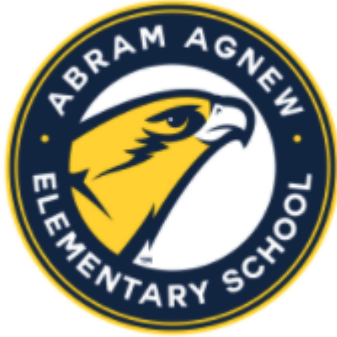


School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abram Agnew Elementary School	43-69674-6048797	May 2, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement
School systems will be enhanced to address chronic absenteeism of all students, particularly specific subgroups.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

School goals are developed with input from multiple partners, based on data analysis, and aligned with the district's LCAP goals and strategic plan in order to meet the needs of all students in a systematic way. The overall objective of our improvement plan is an enhanced level of student achievement.

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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).

Agnew Elementary opened its doors on August 12, 2021, to students from Pre-K to Grade 2. All staff members, certificated and classified, have provided feedback throughout the year to contribute to the building of school culture, systems and processes, multi-tiered system of supports (MTSS), and collaborative work. Staff members have periodically reviewed student performance data in academic, social-emotional, and behavior. Given the small number of founding staff, all staff members were involved in several decision-making processes. Given the number of English Learners, we have reviewed the ELPAC data, along with the anecdotal data provided by the classroom teachers. Agnew Elementary has also implemented Devereux Student Strength Assessment (DESSA), a screener as well as a diagnostic tool to assess Social-Emotional competencies aligned with Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. We have also reviewed the data provided by the Literacy Intervention team members who worked with our emerging readers in first and second grade. Families and our community have participated in events to provide feedback, comments, ideas, insight, and their interests for our student and staff learning. Staff members and members of the School Site Council (SSC) examined data from the California Assessment of Student Performance and Progress (CAASPP), district assessments of literacy and math, previous year's Healthy Kids Survey and/or the Social Emotional Learning Survey.

Classroom Observations

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

Classrooms are observed on a daily basis by the Principal, Instructional Coach, and School Support Teacher on Special Assignment (TOSA). Teachers also have the opportunity to do peer observations through the Positive Behavior Interventions and Supports (PBIS) program. New teachers have a number of opportunities to observe other teachers through their Induction program. Classroom observations focus on academics, social-emotional learning, and ways to support students, families, and staff members.

The Principal observed the classroom instruction on a daily basis and the MTSS Tier 2 team also observed the instruction periodically to calibrate the observation tool for 6 Best Practices. Teachers worked in Professional Learning Communities to align their teaching and to develop Competency based Personalized Learning Units. Teachers also calibrated student assessment and expectations at the grade level. New teachers, and veteran teachers who needed extra support, were given several opportunities to observe their peers through induction program and through coaching support.

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 who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers hired will be highly qualified. Teachers and classified staff members engage in professional learning opportunities throughout the school year to continue to reflect and refine instructional and student support practices.

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, English Language Development, and educational technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Common Core Standards.

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

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

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, conferences, and collaboration. Instructional leadership providers include Teachers on Special Assignment (TOSAs), administrators, grade level leads, teacher leaders, and outside professional development providers.

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

Teacher collaboration occurs on a regular basis. Principal builds collaboration time during staff meetings and site-based collaboration meetings. Each grade level team meets to analyze data on student learning, identify resources and interventions for students, and reflect and refine their instructional practices.

Teaching and Learning

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

All instructional materials are aligned to the California Common Core Standards (Common Core, Next Generation Science Standards (NGSS), and English Language Arts/English Language Development (ELA/ELD) Framework).

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

The school complies with and monitors the implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Reading, Music, Mathematics, Science, History-Social Science and Physical Education.

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, Specialized Academic Instruction (SAI)/Inclusion teachers, and administrative staff to determine intervention schedules, options, and implementation plans.

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.

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 Common Core standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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.

Evidence-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, 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, Specially designed academic instruction in English (SDAIE), target meetings, Curriculum based assessments, Fountas & Pinnell Running Record, and district adopted curriculum and assessments.

Parental Engagement

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

Programs that support at-risk students include SOAR classes (when teachers are available), PBIS tier 1 and 2 practices utilized with entire staff, counseling, wellness leader, Literacy Intervention, Parent Education and Family Engagement events, after school homework support program providers, and State and District Preschool.

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

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 Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of different ELL groups.

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Abram Agnew School Site Council (SSC) met on a monthly basis to examine the school goals throughout the school year. SSC meetings take place on the first Tuesday of the month.

January - This meeting focuses on reviewing the SPSA and school budgets

February - This meeting focuses on reviewing the Comprehensive School Safety Plan.

March - This meeting focuses on reviewing the Comprehensive School Safety Plan and the SPSA.

April - This meeting focuses on reviewing current and proposed actions of the SPSA.

May - This meeting focuses on the final review and approval of the SPSA.

Resource Inequities

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

None. All teachers use instructional materials aligned to the California State Standards, including intervention materials to help differentiate instruction and every student has access to standards based instructional materials as required by the Williams Act.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		89	115
Grade 1		58	98
Grade 2		43	62
Grade3			42
Total Enrollment		190	317

Conclusions based on this data:

1. Our student enrollment will continue to grow as we open up new grade levels each year until we have classes in every grades, Kindergarten through Fifth Grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		77	125		40.5%	39.4%
Fluent English Proficient (FEP)		40	65		21.1%	20.5%

Conclusions based on this data:

1. The number of FEP students fluctuates year to year and will continue to do so as we open up new grade levels.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1453.7			1465.5			1425.7			39	
1		1425.6			1433.9			1416.5			21	
2		1516.4			1516.0			1516.2			16	
All Grades											76	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		23.08			51.28			20.51			5.13			39	
1		4.76			28.57			28.57			38.10			21	
2		31.25			56.25			6.25			6.25			16	
All Grades		19.74			46.05			19.74			14.47			76	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		23.08			56.41			17.95			2.56			39	
1		9.52			38.10			38.10			14.29			21	
2		37.50			56.25			0.00			6.25			16	
All Grades		22.37			51.32			19.74			6.58			76	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		7.69			51.28			33.33			7.69			39	
1		9.52			19.05			19.05			52.38			21	
2		25.00			50.00			6.25			18.75			16	
All Grades		11.84			42.11			23.68			22.37			76	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		43.59			51.28			5.13			39	
1		28.57			52.38			19.05			21	
2		37.50			56.25			6.25			16	
All Grades		38.16			52.63			9.21			76	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		20.51			69.23			10.26			39	
1		19.05			61.90			19.05			21	
2		43.75			50.00			6.25			16	
All Grades		25.00			63.16			11.84			76	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		7.69			87.18			5.13			39	
1		19.05			28.57			52.38			21	
2		25.00			56.25			18.75			16	
All Grades		14.47			64.47			21.05			76	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		51.28			33.33			15.38			39	
1		0.00			71.43			28.57			21	
2		31.25			56.25			12.50			16	
All Grades		32.89			48.68			18.42			76	

Conclusions based on this data:

1. EL students performed the highest in the areas of Listening and Writing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
190	21.1	40.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Abram Agnew Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	40.5
Foster Youth		
Homeless	1	0.5
Socioeconomically Disadvantaged	40	21.1
Students with Disabilities	13	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.6
American Indian	1	0.5
Asian	87	45.8
Filipino	8	4.2
Hispanic	48	25.3
Two or More Races	5	2.6
Pacific Islander	1	0.5
White	35	18.4

Conclusions based on this data:

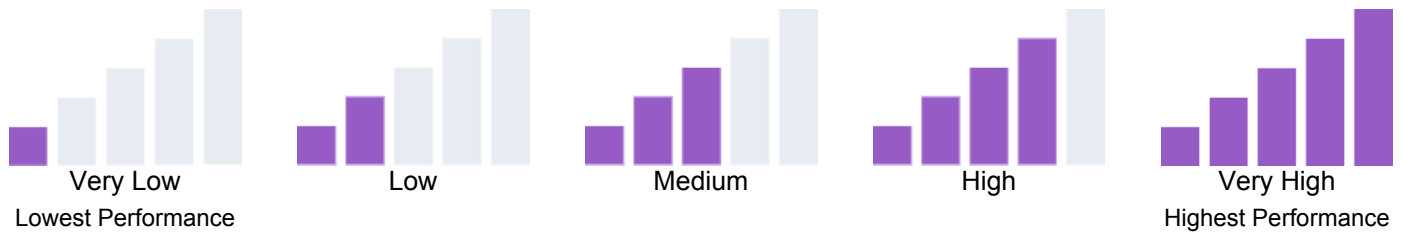
1. Asian student group is the largest group.
2. Our second largest subgroup is Hispanic.

School and Student Performance Data

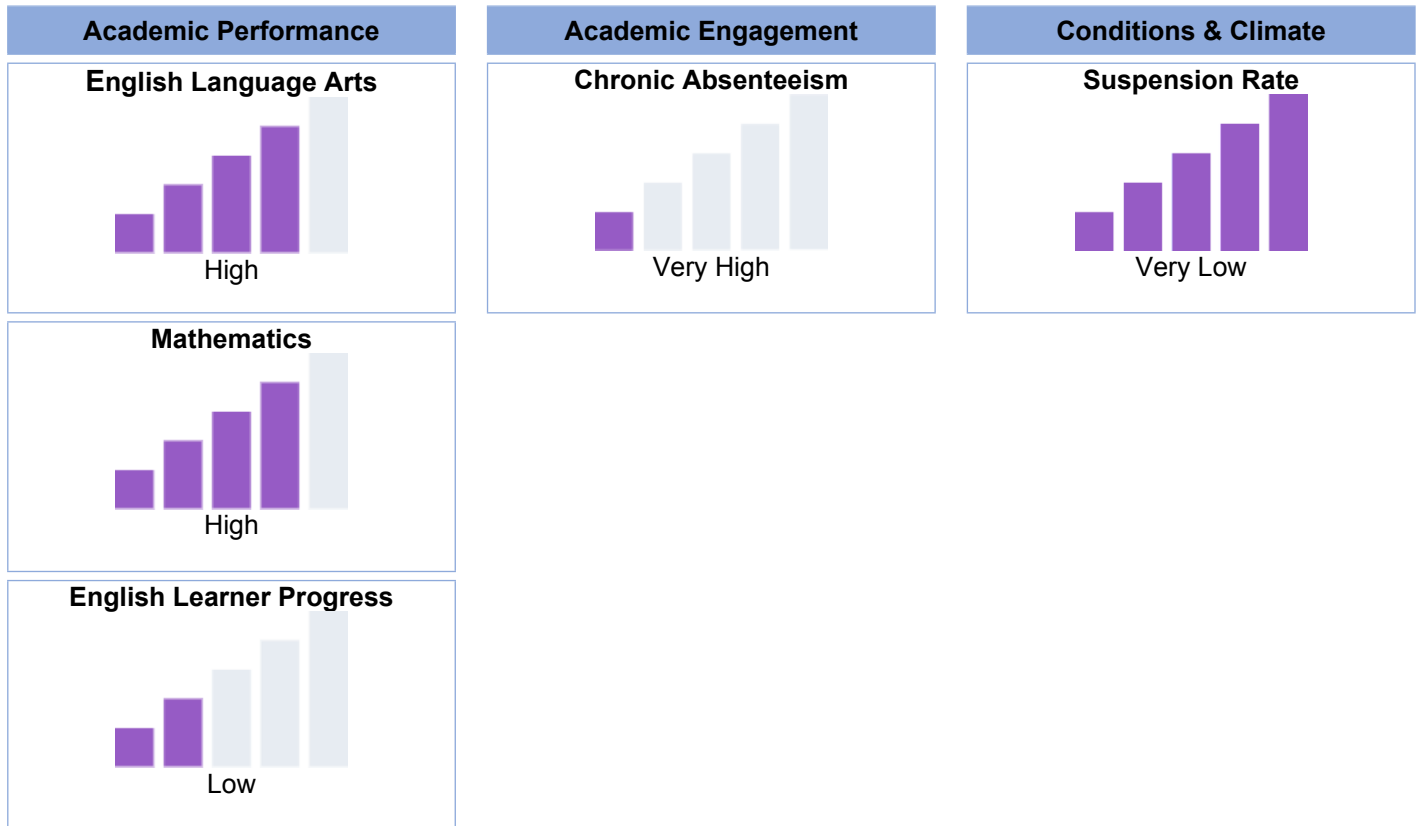
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

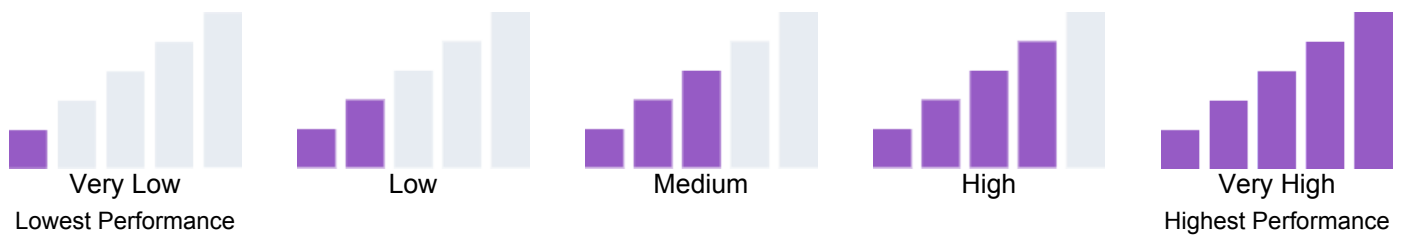
1. Agnew's data on chronic absenteeism is an area of concern.

School and Student Performance Data

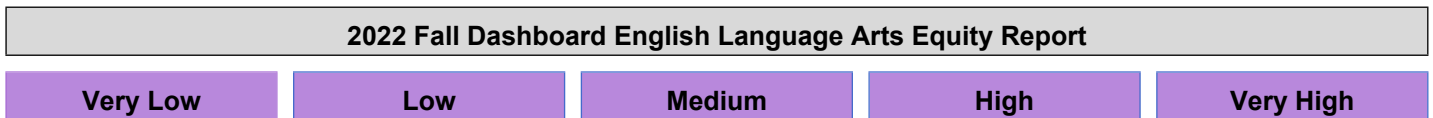
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

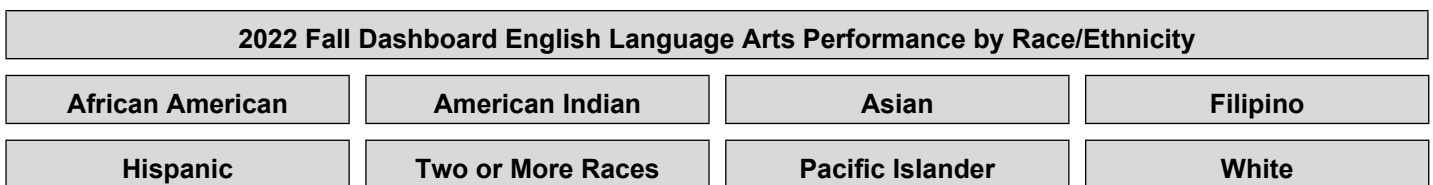
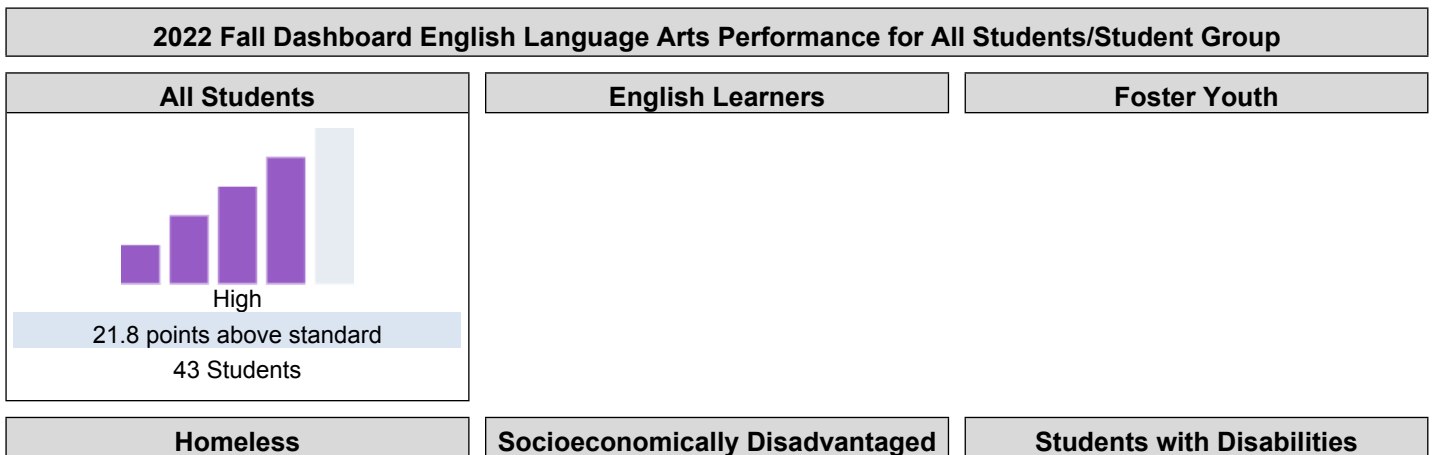
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

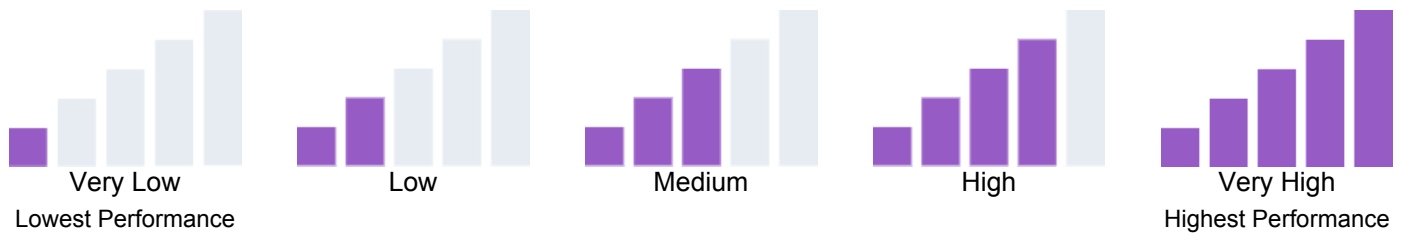
1. There is not enough data to form a complete conclusion.

School and Student Performance Data

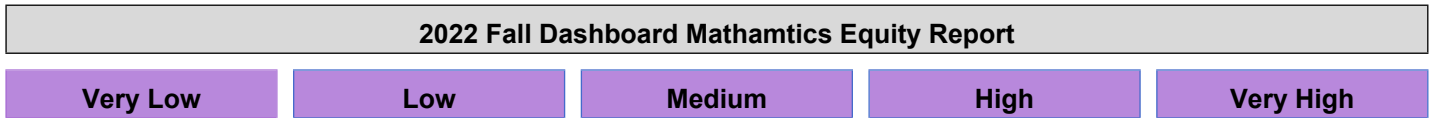
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

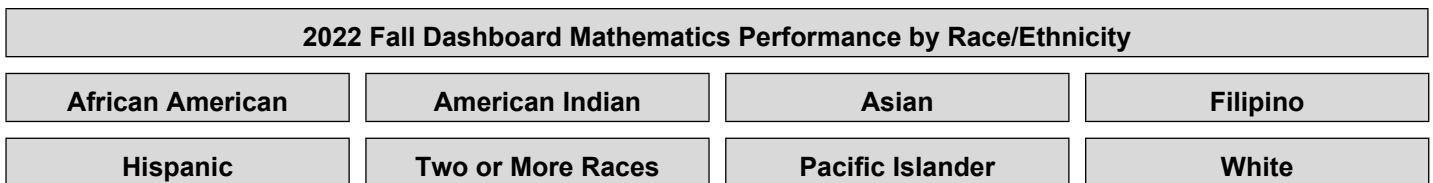
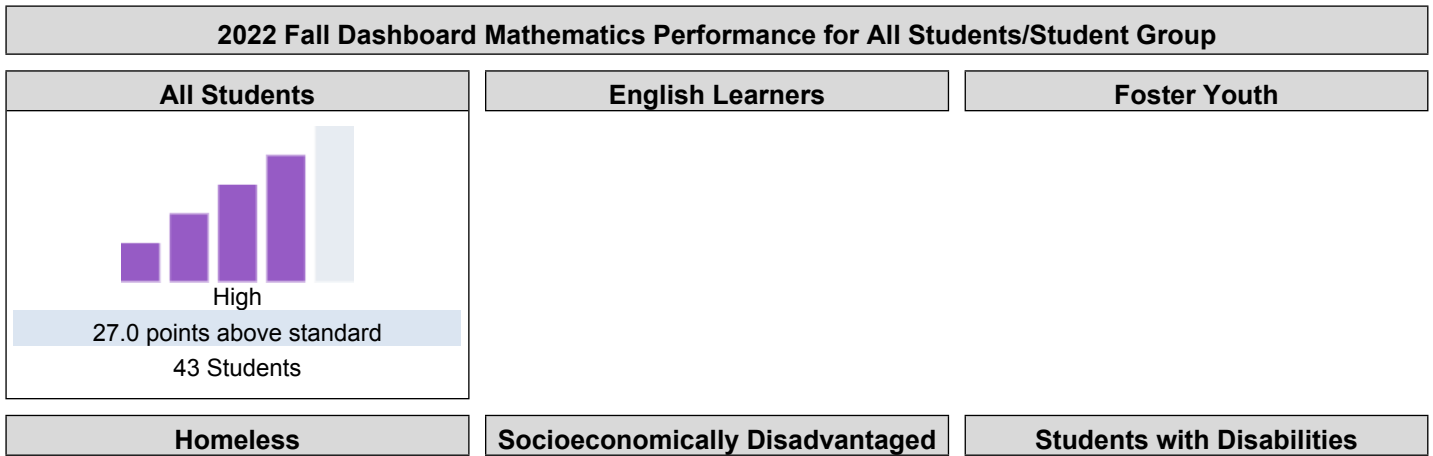
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. There is not enough data to form a complete conclusion.

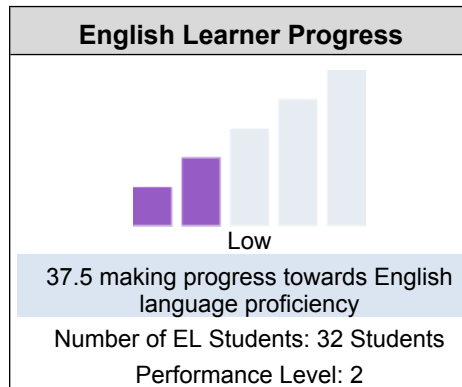
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8%	43.8%	3.1%	34.4%

Conclusions based on this data:

1. Our largest group of EL students maintained their ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

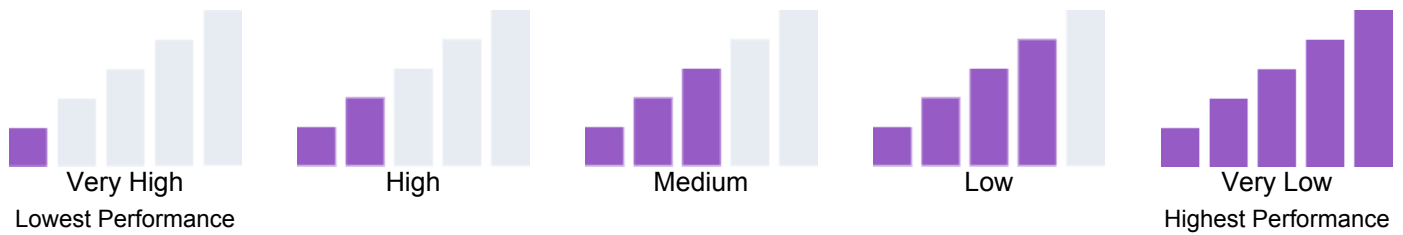
- 1.

School and Student Performance Data

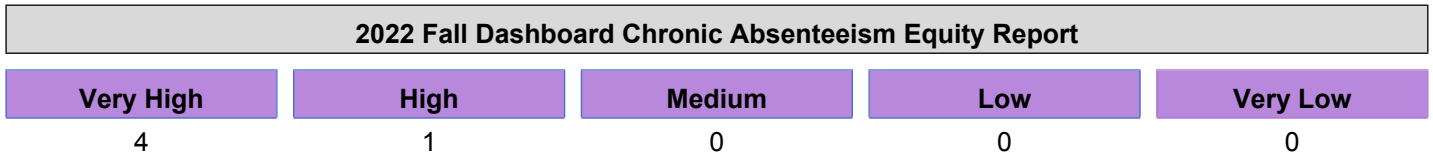
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

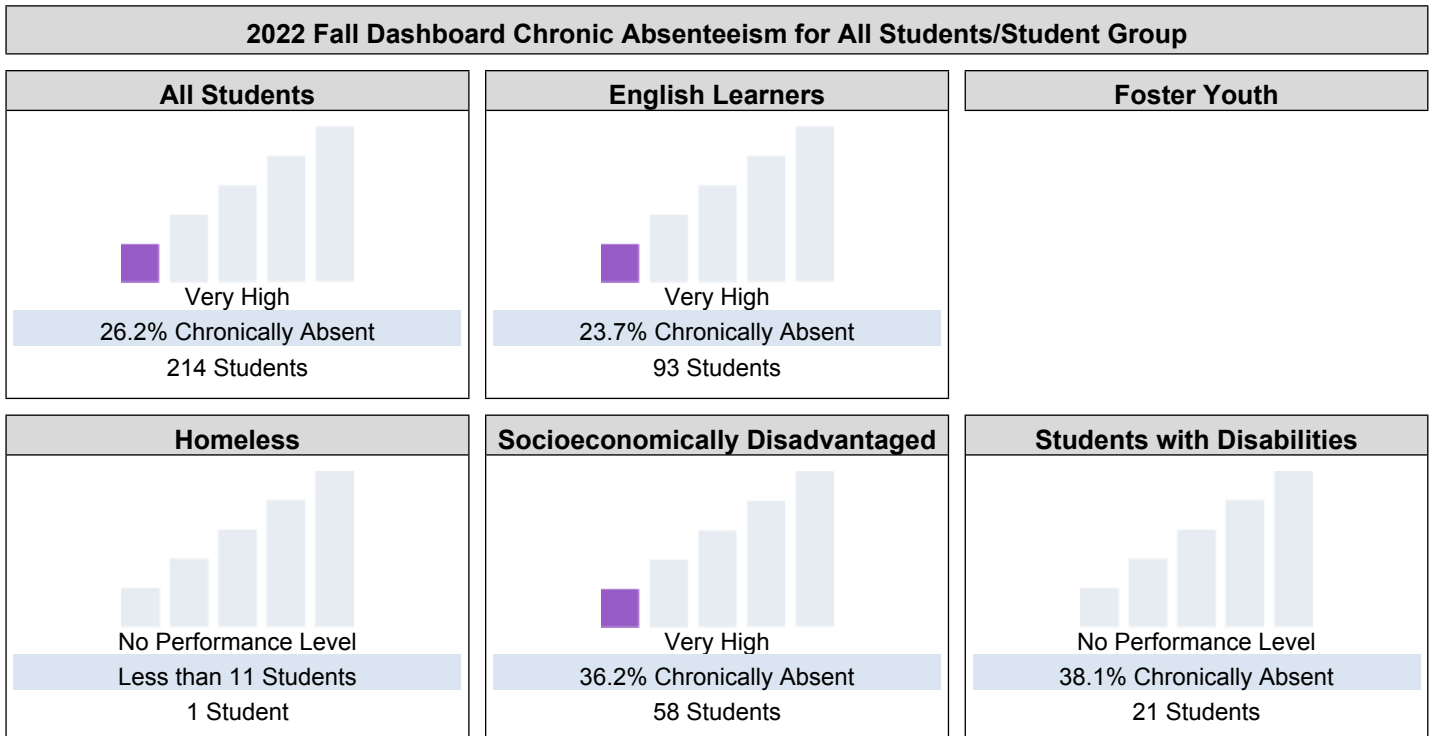
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



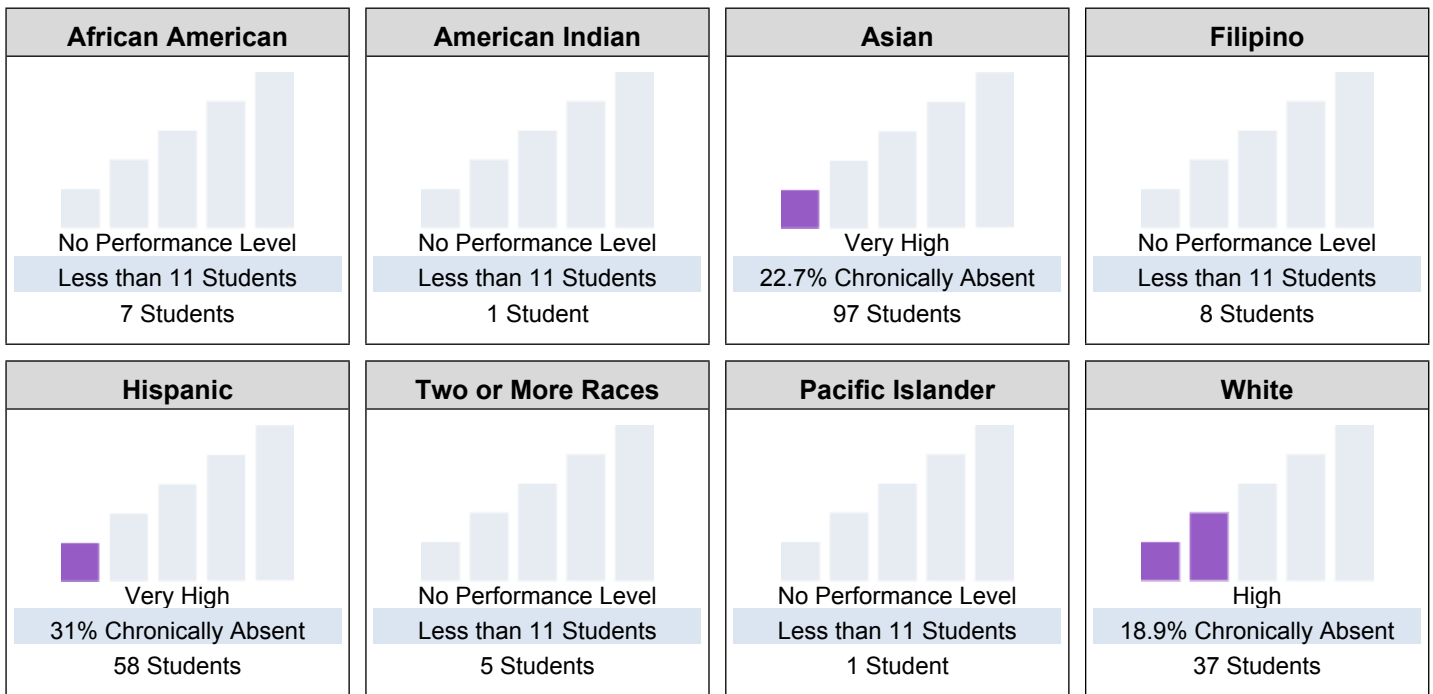
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

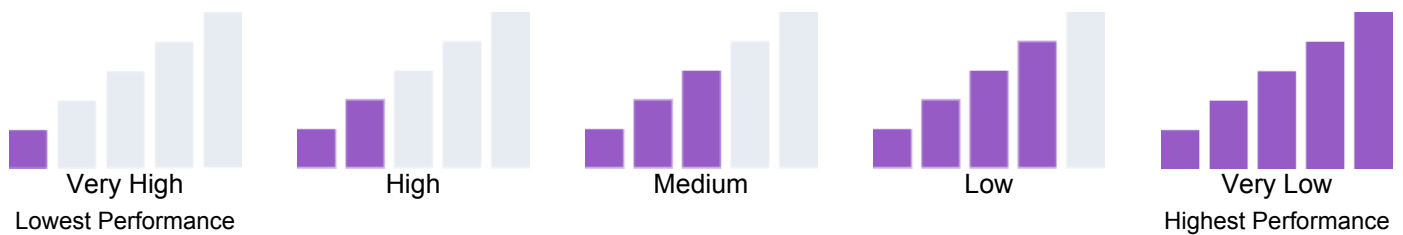
1. Agnew's data on chronic absenteeism is an area of concern.

School and Student Performance Data

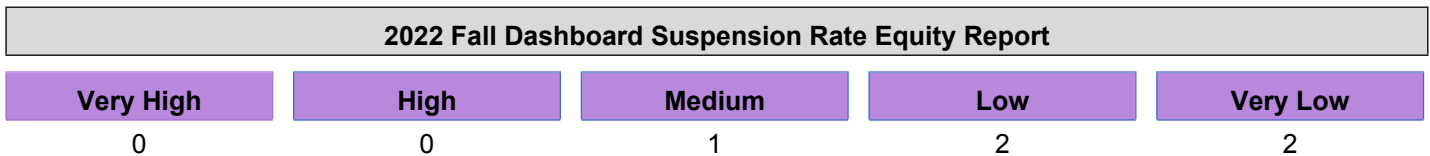
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

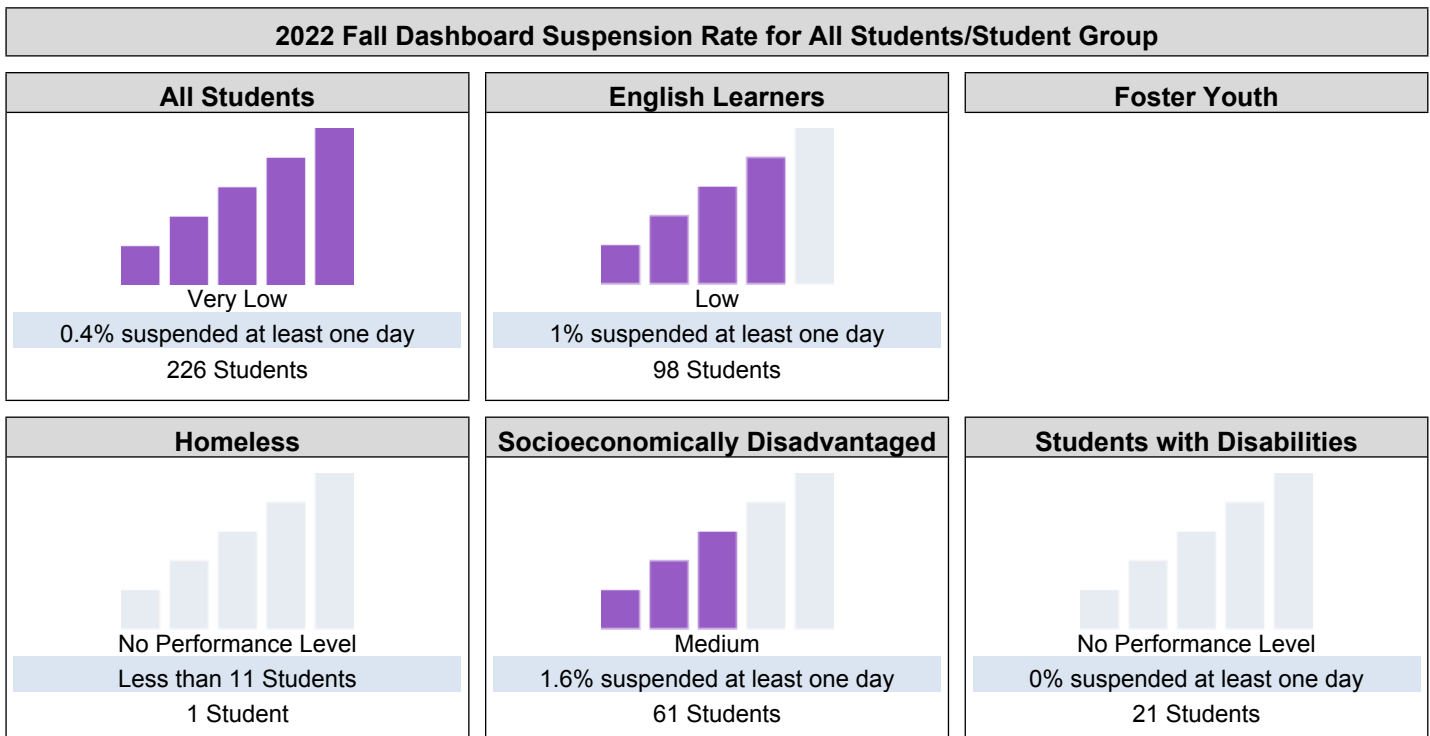
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



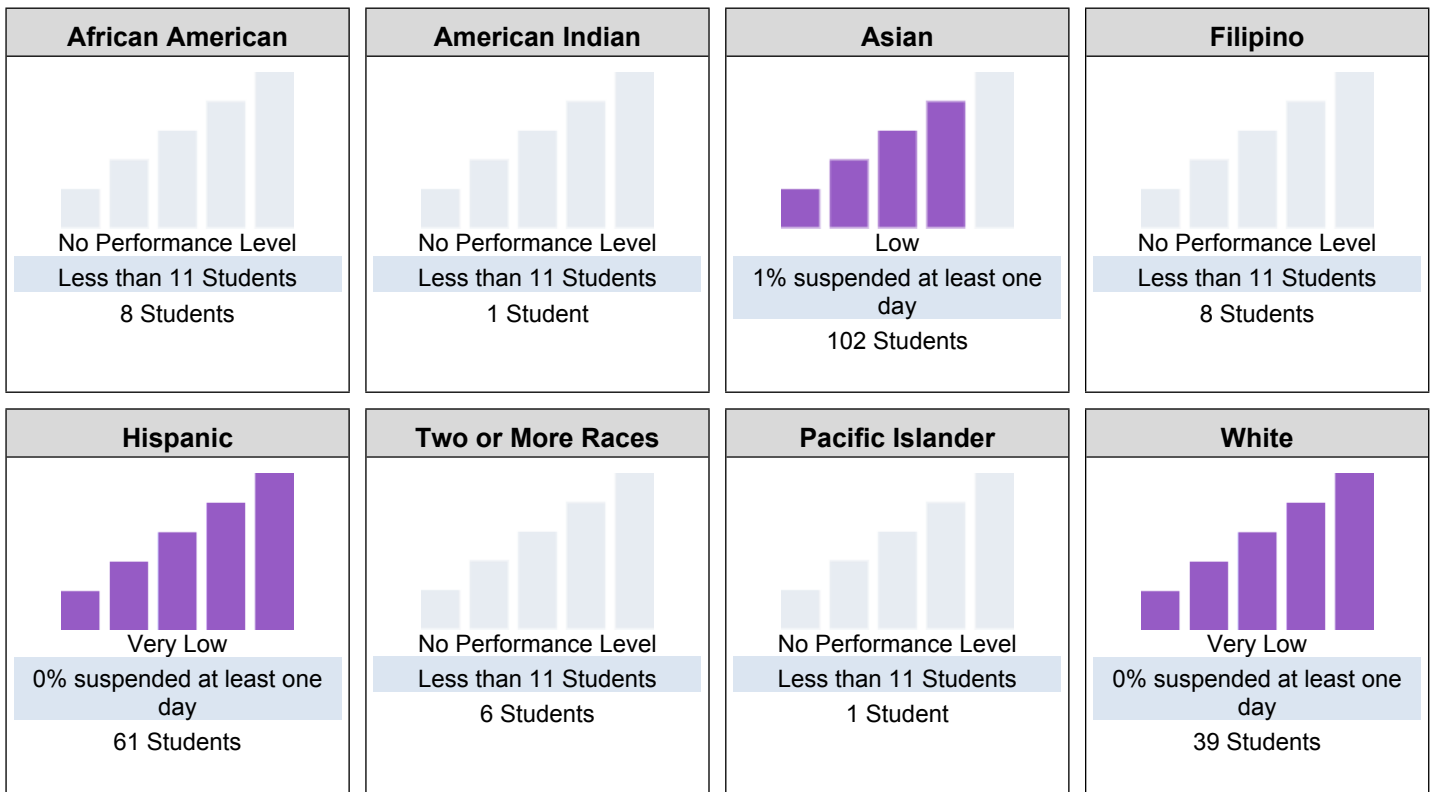
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our school's efforts with Restorative Practices have helped keep our suspensions low.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

All students, and all subgroups (Hispanic, ELL, SED, African American, Special Education and Filipino) will demonstrate either grade level performance or growth toward grade level achievement in Reading and Math as measured by performance based state- and district-assessments, and other measures as appropriate for the grade level and specific target group.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Fountas and Pinnell (F&P) Reading Assessment and CAASPP Data	In the Fall of 2022, 57.1% of students met the reading benchmark. In the Winter of 2023, 65.8 % of students met the reading benchmark.	We expect an increase of students meeting standard at the end of the school year, each school year, and year after year.
iReady - Local Assessment Diagnostic for Reading		We expect an increase of percentage year after year.
Math Curricular assessments and CAASPP	No baseline CAASPP data at this point.	We expect an increase of students meeting standard year after year.
iReady - Local Assessment Diagnostic for Math		We expect an increase of percentage year after year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Teachers will collaborate to analyze assessment data and use this data to drive instruction. Teachers will engage in PLCs during staff PD and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning.

1.2 Teachers will participate in Literacy Focus Meetings with Literacy Intervention Teachers and principal to analyze data and determine and evaluate interventions for students for the year. These meetings will take place in the Fall, Winter, and Spring. Roving subs will be available on these days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Roving sub for Literacy Focus Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Teachers use leveled reading materials, F&P, running record, core material, daily guided reading groups, read aloud, and self directed reading to teach students at their instructional level. Supplies and materials will be provided to obtain printed reading materials or materials to be copied for students.

2.2 Teachers will analyze F&P assessment data to drive reading instruction.

2.3 Provide staff development opportunities for teachers and school staff members to attend school and district meetings and conferences to increase appropriate practices to meet the needs of all children. Opportunities include meetings for PLCs, workshops, leadership teams, outside organizations, and more.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Targeted Allocation

	5800: Professional/Consulting Services And Operating Expenditures Book Room Materials to support reading instruction
2000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs to support teacher release time to administer and analyze assessments.
5000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 3.1 All students will have access to 21st century devices supporting Reading / Language Arts.
- 3.2 School staff will facilitate intervention programs after school: Soaring to Success and Small Group support in ELA.
- 3.3 K-2 teachers will partner with the district Literacy (RISE) Team and Reading Recovery teachers to analyze student data, determine targeted instructional practices and reading groups, and reinforce lessons students experience in their district facilitated learning sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 4.1 All teachers will use district adopted curriculum following year-long planning maps and adjust their instruction based on student needs.
- 4.2 Staff will look at math assessment data from Origo and iReady to determine extra learning experiences for students and to differentiate instruction for all students. Staff we will look at the state's Smarter Balanced Test results in Math to analyze trends in student progress and identify ways to address student needs.

4.3 Teachers and district will investigate safe online math programs to support student Math growth. Teachers and staff will use online resources to support math instruction and for students' independent practice of concepts taught in class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SOAR Interventions classes will be offered for students who need extra help in Math (with teacher availability).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will attend district training for Math and attend conferences and workshops provided by the district and by outside organizations to strengthen their instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Targeted Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Ongoing Professional Development

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade level team collaboration in consultation with subject matter experts (Teachers on Special Assignment)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Subs to support teacher release time for
collaboration meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop benchmark assessment tasks to measure and monitor learning of grade level priority standards. Grade level teams will develop common assessments, success criteria/rubric and calibrate grading of student work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Materials and supplies for instruction,
assessment, and data analysis

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learner Programs

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

Our goals are to increase student achievement of English Language Learners (ELL) and identified English Learners (ELs) will demonstrate continued growth in acquiring English (listening, speaking, reading, writing) as measured by English Language Proficiency Assessments for California (ELPAC) and CAASPP tests in ELA and Math.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	During the 2022-2023 year, of all our emerging bilinguals, 65.79% received a score of 3 or 4 (out of 4) on the ELPAC. Of the 65.79%, 19.74% are in level 4 making them close to being Reclassified Fluent English Proficient.	We expect an increase of students meeting standard year after year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lesson plans from school staff will align with the Common Core State Standards and will be differentiated for students and/or groups of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners will be served. All students will benefit from the strategies and action items as well.

Strategy/Activity

All EL students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped in language level for appropriate support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All identified English Language Learners

Strategy/Activity

Additional Supports for EL in the form of push-in support during school day and after school tutoring to meet the language competencies. This will require materials, supplies and hourly pay for classified and certificated staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15000

Targeted Allocation
2000-2999: Classified Personnel Salaries
ELD Paraprofessional

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will participate in professional development conferences to help increase teacher knowledge of working with ELLs and cultural responsive teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Targeted Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Ongoing Professional Development -
Conferences based in English Language
Development and/or culture

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use Sheltered Instruction Observation Protocol (SIOP) Instructional Practices to support EL students that focus on content and language objectives, key vocabulary emphasized, higher order thinking questions, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide translation services for parents. Provide translated documents using TransACT materials and software applications. Translation services through the district in writing and voice will be available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Staff Access and Use of Language Line

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase materials for English Learner Advisory Committee meetings and parent involvement events (materials, supplies, food, translation services, and light refreshments).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Targeted Allocation
4000-4999: Books And Supplies
Parent Engagement

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Design for learning/ Community and Culture

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

We will explicitly teach and track social emotional competencies for all students. Students' social and emotional well-being will be supported with counseling services and wellness program, in addition to the provision of exploratory subjects.

Agnew Elementary School will promote our district's Wellness Policy through education (health and nutrition) and physical exercise. In addition to the classroom setting, teachers, parents, and students will model healthy choices with extracurricular events (such as school events, fundraisers, etc.). It is our goal to teach and model how to make healthy choices, reduce fat in our diet, and stay physically active.

Positive reinforcement is applied with teaching students how to communicate with one another and a chance to discuss any issues with a counselor. Agnew will continue using the Positive Behavior Interventions and Supports system (PBIS) which includes the School-Wide Information System (SWIS) for data collection on behavior. The staff will meet and discuss any problem areas or behaviors based on what the data states. The goal is to support students' positive behaviors and decision making and to keep students in class, reducing the number of students in the office and/or sent home. Teachers and district personnel have created a document to collect data on behavior tracking forms where information will be entered into the SWIS database. This will give teachers and staff data on what behaviors need to be re-taught and where the violations take place.

Many opportunities, structures, and systems will be used to increase parent participation in school events.

Identified Need

Our students and families have experienced different levels of trauma, and VISION 2035 is centered around teaching the whole child. We will continue to teach and measure Social Emotional Competencies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA	Baseline assessment to be administered in Sep-Oct 2022,	Tracking and growth of students in SEL skills

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and final assessment to be administered in April-May 2023	
SEL Lesson and Competency Mapping	Teaching of SEL competency according to SEL curriculum map	Grade level SEL trajectory
Collect and monitor student attendance at school.	As of April 2023, of the 357 students enrolled at Agnew, 90 students are missing 10% or more days of school.	We expect a decrease in number of students who are chronically absent year after year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Develop, plan and teach SEL integrated with PBIS, inclusion and academic standards. Books, materials, games, assemblies, presentations and collaboration time for staff provided as needed.
2. Support students and families to improve school attendance. Provide detailed and timely information about absences. Develop a tiered system of support to address chronic absenteeism in all students, particularly specific subgroups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and hourly timesheets for staff members
1500	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who need behavior support and coaching

Strategy/Activity

Agnew will employ Social Emotional Support Paraeducator(s) for students who need behavior support and coaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25000

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries
SEL Paraeducators

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Community Building Activities at the start of the school year. Teaching and community building for the first 6-8 weeks of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ongoing Community Events such as Coffee with the Principal (Monthly) for families to familiarize them with school's vision, mission and instructional framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Targeted Allocation

4000-4999: Books And Supplies
Materials, supplies, refreshments at Community
Coffee events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.1 Teacher Professional Learning and collaboration, peer-observation (release) for implementing School wide Positive Behavior Intervention Systems Program, Restorative Practices and Culturally Responsive Pedagogy.

5.2 Provide the annual fee for the School-Wide Information System (SWIS), the behavior management system for Positive Behavior Interventions and Supports (PBIS).

5.3 Awards, materials, and prizes for social-emotional growth and positive behavior growth for students will be purchased and provided.

5.4 PBIS leadership team will be paid for additional time beyond their adjunct duty and contractual hours.

5.5 PBIS leadership team will attend professional development and team meetings for PBIS and SWIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Materials, supplies, and timesheets for
Leadership Team meetings

650

Targeted Allocation
5000-5999: Services And Other Operating
Expenditures
SWIS annual fee

750

Targeted Allocation
4000-4999: Books And Supplies
Awards, materials, and prizes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have the opportunity to see a counselor, either individually or in groups to address the needs of the whole child. Staff members will support families with connections to outside resources, including the SCUSD Family Resource Center.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9500

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries
Additional days of counseling

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and students will access the library regularly and have access to new library materials and resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Books, materials, and supplies for the library

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will have access to 21st century devices, learning, and learning spaces. Teachers will engage in professional learning around integration of literacy and Educational Technology tools and resources. Staff member(s) will provide support for the organization, structure, and deployment of Educational Technology, Robotics, Maker Carts, and online resources. The school will explore and implement dynamic, interactive, and innovative learning spaces.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Books, materials, supplies for innovation.
Education technology resources both hardware
and software.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff and partnerships with parent volunteers and outside organizations will create structures for recess and lunch time facilitated gameplay and/or indoor activities to support students' social emotional learning, sportsmanship, positive behaviors, and conflict resolution. School staff will create a collection of materials for noon activities. Staff will provide student support in classrooms and around the campus for social emotional learning (SEL) opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4437

Source(s)

Targeted Allocation
5000-5999: Services And Other Operating
Expenditures
Materials and services for outdoor activities,
facilitated games, and adult monitoring of
student games during recess and lunch.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff and Community Partners will regularly examine and address school safety. Programs and materials will be obtained to continue to improve our school safety plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Partner with community organizations to improve and purchase materials to support and improve - people and location safety.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,337.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$102,337.00

Subtotal of state or local funds included for this school: \$102,337.00

Total of federal, state, and/or local funds for this school: \$102,337.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	102,337.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,500.00
2000-2999: Classified Personnel Salaries	49,500.00
4000-4999: Books And Supplies	12,750.00
5000-5999: Services And Other Operating Expenditures	8,587.00
5800: Professional/Consulting Services And Operating Expenditures	19,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	12,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	49,500.00
4000-4999: Books And Supplies	Targeted Allocation	12,750.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	8,587.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	19,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3

26,500.00
18,500.00
57,337.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kristin Dentone	Principal
Eric Ugalde	Classroom Teacher
Jennifer Bates	Classroom Teacher
Joseph Ernst	Classroom Teacher
Miguel Lopez Garcia	Other School Staff
Michael Khait	Parent or Community Member
Sudeepta Biswal	Parent or Community Member
Erica Urena	Parent or Community Member
Pelin Salem	Parent or Community Member
Faith Angel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/2/2023.

Attested:



Principal, Kristin Dentone on 5/4/2023

SSC Chairperson, Pelin Salem on 5/4/2023