

Pomo

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Diane I. Johnson

 Principal, Pomo

About Our School

The school climate at Pomo School is a source of pride for our staff, students, and parents.

Working together as a team, our staff ensures that your child receives excellent instruction. We work diligently to implement the Common Core State Standards and address 21st Century Skills. This is an exciting time in education and we look forward to the growth and learning this school year will bring. In order to ensure academic excellence, we have adjusted bell schedules to allow for regular early dismissal (for students) and collaboration days (for staff). This time provides our instructional team to collaborate in quality professional development and which in turn benefits our learners directly.

We continue to develop our comprehensive school wide behavior program – Positive Behavior Intervention and Support - PBIS. Our three rules: Be Safe, Be Respectful, Be Responsible, guide all aspects of our school. This along with our future focus on Visible Learning, are key components to providing the supports and programs to elevate a safe school and meaningful student engagement.

To assure that all students are making progress, we work collaboratively to review academic, behavioral, attendance, and other data pertaining to each student. The ongoing information gathered at these meetings help us to intervene quickly when students are struggling in various areas of development and provide challenges and leadership opportunities for gifted students. Each student at Pomo is important and unique and we welcome family feedback – you are the expert when it comes to your children.

Contact

*Pomo
3350 Acacia St.
Clearlake, CA 95422-7110*

*Phone: 707-994-6744
E-mail: diane.johnson@konocitiusd.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Konocti Unified
Phone Number	(707) 994-6475
Superintendent	Donna Becnel
E-mail Address	donna.becnel@konoctiusd.org
Web Site	www.konoctiusd.org

School Contact Information (School Year 2016-17)	
School Name	Pomo
Street	3350 Acacia St.
City, State, Zip	Clearlake, Ca, 95422-7110
Phone Number	707-994-6744
Principal	Diane I. Johnson
E-mail Address	diane.johnson@konoctiusd.org
Web Site	www.konoctiusd.org/
County-District-School (CDS) Code	17640226109706

Last updated: 1/27/2017

School Description and Mission Statement (School Year 2016-17)

Pomo Elementary consistently serves approximately 675 students ranging from transitional kindergarten to seventh grade with an additional 50 preschool students in Clearlake, California. The school is located at the base of picturesque Mount Baldy in the rural and high poverty area of Lake County. Lake County is a rural area in Northern California near Napa and Sonoma Counties and a couple of hours away from the San Francisco Bay area and the state capitol, Sacramento. Our school has a high free/reduced lunch rate. English Learners represent approximately 25% of our student population.

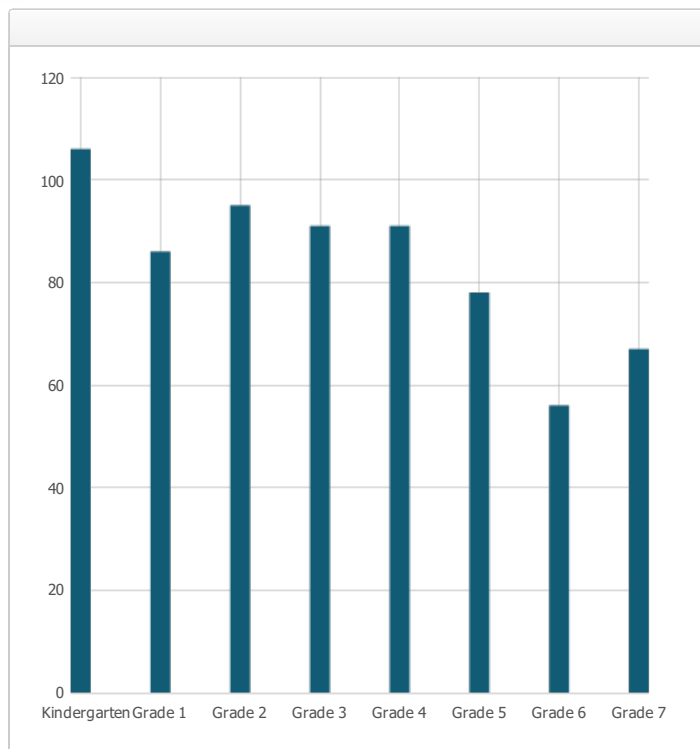
Built in 1991, Pomo Elementary School is the newest school in the Konocti Unified School District. Our District has three TK-7th grade schools, one TK-5th grade school, one Performing Arts and Medical Magnet school grades 4th-12th, one 2-8 alternative school, one high school, and two alternative high schools. The majority of our district students live in the areas of Clearlake, Clearlake Park, Clearlake Oaks, and Lower Lake.

The goal of Pomo School is to help students become safe, respectful, responsible individuals while developing a lifelong passion for knowledge. Learning at Pomo School is a combined effort involving students, family, community, and school. Together, we strive to provide a successful learning experience in a safe environment. Active instruction, research-based curriculum, and a comprehensive assessment system are all integral parts of our academic program. Instruction at Pomo School imparts knowledge while it develops critical thinking and problem solving skills. We emphasize our three rules: Be Safe, Be Respectful, Be Responsible!

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	106
Grade 1	86
Grade 2	95
Grade 3	91
Grade 4	91
Grade 5	78
Grade 6	56
Grade 7	67
Total Enrollment	670



Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	3.7 %
Asian	0.0 %
Filipino	0.3 %
Hispanic or Latino	45.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	40.1 %
Two or More Races	7.3 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.9 %
English Learners	24.3 %
Students with Disabilities	10.7 %
Foster Youth	0.1 %

Last updated: 1/27/2017

A. Conditions of Learning

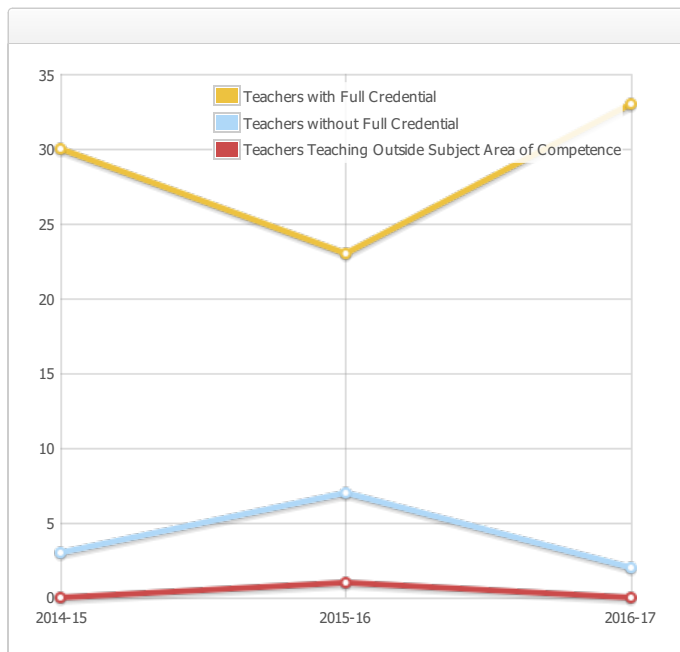
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

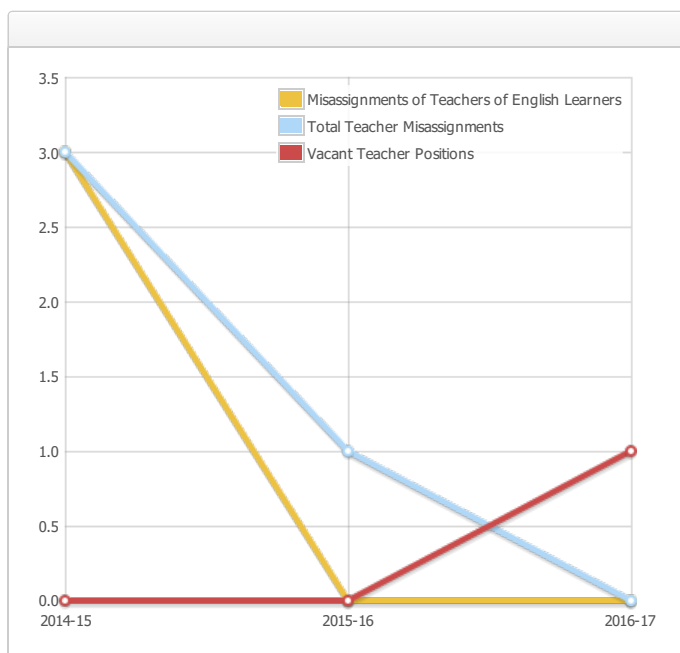
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	23	33	152
Without Full Credential	3	7	2	20
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	1



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	1	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	83.0%	17.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic News Magazines for all of Kindergarten through seventh grades.	Yes	0.0 %
Mathematics	The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by combining one or more instructional resources to each math unit. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned.	Yes	0.0 %
Science	KKUSD CCSS Units of Study, 2015- 2016 Scholastic News Literature CCSS exemplar sets FOSS Kits and textbooks from the prior essential standards state adopted list. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of the LEA reviewed these materials and built these resources to be California Common Core State Standards aligned.	Yes	0.0 %
History-Social Science	Scholastic News magazines for all K - 7 grade. 6 -10 sets of CCSS Exemplars for each grade level at each school site. CCSS units including online resources. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned.	Yes	0.0 %
Foreign Language	n/a		0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	n/a		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2017

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or at the District Office.

The 2016-2017 school year FIT, done in October, 2016 by a district inspector, indicates that the school overall rating for function, condition, and repair is at 91.38%, indicating a "good" school rating. Interior surfaces in some classrooms need repair/maintenance. Work orders are in place to address those this school year. The facilities are able to provide a safe place for students on school grounds and in classrooms before, during, and after school. There is sufficient space for classrooms, playgrounds, and staff. Staff are supported with a newly remodeled office that provides a conference room for meetings, a curriculum room to store materials, hold staff collaboration meetings, and to promote use of lesson planning, material gathering, and prepping. The school is cleaned on a nightly basis and kept in good shape for classes each day.

The District has set the maintenance and upkeep of facilities, especially school campuses, as one of its highest priorities. Although the state allowed districts latitude on the Routine Restricted Maintenance for many years, the district continued to fund this account at the required level of 3%. The district also transferred additional moneys into the Deferred Maintenance Fund to account for major repair, replacement and renovation of facilities.

During 2015 - 2016 the District spent \$1,200,000 in the RRMA and 240,000 Deferred Maintenance Fund with an additional \$1,600,000 on major new buildings and facility renovation. In 2014-15 the district spent \$ 1,893,843 and \$695,550 respectively on maintenance, repair, renovation, improvement and acquisition of facilities.

Remaining focused on the condition of classrooms and campuses, the district has budgeted \$ 1,560,000 (nearly 4% of its General Fund/Def Maintenance Fund totals) and \$1,800,000 of Capital Facility Funding to maintain and improve facilities during the 2016-17 School Year

The successful measure Y Bond passage in November 2016 will allow the district to further enhance opportunities for students improving current facilities.

Age of School Buildings

This school has 30 classrooms, an after school room, a PE room, a multipurpose room, a library, and an administration building. The main campus was built in 1991. Additions were constructed in 2004 with the passage of the School Improvement Bond funding.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office and at the LEA office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The classrooms are cleaned on a nightly basis.

Deferred maintenance: Not applicable

Modernization projects: Not applicable

New construction projects: Erosion prevention construction in various locations on campus.

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Overall cleanliness of school was not the best. It was during the school

		day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Interior: Interior Surfaces	Fair	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Electrical: Electrical	Good	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Safety: Fire Safety, Hazardous Materials	Good	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
Structural: Structural Damage, Roofs	Good	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Overall cleanliness of school was not the best. It was during the school day and most classes were at lunch. Picture day was in the MPR along with lunch being served at time of inspection.

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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Last updated: 1/27/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	14.0%	11.0%	24.0%	20.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	9.0%	7.0%	13.0%	9.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	10.3%
Male	51	51	100.0%	9.8%
Female	38	36	94.7%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	9.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	12.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.5%	9.0%
English Learners	19	19	100.0%	10.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	88	96.7%	12.5%
Male	54	52	96.3%	11.5%
Female	37	36	97.3%	13.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	48	96.0%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	12.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	81	96.4%	11.1%
English Learners	29	26	89.7%	3.9%
Students with Disabilities	14	14	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	74	92.5%	16.2%
Male	48	43	89.6%	14.0%
Female	32	31	96.9%	19.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	33	89.2%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.9%	19.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	61	92.4%	14.8%
English Learners	16	12	75.0%	8.3%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	56	90.3%	3.6%
Male	35	33	94.3%	3.0%
Female	27	23	85.2%	4.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	25	83.3%	8.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	47	90.4%	4.3%
English Learners	18	15	83.3%	6.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	62	93.9%	8.3%
Male	35	33	94.3%	9.7%
Female	31	29	93.6%	6.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	27	90.0%	7.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	12.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	55	93.2%	7.6%
English Learners	17	14	82.4%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	12.6%
Male	51	51	100.0%	11.8%
Female	38	36	94.7%	13.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	9.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	15.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.5%	10.3%
English Learners	19	19	100.0%	5.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	88	96.7%	4.6%
Male	54	52	96.3%	5.9%
Female	37	36	97.3%	2.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	48	96.0%	6.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	3.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	81	96.4%	3.7%
English Learners	29	26	89.7%	3.9%
Students with Disabilities	14	14	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	74	92.5%	4.1%
Male	48	43	89.6%	4.8%
Female	32	31	96.9%	3.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	33	89.2%	3.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.9%	6.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	61	92.4%	3.3%
English Learners	16	12	75.0%	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	56	90.3%	3.6%
Male	35	33	94.3%	6.1%
Female	27	23	85.2%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	25	83.3%	4.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	4.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	47	90.4%	2.1%
English Learners	18	15	83.3%	6.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	62	93.9%	6.5%
Male	35	33	94.3%	9.1%
Female	31	29	93.6%	3.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	27	90.0%	3.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	11.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	55	93.2%	5.5%
English Learners	17	14	82.4%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	16.0%	19.0%	34.0%	40.0%	35.0%	31.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	80	77	96.3%	33.8%
Male	48	46	95.8%	34.8%
Female	32	31	96.9%	32.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	37	36	97.3%	41.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	33	31	93.9%	35.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.5%	36.5%
English Learners	16	15	93.8%	33.3%
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.0%	13.3%	6.7%
7	24.2%	15.2%	6.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

For more information on how to become more involved at Pomo School, please contact the principal, Diane Johnson at (707) 994-6744 X 2311.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT (School Year 2016–17)

Pomo School has developed a written Title 1 parental involvement policy with input from parents and community members. The Pomo School Site Council used input from Pomo ELAC members, staff, parent surveys, and anecdotal information to develop a policy to invite parental involvement. Pomo School posts the parental involvement policy in our School Accountability Report Card, Single Plan for Student Achievement and includes it in our annual distribution of our Parent/Student Handbook.

To involve parents in the Title 1 program at Pomo School, the following practices have been established:

Pomo School convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements during our Back-to School night.

Pomo School offers flexible meetings for Title 1 parents including morning "Second Cup of Coffee" meetings, School Site Council meetings, and English Learners Advisory Committee.

Pomo School involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title 1 parental involvement policy through the use of annual parent surveys, School Site Council Meetings, English Learner Advisory Committee, and the District English Learner Advisory Committee.

The school provides parents of Title 1 students with timely information about Title 1 programs in the Parent & Student Handbook, during Back to School night, and by posting our Single Plan for Student Achievement and School Accountability Report Card on the Konocti Unified School District Website.

Pomo School provides parents of Title 1 students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet in the Parent & Student Handbook, during Back to School Night, and through information posted on the school and district website.

If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children during scheduled parent-teacher meetings, Student Study Team meetings, and PBIS Team meetings.

Parents and community members are encouraged to attend our annual parent nights, Back-to-School and Open House. All community members are invited to read Dr. Seuss books to classrooms during Read Across America celebration in March. Parents may volunteer for our school-wide end-of-year Field Day, field trips and extended day tutoring and enrichment programs. We have an active Parent Teacher Club that is involved in all facets of our school. Our PTC has funded classroom supplies, school equipment, computers, field trips, and much more. Our school climate benefits when our parents and community members are involved. Please stop by our office to become involved. Engaged families elevate the learning experience for all students.

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT

Pomo School 2016 -2017

Our Goals for Student Achievement

District Goals

LCAP GOAL I: Engaging Teaching and Learning

To provide students an engaging curriculum, high-quality staff and learning experiences. Student achievement scores will increase by 8%.

SCHOOL GOALS

By June 2017, all students will be at grade level or higher in both reading and math.

Our data shows the need to focus on the Common Core Standards in ELA and Math.

We will get there by:

1. English Language Arts: For the 2016-17 school year, the proficiency on the CAASPP assessment scores for ELA will improve by 8% from the 2015-2016 overall met or exceeded percentage of 10% to an overall met or exceeded percentage of 18%.

2. Mathematics: For the 2016-17 school year, the proficiency on the CAASPP assessment scores for Mathematics will improve by 7% from the 2015-2016 overall met or exceeded percentage of 7% to an overall met or exceeded percentage of 14%.

TEACHERS, PARENTS, STUDENTS - TOGETHER FOR SUCCESS

TEACHERS:

I understand the importance of the school experience to every student and my role as educator and model. Therefore, I agree to carry out the following responsibilities to the best of my abilities:

Teach essential skills and concepts to your child.

Strive to address the individual needs of your student.

Communicate with you regarding your student's progress through the use of conferences, weekly folders, report cards, phone calls, and letters home.

Provide a safe, positive, and healthy learning environment for your student.

Communicate homework, class work, and behavior expectations.

Evaluate and return appropriate work in a timely manner.

PARENTS:

Some of our key at-home activities will be:

Provide a quiet place for my child to study and work with them to complete his or her homework.

Read with my child every day and talk about how the story connects with things he or she has experienced. Attend family activity nights to practice new ways to support your student.

Use the weekly folder to discuss my child's progress and use their returned work to support my child's learning at home.

STUDENTS:

I will...

Come to school on time every day unless I am ill.

Set goals to learn new words and read every day.

Return my completed homework on time.

Return corrected work to my parents or guardians.

Be responsible for my own behavior.

Be a cooperative learner.

BUILDING PARTNERSHIPS

Parent Meetings and Events

Back to School Night, Monthly Citizenship Assemblies, Family Game/Activity Nights, Winter Program, Open House

Small Group Meetings Relating to Individual Students

Parent/Teacher Conferences Individual Education Plan (IEP) meeting for students in Special Education Student Study Team (SST) meetings Family Support Meetings (FST) Meetings requested by parents or staff

Parent Groups that meet regularly

School Site Council (SSC) Parent/Teacher/Community Association English Learner Advisory Committee (ELAC)

VOLUNTEERING OPPORTUNITIES

Student Tutoring Classroom volunteers/visitations Field trip Chaperones Common time supervision (recesses and lunch). Parent involvement refers to the efforts of any caregiver who has a responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, step-parents, etc.

JOINTLY DEVELOPED

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. This compact will be reviewed at our next Family Night in May 2017, to get parent, student, community and teacher input into the language and design of the compact. Meetings will be held each year by staff, the SSC, and ELAC to review the Compact and make changes based on student needs where childcare and transportation may be provided as needed. Parents, students, and teachers can contribute comments at any time. Parent surveys are sent out to all parents each school year. Included in the surveys are suggestions as to what dates/times are most convenient for parents. The compact will be provided in the parent's primary language.

BUILDING PARTNERSHIPS

If you would like to volunteer, participate and/or observe in the classroom, please contact: Diane Johnson at diane.johnson@konoctiusd.org or (707) 994-6744, extension 2311.

COMMUNICATION ABOUT STUDENT LEARNING

Pomo School is committed to frequent two-way communication with families about student learning. Some of the ways you can expect the school to reach out to families are:

Weekly homework and information folders.

Frequent family activity nights.

Weekly school-wide newsletters.

Parent/Teacher conferences twice per year.

Conference with teachers available as needed.

Student Study, Family Support, and PBIS Team meetings

BUILDING CAPACITY FOR INVOLVEMENT

The Pomo principal, assistant principal, curriculum coach, teachers and other staff will assist parents in understanding academic content, achievement standards, assessments and how to improve the achievement of their children during parent conferences, Back-to-School Night or at anytime the parent or guardian requests. During these events, the staff will provide materials and training to help parents work with their student to improve their child's achievement. Pomo School works to educate staff in the value of parent contributions and how to work with parents as equal partners. The school will coordinate and integrate parental involvement with other programs and conducts activities that encourage and supports parents in more fully participating in the education of their children. Pomo School will distribute information related to school and parent programs, meetings and other activities to the parents in a format and to the extent practicable, in a language the parents understand. The school will provide other reasonable support for parental involvement activities as parents request.

ACCESSIBILITY

Pomo School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required in a format and, to the extent practicable, in a language that the parents understand.

A hard copy of this school's SARC is available online for printing or a copy may be requested at the school site and provided at no cost.

State Priority: Pupil Engagement

Last updated: 1/27/2017

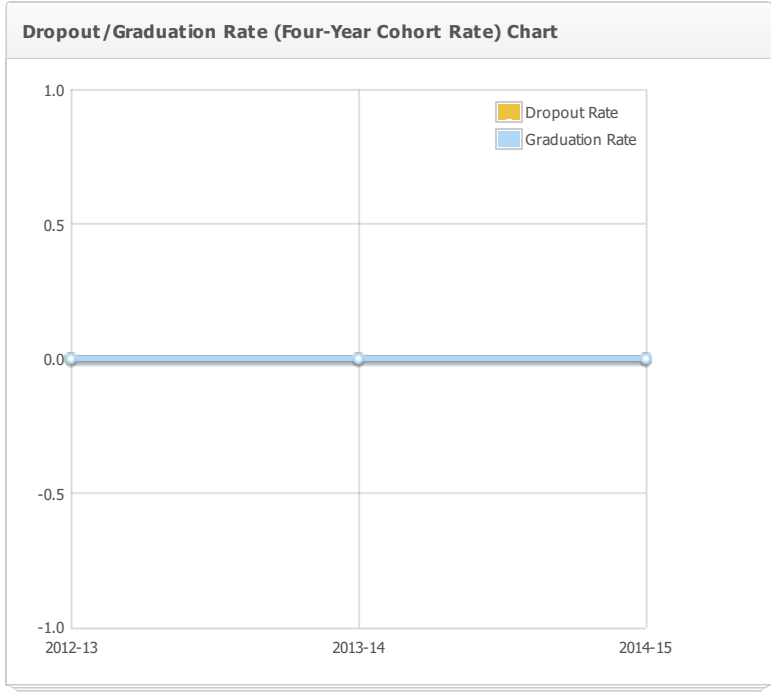
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%

Graduation Rate	0.00	0.00	0.00	85.70	81.50	70.00	80.44	80.95	82.27
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Last updated: 1/27/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	81	85
Black or African American	--	78	77
American Indian or Alaska Native	--	83	75
Asian	--	67	99
Filipino	--	0	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	0	85
White	--	81	87
Two or More Races	--	65	91
Socioeconomically Disadvantaged	--	80	77
English Learners	--	71	51
Students with Disabilities	--	71	68
Foster Youth	--	--	--

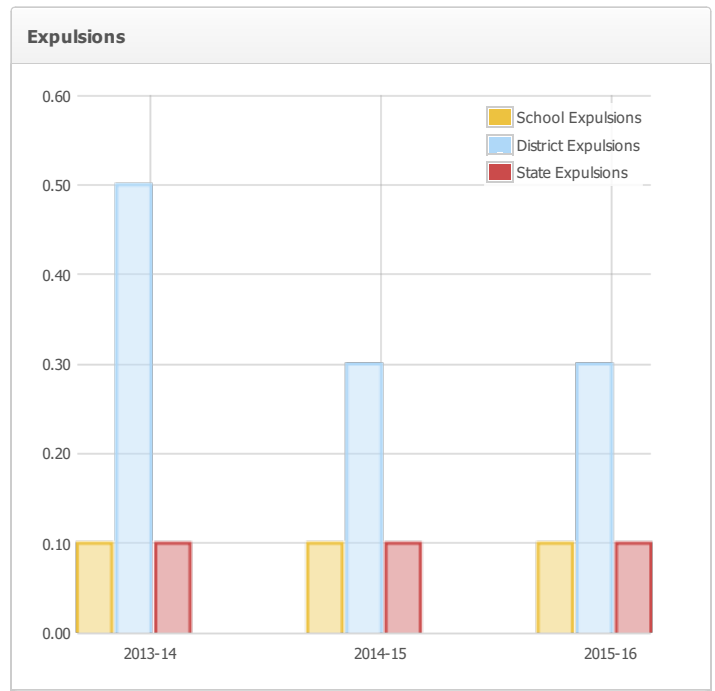
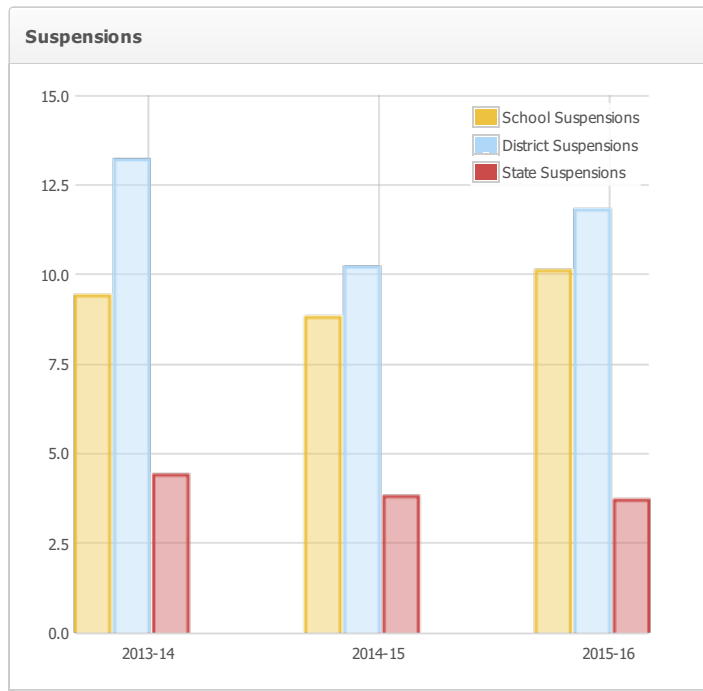
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.4	8.8	10.1	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	0.1	0.1	0.1	0.5	0.3	0.3	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

School Safety Plan (School Year 2016–17) - Reviewed November 2016

The School Safety Plan contains mandated areas to be addressed by each school site and covers the instructional school day as well as the time during before and after school programs:

The following mandated areas are covered in the school safety plan:

Academic & Behavioral Goals – Pomo School fosters growth in the academic and behavioral areas through comprehensive curriculum, interventions, and following the PBIS practices behavioral program.

Site Plan – This includes information which coordinates student achievement, programs, teaching strategies, facilities, and budget.

Child Abuse – All staff receives training at the beginning of each year regarding mandated reporter responsibilities.

Disaster Procedures – Pomo has regular fire drills as well as emergency procedures including earthquake drills and lockdown practice. These procedures are outlined in the staff handbook. The district is working with all school sites to further train and plan for disasters.

Suspension/Expulsions –Our three rules: Be Safe, Be Respectful, Be Responsible, are the center of all behavioral expectations. Training stations are set up to model the exact behaviors expected in each area of the school at least twice per school year, or more often if needed. Data is collected at the end of the year, staff reviews that data, and plans are revised. We have a site Positive Behavior Intervention and Supports (PBIS) team to assist with specific student behavior plans to assist teachers.

Notification of Dangerous Pupils – Our school follows ed code S49079 which notifies teachers when a student is a danger to himself or others. The principal reviews the cum file of each new student and reports the significant data to the classroom teacher and other appropriate staff. Student Study Teams are implemented to gather appropriate resources to help students; in addition, PBIS Behavior Plans are created for students who have difficulty with behavior management and need additional support systems.

Sexual Harassment – Students are trained in Anti-Bullying methods which include sexual harassment. Employees are given a beginning of the year update regarding district guidelines. All reports of sexual harassment will be handled in a prompt and professional manner.

Dress Code – Pomo has a dress code which requires students to be dressed in a safe and respectable manner. Specifics are outlined in the Student/Parent Handbook given to each student at the beginning of the year or upon enrollment later in the year.

Ingress/Egress – Pomo has two crossing guards at the intersection and parking areas of our school, both before and after the school day. Students are reminded and rewarded for following the school rules on the way to and from school, whether walking or riding the bus and during our extended day programs.

Rules & Discipline – Pomo has implemented the PBIS Practices schoolwide behavior management program. All students and adults are expected to be safe, respectful, and responsible. We continue to further our PBIS implementation through our Anti-Bullying Campaign, Tough Kid Research, and PBIS Team behavior plans. These behavioral program expectations extend to our extended day programs.

Access to School Grounds - The campus is surrounded by a chain link fence with gates located in the front and side of the property. Front gates allow entrance to the school during the day. The side gates are kept locked during the time school is in session. Signs are prominently displayed on the campus indicating that all visitors must check-in at the office which is located at the front of the school. Visitors sign-in and are given a visitor badge to wear during their visit.

Supervision - During the school day and before/after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision on the yard during recesses and lunch. The assistant principal and the principal also provide consistent oversight during times when students are in the yard. Crosswalk Guards are stationed at the school intersection and at the bus entrance for 30 minutes before and after the school day.

Facilities Support Teaching and Learning - Pomo Elementary currently has 32 classrooms, a library with media center, cafeteria, staff room, preschool classroom, and a facility where Healthy Start and other services are located. The playground consists of grass areas, blacktop, and playground equipment. The equipment was purchased to support physical education and health standards. Konocti Unified successfully passed a Facilities Construction Bond Initiative in 2004 which has provided us a new library/ media center, eliminated outdated portables and expanded our gym/cafeteria. At this time, we have plenty of classrooms for our teaching classrooms and also classroom space for special services. We have a large yard for recess and PE which allows for both to happen simultaneously.

Facilities – Cleaning Process & Toilets - Classrooms and restrooms are cleaned each day after the school day has ended and student restrooms are cleaned every two hours by custodians assigned to our school. Our grounds are maintained by our district maintenance staff on a rotating schedule. Our toilets are 100% in working condition. We are grateful for the passage of the school bond. Our campus is beautiful.

Last updated: 1/27/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	1	4	0	24.0	1	4	0				
1	24.0	0	3	0	17.0	2	3	0				
2	24.0	1	3	0	21.0	2	2	0				
3	26.0	0	3	0	23.0	0	4	0				
4	31.0	0	2	0	30.0	0	2	0				
5	29.0	0	3	0	28.0	0	3	0				
6	30.0	0	2	0	29.0	0	3	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5215.0	\$937.0	\$4278.0	\$51276.0
District	N/A	N/A	\$2452.0	\$54679.0
Percent Difference – School Site and District	--	--	-0.1%	-0.1%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-0.1%	-0.3%

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

Types of Services and Supplementals funded by categorical Title I and EIA programs at Pomo School - After School Tutoring Programs, Supplemental Materials for classrooms, Additional Librarian Time & Additional Library Books/Materials for Accelerated Reader Program, Kindergarten Paraprofessional Time, combination class Paraprofessional time, Increases in Student and Staff technology for classrooms - including work stations, Chromebooks, Ipads, printers, etc. - , Awards and Recognition Ceremonies/Assemblies/Celebrations, Professional Development Opportunities for Staff, Summer School Program, Parent Involvement Activities (such as 2nd Cup of Coffee, website development/maintenance, Monthly Newsletters, Pertinent Parent Informational Flyers, etc.), ELD Paraprofessional, ELD materials/curriculum, ELD classroom technology, ELD Professional Development Opportunities for Staff, ELAC meeting materials, Behavioral Intervention Assistant, and Safe School/School Climate Award and Incentives.

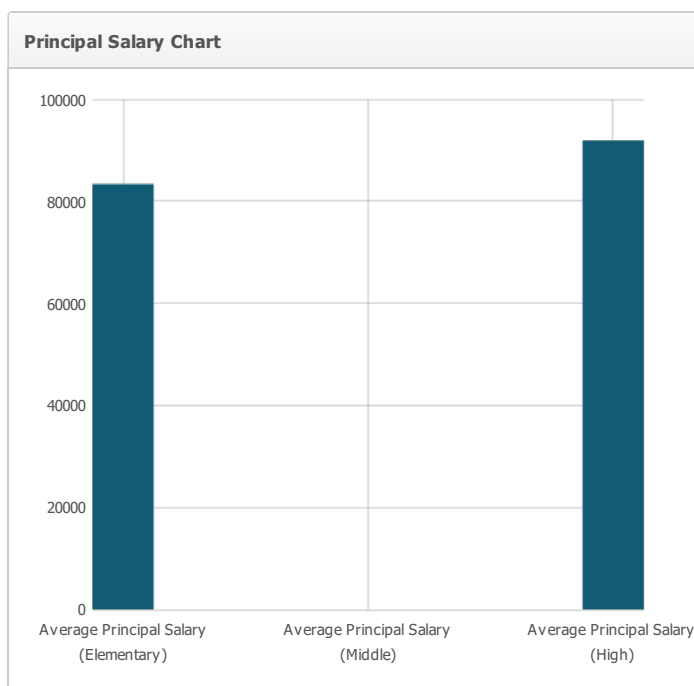
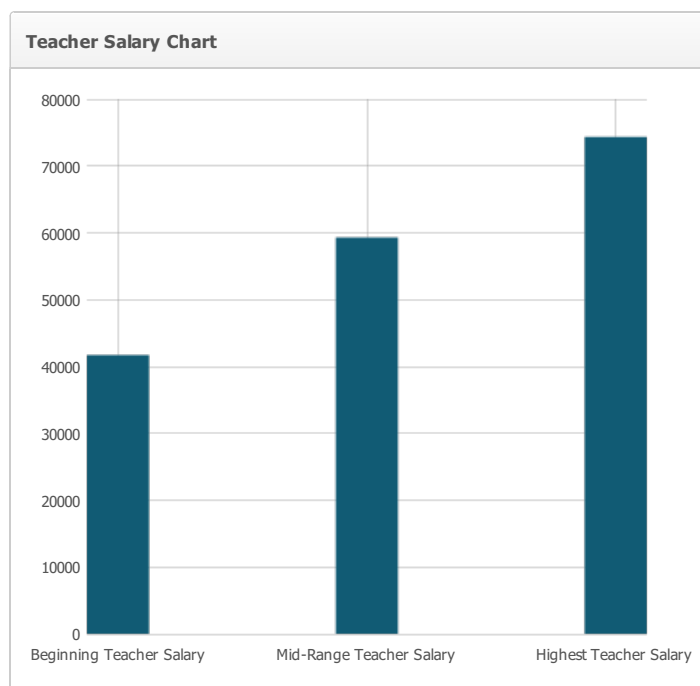
Supplemental Funds are used to enrich the school and classroom environments for our students, provide a safe and positive learning environment, and provide our students an equal or better education on par with any school in California.

Last updated: 1/27/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,714	\$42,063
Mid-Range Teacher Salary	\$59,303	\$64,823
Highest Teacher Salary	\$74,347	\$84,821
Average Principal Salary (Elementary)	\$83,358	\$101,849
Average Principal Salary (Middle)	\$	\$107,678
Average Principal Salary (High)	\$91,893	\$115,589
Superintendent Salary	\$156,030	\$169,152
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2017

Professional Development

Common Core State Standards (CCSS) and developing and supporting new teachers has been the focal point for staff development the past 3 years. (2015-2016) (2014-2015) (2013-2014). Within the last 3 years and on a generally continuing basis..

- Selected staff members received 9 days of CCSS training in either math or ELA via West-Ed during the school year and are given continued time to work on CCSS units refinement during the school year.
- CCSS training was chosen based on new the newly adopted standards and academic rigor as well as a determination that student needs would center around a CCSS based education and rigor level.
- Professional Development via outside workshops, training, seminars, etc. is encouraged by administration. Nearly all staff attend a professional conference or training each year.
- Every other Thursday is either a district or site collaboration training day via a minimum day schedule allowing for 2 hours of training.
- Each grade level at the site receives one 45 minute collaboration period each week in order to coordinate planning, review assessments. make student focused decisions, discuss instructional strategies, etc.
- Teachers are supported via an active administration (principal & assistant principal) and a site dedicated curriculum coach.
- Formal monthly Walk-Throughs are done at the site utilizing the Danielson Group Framework for Teaching.

Professional development in 2016-2017 shifted to incorporate effective research proven strategies to best teach the common core standards along with regular and frequent data analysis around both student progress and teacher/leader impact.

Professional Development

Certificated staff is supported by professional development through full day trainings, workshops, and conferences provided at district and site levels. Individual coaching for teachers by school site curriculum coaches, grade level/department collaboration, peer classroom visitations, administrative coaching, and participation in the Beginning Teacher Support & Assessment (BTSA) program.

Comprehensive student data is reviewed by the school board, management team, school site staff and other stakeholders groups such as the District Advisory Committee (DAC), School Site Councils (SSC), and the District & Site English Learner Advisory Committee (DELAC/ELAC). The purpose of these comprehensive reviews is to evaluate programs, practices, and strategies in order to determine the next steps needed for student growth.

Both certificated and classified staff surveys are completed periodically to help determine individual and district wide professional development needs. Evaluations of professional development days and collaboration meetings are completed for each session. This feedback is presented to the curriculum coaches, management team, and school board for further development and refinement of the professional development plan.

2016-2017

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days; one on John Hattie's research or evidence in action. The other day each school site received specific training around one of the focus areas; know thy impact, providing effective feedback, developing a visible learning and/or developing quality assessments.

15 district collaboration days to analyze student data and to effectively continue/incorporate some top yielding instructional strategies.

2015-2016:

5 full days with WestEd, K-7 staff revised the grade level units of student in language arts; including the end of unit common summative assessment.

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days developed to a variety of teacher strategy workshops in the following areas: literacy, technology, ELD, special education, assessment, PBL

2014 -2015:

5 full days of professional development for teachers, administrators, & support staff

Major Focus:

- Common Core State Standards development in ELA & math
- ELD
- Brain Development
- Teaching strategy workshops (technology, engagement, SpEd, assessment)

3 full days of professional development for classified

De-escalation, behavior management, active supervision, & safety in the workplace

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