional materials, supplies, organizational materials to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's	July 1, 2018 to June 30, 2019	Classroom Teachers Site Administrator	Equipment, Materials, and Supplies	Title I	4,699

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	126,035	0.00
Title I	117,506	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	126,035.00
Title I	117,506.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English-Language Arts	100,707.00
Goal 2: English Language Development	7,000.00
Goal 3: Mathematics	102,455.00
Goal 4: School Climate	33,379.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Angela Data	X				
Susie Ahmed		X			
Julie Hues		X			
Rebekah Lee		X			
Nelly Rodriguez			X		
Olga Javala				X	
Justin Garcia				X	
Amy Plodek				X	
Connie Chandra				X	
Anna Delgadillo				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 5/8/2018.
6. This SPSA was revised on May 8, 2018.

Attested:

Angela Data

Typed Name of School Principal



Signature of School Principal

6/6/18

Date

Amy Plodek

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/6/18

Date

Budget By Expenditures

Pomeroy Elementary School

Funding Source: Targeted Allocation

\$126,035.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Attend PLC site days, hourly pay for teachers as needed		\$7,000.00	English-Language Arts	Utilize PLC/Site Literacy Team Meetings to provide structures for analyzing student work and improving instruction
Traslator		\$1,500.00	English Language Development	Provide parents and teachers with a language translator during conferences or assisting parents and students with school-related tasks.
ST Math Software Program		\$3,499.00	Mathematics	Utilization of math software program provided by ST Math for K-5 students. School and Home access.
Technology		\$2,000.00	Mathematics	Maintain and purchase computers, peripherals, audio/visual equipment, technology, chromebooks headphones and mice.
Math Intervention Teacher		\$93,356.00	Mathematics	Math Intervention Teacher (MIT) will support K-5 grade students who are struggling in math. MIT will review data to form small groups and collaborate with teachers.
Equipment for Cooperative Games		\$2,000.00	School Climate	Equipment provided as to support school-wide-playground procedures and activities
MTSS-B materials		\$5,000.00	School Climate	Utilize materials that will address student behavior, social thinking and character education
Student Counseling		\$6,680.00	School Climate	Counseling Services

Pomeroy Elementary School

Professional Conferences and Workshops	\$5,000.00	School Climate	Grade Level/Cross Grade Level/Leadership Team Collaboration Attendance at Professional Development Conferences (PLC, LMI, etc) Substitutes may be required for the following: *opportunities that support student learning in ELA, ELD Mathematics and School Climate *Grade level collaboration *student target meetings *Assessments *Professional Developments *PLC *MTSS-B *Goal Setting Meetings *Student Study Meetings *Conferences *IEP Meeting *Leadership meetings
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Targeted Allocation Total Expenditures: \$126,035.00

Targeted Allocation Allocation Balance: \$0.00

Funding Source: Title I

\$117,506.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Program cost and supplies		\$10,000.00	School Climate	Parent Education and Community Involvement programs, examples: PIQE, Project Cornerstone, ESL instruction for parents, Regular Parent Education meetings
Equipment, Materials, and Supplies		\$4,699.00	School Climate	Purchase Instructional materials, supplies, organizational materials to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's
Professional Development		\$3,600.00	Mathematics	Teacher professional development on math instruction EX. small group instruction, strategy groups, intervention

Pomeroy Elementary School

Childcare and Interpretation	\$1,500.00	English Language Development	Provide childcare and interpretation for families during family events and meetings including advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs.
Instructional Support	\$4,000.00	English Language Development	Instructional support to work with small groups to support instructional time.
Literacy Intervention Teacher, Site Funded	\$93,307.00	English-Language Arts	Part-time Literacy Intervention specialist will provide small-group, targeted intervention to at-risk students grades 3-5. Literacy Intervention Teacher (LIT) will collaborate closely with classroom teachers and Resource Specialist. Targeted groups will be adjusted throughout the year based on need.
Professional Development	\$400.00	English-Language Arts	Teacher professional development on reading/writing instruction EX: strategy groups, small group instructions etc.

Title I Total Expenditures: \$117,506.00

Title I Allocation Balance: \$0.00

Pomeroy Elementary School Total Expenditures: \$243,541.00