



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abram Agnew Elementary School	43-69674-6048797	May 7, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Abram Agnew Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	14
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	32
Goal 3.....	35
Budget Summary	39
Budget Summary	39
Other Federal, State, and Local Funds	39
Budgeted Funds and Expenditures in this Plan.....	40
Funds Budgeted to the School by Funding Source.....	40
Expenditures by Funding Source	40
Expenditures by Budget Reference	40
Expenditures by Budget Reference and Funding Source	40
Expenditures by Goal.....	40
School Site Council Membership	42
Recommendations and Assurances	43

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Abram Agnew Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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.

September - This meeting focuses on the function & purpose of SSC.

October - This meeting focuses on school budgets.

November - This meeting focuses on the Comprehensive Safety Plan.

December - This meeting focuses on English/Language Arts.

January - This meeting focuses on Math.

February - This meeting focuses on our English Language Programs.

March - This meeting focuses on our School Climate.

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.

This section is required for all schools eligible for ATSI and CSI only.

Agnew staff assesses and evaluates resource inequities each year. 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.

The administrative team actively assesses, evaluates, and creates implementation plans to address resource inequities. As a school identified for ATSI and with our growing student enrollment to exceed 500, having more hours for our clerical assistant than the standard 0.625 FTE would help us address attendance systems, communication with families, and see improvements in our chronic absenteeism data.

As the newest elementary school in the district whose identity includes full inclusion, our systems of responding to campus needs include the support of our 1.0 FTE School Support Teacher on Special Assignment (TOSA). As our school opens fifth grade this upcoming 2024-2025 school year, the position of our School Support TOSA has been reduced to 50%, which has created challenges to our system, campus culture, and our professional learning community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In 2023, the California School Dashboard showed progress is needed in the categories of Chronic Absenteeism (orange performance indicator) and English Learner Progress (red performance indicator).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In the category of Chronic Absenteeism, with the indicator for "all students" in the orange which is already the second to the lowest category, four student groups are either at or below that category. The student groups of English Learners, Hispanic, and Socioeconomically Disadvantaged have the orange performance indicator. The student group of Asian has the red performance indicator.

Other Needs

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

The data from 2022-2023 was the school's first year with students who took the Smarter Balanced Assessment System. Of the students who took the SBAC, 41.31% met or exceeded the standard for English/Language Arts and 43.48% met or exceeded the standards for Math. This shows there is work for the school staff to do for student achievement as measured by the SBAC.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Abram Agnew Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.53%	1.26%		1	4
African American	%	2.63%	3.79%		5	12
Asian	%	45.79%	41.32%		87	131
Filipino	%	4.21%	3.47%		8	11
Hispanic/Latino	%	25.26%	29.34%		48	93
Pacific Islander	%	0.53%	0.32%		1	1
White	%	18.42%	17.98%		35	57
Multiple/No Response	%	2.63%	2.52%		5	8
Total Enrollment					190	317

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		77	125		40.5%	39.4%
Fluent English Proficient (FEP)		40	48		21.1%	15.1%
Reclassified Fluent English Proficient (RFEP)		0	17		0.0%	5.4%

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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
Grade 3			46			46			46			100.0
All Grades			46			46			46			100.0

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
Grade 3			2416.			19.57			21.74			36.96			21.74
All Grades	N/A	N/A	N/A			19.57			21.74			36.96			21.74

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
Grade 3			19.57			65.22			15.22
All Grades			19.57			65.22			15.22

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
Grade 3			15.22			63.04			21.74
All Grades			15.22			63.04			21.74

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
Grade 3			13.04			60.87			26.09
All Grades			13.04			60.87			26.09

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
Grade 3			15.22			60.87			23.91
All Grades			15.22			60.87			23.91

Conclusions based on this data:

1. The data shows there is work for the school staff to do for student achievement as measured by the SBAC.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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
Grade 3			46			46			46			100.0
All Grades			46			46			46			100.0

* 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
Grade 3			2429.			17.39			26.09			32.61			23.91
All Grades	N/A	N/A	N/A			17.39			26.09			32.61			23.91

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
Grade 3			26.09			52.17			21.74
All Grades			26.09			52.17			21.74

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
Grade 3			19.57			52.17			28.26
All Grades			19.57			52.17			28.26

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
Grade 3			19.57			67.39			13.04
All Grades			19.57			67.39			13.04

Conclusions based on this data:

1. The data shows there is work for the school staff to do for student achievement as measured by the SBAC.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1444.9		1465.5	1440.1		1425.7	1455.9		39	58
1		1425.6	1447.0		1433.9	1444.6		1416.5	1448.8		21	37
2		1516.4	1426.3		1516.0	1415.6		1516.2	1436.5		16	23
3			1470.8			1470.0			1470.8			16
All Grades											76	134

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	25.86		51.28	37.93		20.51	31.03		5.13	5.17		39	58
1		4.76	8.11		28.57	35.14		28.57	40.54		38.10	16.22		21	37
2		31.25	0.00		56.25	21.74		6.25	47.83		6.25	30.43		16	23
3			0.00			12.50			81.25			6.25			16
All Grades		19.74	13.43		46.05	31.34		19.74	42.54		14.47	12.69		76	134

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	25.86		56.41	39.66		17.95	27.59		2.56	6.90		39	58
1		9.52	10.81		38.10	40.54		38.10	40.54		14.29	8.11		21	37
2		37.50	4.35		56.25	26.09		0.00	39.13		6.25	30.43		16	23
3			6.25			37.50			50.00			6.25			16
All Grades		22.37	15.67		51.32	37.31		19.74	35.82		6.58	11.19		76	134

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	17.24		51.28	41.38		33.33	36.21		7.69	5.17		39	58
1		9.52	8.11		19.05	35.14		19.05	35.14		52.38	21.62		21	37
2		25.00	0.00		50.00	17.39		6.25	47.83		18.75	34.78		16	23
3			0.00			6.25			56.25			37.50			16
All Grades		11.84	9.70		42.11	31.34		23.68	40.30		22.37	18.66		76	134

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	50.00		51.28	43.10		5.13	6.90		39	58	
1		28.57	43.24		52.38	54.05		19.05	2.70		21	37	
2		37.50	13.04		56.25	60.87		6.25	26.09		16	23	
3			25.00			62.50			12.50			16	
All Grades		38.16	38.81		52.63	51.49		9.21	9.70		76	134	

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	1.72		69.23	84.48		10.26	13.79		39	58	
1		19.05	0.00		61.90	78.38		19.05	21.62		21	37	
2		43.75	0.00		50.00	69.57		6.25	30.43		16	23	
3			0.00			93.75			6.25			16	
All Grades		25.00	0.75		63.16	81.34		11.84	17.91		76	134	

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	18.97		87.18	74.14		5.13	6.90		39	58	
1		19.05	16.22		28.57	51.35		52.38	32.43		21	37	
2		25.00	4.35		56.25	60.87		18.75	34.78		16	23	
3			0.00			43.75			56.25			16	
All Grades		14.47	13.43		64.47	61.94		21.05	24.63		76	134	

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	63.79		33.33	29.31		15.38	6.90		39	58
1		0.00	5.41		71.43	78.38		28.57	16.22		21	37
2		31.25	4.35		56.25	69.57		12.50	26.09		16	23
3			0.00			87.50			12.50			16
All Grades		32.89	29.85		48.68	56.72		18.42	13.43		76	134

Conclusions based on this data:

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

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
317	34.4	39.4	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	39.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	109	34.4
Students with Disabilities	28	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.8
American Indian	4	1.3
Asian	131	41.3
Filipino	11	3.5
Hispanic	93	29.3
Two or More Races	8	2.5
Pacific Islander	1	0.3
White	57	18

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




The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Red	Chronic Absenteeism  Orange	Suspension Rate  Blue

Conclusions based on this data:

1. Agnew's data on chronic absenteeism is an area of concern and for continued growth.
2. Agnew's English Learner Progress is an area of concern and for continued growth.

School and Student Performance Data

Academic Performance English Language Arts

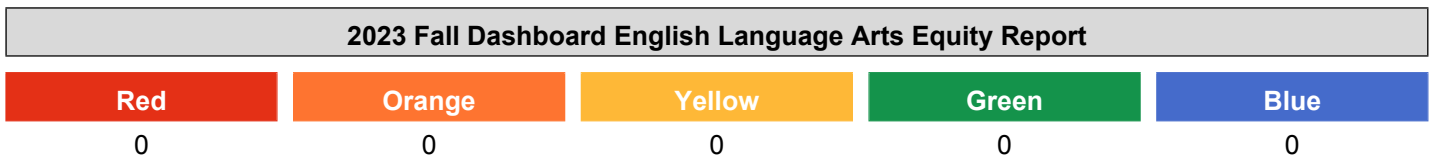
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 19.6 points below standard 38 Students	English Learners 26.8 points below standard 17 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 38.7 points below standard 18 Students	Students with Disabilities Less than 11 Students 7 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
31.9 points below standard 20 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.6 points below standard 11 Students	Less than 11 Students 6 Students	22.2 points below standard 17 Students

Conclusions based on this data:

1. There is not enough data to form a complete conclusion.
2. Our student data will continue to change 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

Academic Performance Mathematics

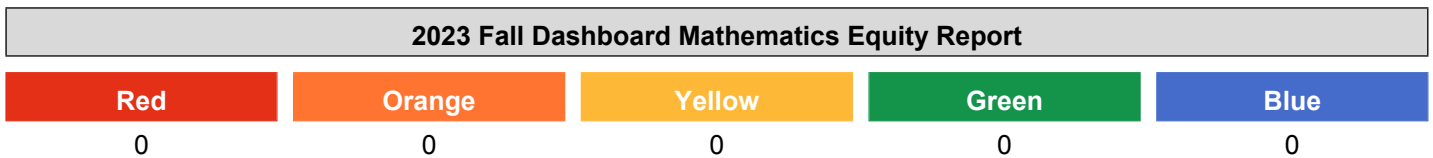
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
14.6 points below standard 38 Students	17.8 points below standard 17 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	42.9 points below standard 18 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
40 points below standard 20 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.5 points below standard 11 Students	Less than 11 Students 6 Students	19 points below standard 17 Students

Conclusions based on this data:

1. There is not enough data to form a complete conclusion.
2. Our student data will continue to change 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

Academic Performance English Learner Progress

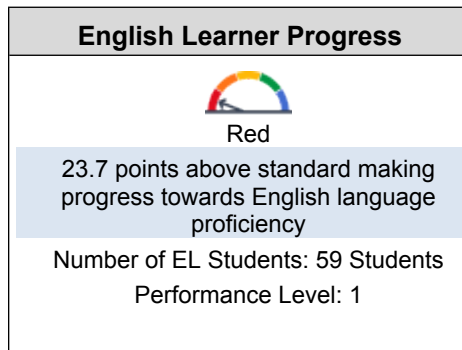
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 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.

2023 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
28	17	0	14

Conclusions based on this data:

1. Our largest group of EL students decreased their ELPI level showing continued work has to be done with our English Language Development actions.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

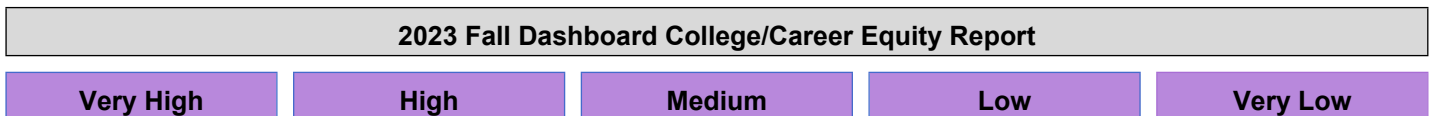
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

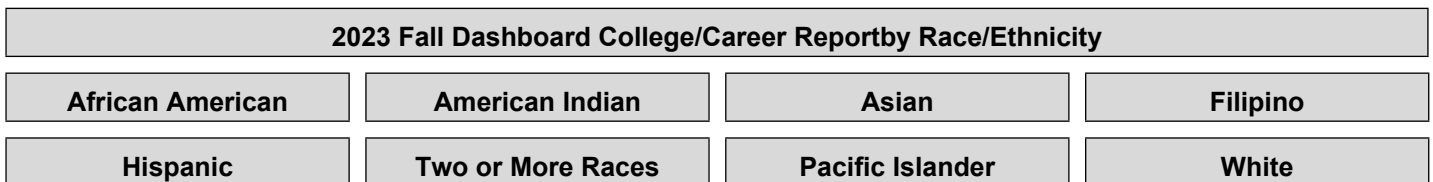
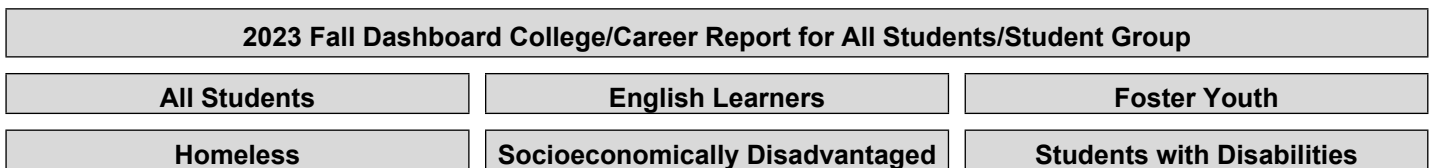
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

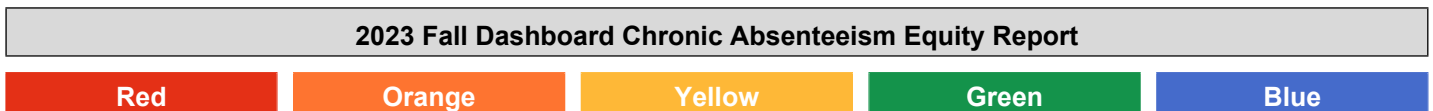
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 24.7% Chronically Absent Declined -1.5 340 Students	English Learners Orange 22.2% Chronically Absent Declined -1.4 144 Students	Foster Youth Less than 11 Students 2 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 26.9% Chronically Absent Declined -9.3 119 Students	Students with Disabilities 27.3% Chronically Absent Declined -10.8 33 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>40% Chronically Absent</p> <p align="center">0</p> <p align="center">15 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">Red</p> <p>24.3% Chronically Absent</p> <p align="center">Increased 1.6</p> <p align="center">140 Students</p>	<p>18.2% Chronically Absent</p> <p align="center">0</p> <p align="center">11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p>29.1% Chronically Absent</p> <p align="center">Declined -1.9</p> <p align="center">103 Students</p>	<p>Less than 11 Students</p> <p align="center">9 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Yellow</p> <p>12.3% Chronically Absent</p> <p align="center">Declined -6.6</p> <p align="center">57 Students</p>

Conclusions based on this data:

1. Agnew's data on chronic absenteeism is an area of concern and for continued improvement.

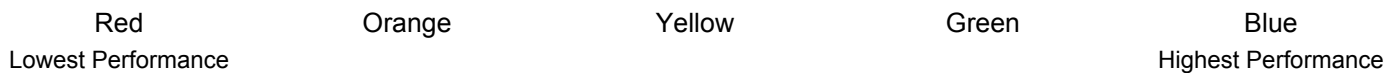
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

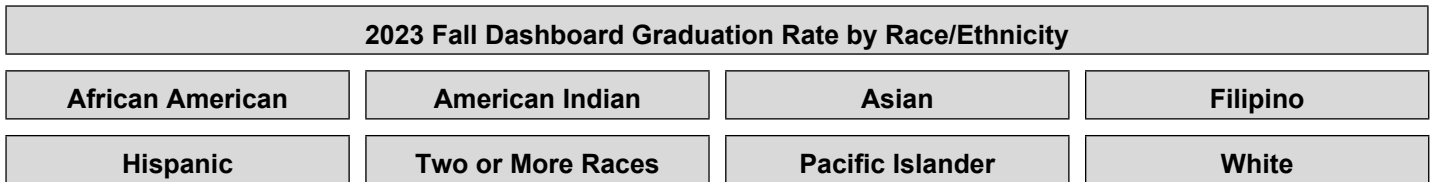
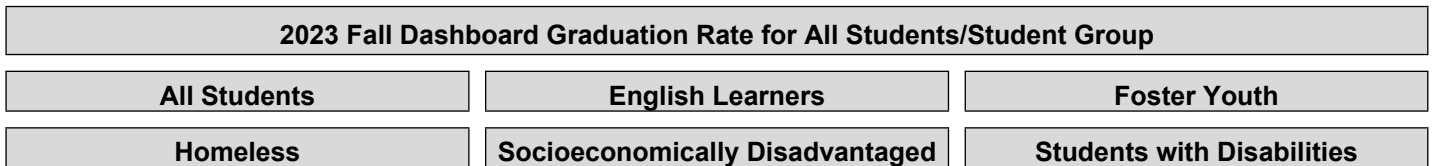
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

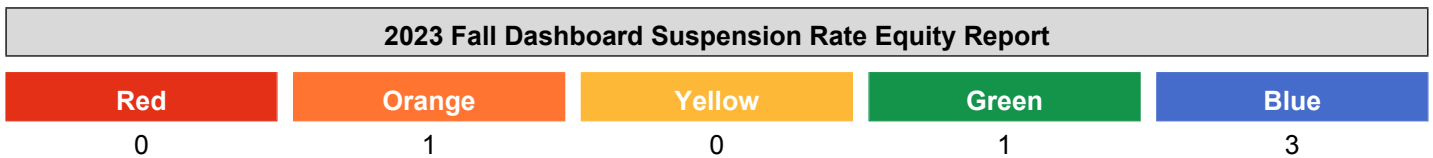
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Maintained -0.2 346 Students	English Learners  Green 0.7% suspended at least one day Declined -0.3 147 Students	Foster Youth Less than 11 Students 2 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined -1.6 121 Students	Students with Disabilities 0% suspended at least one day Maintained 0 33 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1 145 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 103 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"> Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 57 Students</p>

Conclusions based on this data:

1. Our school's efforts with Positive Behavior Interventions & Supports (PBIS) and Restorative Practices have helped with behavior expectations and has kept our suspensions low.
2. In the 2023-2024 school year, we further developed our PBIS system of behavior expectations and supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Agnew's Goal 2 aligns with the district's LCAP goal 1.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local and state assessments show a large group of students not meeting standards. This is true of our CAASPP results from the 2022-2023 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Fountas and Pinnell (F&P) Reading Assessment and CAASPP Data	In the Fall of 2023, 57.4% of students met the reading benchmark. In the Winter of 2024, 68.9 % 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	At the first diagnostic, 44% of students were early on grade level & mid or above grade level. At the second diagnostic, 68% of students were early on grade level & mid or above grade level. We look forward to seeing the data for the third diagnostic.	We expect an increase of percentage year after year.
iReady - Local Assessment Diagnostic for Math	At the first diagnostic, 25% of students were early on grade level & mid or above grade level. At the second	We expect an increase of percentage year after year.

	diagnostic, 57% of students were early on grade level & mid or above grade level. We look forward to seeing the data for the third diagnostic.	
CAASPP - English / Language Arts	During the 2022-2023 school year, of the students who took the CAASPP test, 41.31% met or exceeded the standard for ELA.	We expect an increase of students meeting standard year after year.
CAASPP - Math	During the 2022-2023 school year, of the students who took the CAASPP test, 43.48% met or exceeded the standard for ELA.	We expect an increase of students meeting standard year after year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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.</p> <p>1.2 Teachers will participate in Curricular Focus Meetings with Literacy Intervention Teachers, academic specialists, and/or the 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 or timesheets for after hour meetings.</p>	All Students	1500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Roving sub for Literacy Focus Meetings
1.2	<p>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.</p> <p>2.2 Teachers will analyze F&P assessment data to drive reading instruction. Substitute teachers will be provided when available to support teachers administering the assessments and data analysis.</p> <p>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.</p>	All Students	10000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Book Room Materials to support reading instruction 4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs to support teacher release time to administer and analyze assessments. 3500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development
1.3	3.1 All students will have access to devices and resources supporting Reading / Language Arts.	All Students	

	<p>3.2 Based on program and teacher availability, school staff will facilitate intervention programs after school: Soaring to Success and Small Group support in ELA.</p> <p>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.</p>		
1.4	<p>4.1 All teachers will use district adopted curriculum following year-long planning maps and adjust their instruction based on student needs.</p> <p>4.2 Staff will look at assessment data from the math curriculum 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.</p> <p>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.</p>	All Students	
1.5	Based on program and teacher availability, SOAR Interventions classes will be offered for students who need extra help in Math.	All Students	
1.6	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.	All Students	3500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development
1.7	Grade level team collaboration in consultation with subject matter experts (Teachers on Special Assignment).	All Students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs to support teacher release time for collaboration meetings
1.8	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.	All Students	1000 Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for instruction, assessment, and data analysis
1.9	Agnew will employ Part-Time Instructional Support or Student Support staff member(s) for students who need academic and behavior support / coaching.	All Students	50000 Targeted Allocation 2000-2999: Classified Personnel Salaries Classified Hourly Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementing and refining our culture of Professional Learning Communities has help guide our data-driven work with ELA and Math to identify essential standards, examine vertical alignment of lessons, improve our focused insruction, particularly with small group instruction, and implement interventions at multiple tiers to support student achievement. Staff members engaged in consistent collaborative conversations. Ongoing professional learning and professional development supported improved pedagogy and instructional practices.

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

The intended implementation and budgeted expenditures closely matched the strategies/activities and budget expenditures during the 2023-2024 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Allocations for various strategies/activities were adjusted to reflect the slight changes in the actual expenditures.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner Programs

English Language Learners (ELL) will increase their literacy scores.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Agnew's Goal 2 aligns with the district's LCAP goal 1.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our largest group of EL students decreased their ELPI level showing continued work has to be done with our English Language Development actions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	During the 2022-2023 year, of our emerging bilinguals, 44.34% received a score of 3 or 4 (out of 4) on the ELPAC. Of the 44.34%, 13.04% are in level 4 making them close to being Reclassified Fluent English Proficient.	We expect an increase of students meeting standard year after year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Lesson plans from school staff will align with the Common Core State Standards and will be differentiated for students and/or groups of students.	All Students	
1.2	All English Language Learners (EL or ELL) / emerging bilingual 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.	English Language Learners will be served. All students will benefit from the strategies and action items as well.	
1.3	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.	All identified English Language Learners	18000 Targeted Allocation 2000-2999: Classified Personnel Salaries ELD Paraprofessional
1.4	Staff will participate in professional development conferences to help increase teacher knowledge of working with ELLs and cultural responsive teaching.	All Students	3500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development - Conferences based in English Language Development and/or culture
1.5	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.	All Students	
1.6	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.	All Students	1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Staff Access and Use of Language Line
1.7	Purchase materials for English Learner Advisory Committee meetings and parent involvement events (materials, supplies, food, translation services, childcare, and light refreshments).	All Students	1000 Targeted Allocation 4000-4999: Books And Supplies Parent Engagement

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Classroom teachers creatively and purposefully created mixed groups across the grade levels to support students at specific language levels as measured by the ELPAC during the daily 30 minutes of designated English Language Development time.

Allocating funds to have our English Language Development (ELD) Paraprofessional supports additional small group instruction.

Providing translation services at parent conferences and meetings supporting communicating with parents and families in the primary language.

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

The intended implementation and budgeted expenditures closely matched the strategies/activities and budget expenditures during the 2023-2024 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to salary and material cost increases, the allocation for a number of strategies/activities increased.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Design for Learning / Community and Culture

Students, staff, and the community will engage in an inclusive, safe, respectful, responsible, and kind school culture.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Agnew's Goal 3 aligns with the district's LCAP goals 2 and 3.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students and families have experienced different levels of trauma, and VISION 2035 is centered around teaching the whole child. We will continue to foster and recognize positive behaviors, teach and measure Social Emotional Competencies, and enhance the school culture and climate with PBIS, community partnerships, field trips / offsite learning experiences, parent engagement, and school safety.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA	Baseline assessment to be administered in Sep-Oct 2022, and final assessment to be administered in April-May 2023. The DESSA was not administered during the 2023-2024 school year but will be used during the 2024-2025 year.	Tracking and growth of students in SEL skills.
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 2024, of the 407 students enrolled at Agnew, 45 students are missing 10% or more days of school. This is data moving in the right direction as there were 73 students (309 total students) chronically absent during the 2022-2023 school year	We expect a decrease in number of students who are chronically absent year after year.
School-Wide Information System (SWIS)	During the 2023-2024 year, the staff implemented and refined the use of SWIS to track student behavior referrals. As of April 2024, there were 175 referrals for challenging student behaviors.	We expect an increase in the 2024-2025 year as our student population will increase next year. We also expect a decrease of referrals for challenging student behaviors as we continue to implement and refine our behavior expectations, interventions, and supports.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Developing, planning and teaching SEL competencies integrated with academic, and social justice standards, and executive functioning. This will require materials, and supplies for students, and hourly pay for classified and certificated staff.	All Students	2000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and hourly timesheets for staff members
1.2	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.	All Students	2000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Professional/Consulting Services And Operating Expenditures
1.3	Community Building Activities throughout the school year. Teaching and community building for the first 6-8 weeks of school. School staff will plan and implement other community building activities, for example the Walkathon and Field Day.	All Students	2000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, refreshments at Community Building activities & events.
1.4	Ongoing Community Events such as Coffee with the Principal (Monthly) for families to familiarize them	All Students	1000 Targeted Allocation

	with school's vision, mission and instructional framework.		4000-4999: Books And Supplies Materials, supplies, refreshments at Community Coffee events
1.5	<p>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. PBIS leadership team will be paid for additional time beyond their adjunct duty and contractual hours and attend professional development.</p> <p>5.2 Provide the annual fee for the School-Wide Information System (SWIS), the behavior management system for Positive Behavior Interventions and Supports (PBIS).</p> <p>5.3 Awards, materials, and prizes for social-emotional growth and positive behavior growth for students will be purchased and provided.</p>	All Students	<p>4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Materials, supplies, and timesheets for Leadership Team meetings 750 Targeted Allocation 5000-5999: Services And Other Operating Expenditures SWIS annual fee 1750 Targeted Allocation 4000-4999: Books And Supplies Awards, materials, and prizes</p>
1.6	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.	All Students	<p>9500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional days of counseling</p>
1.7	<p>7.1 Teachers and students will access the library regularly and have access to new library materials and resources.</p> <p>7.2 All students will have access to progressive learning devices, learning resources, 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, Makerspace, STEAM, and online resources. The school will explore and implement dynamic, interactive, and innovative learning spaces.</p>	All Students	<p>4000 Targeted Allocation 4000-4999: Books And Supplies Books, materials, and supplies for the library 2000 Targeted Allocation 4000-4999: Books And Supplies Books, materials, supplies for innovation and learning spaces. Education technology resources both hardware and software.</p>
1.8	All students will have opportunities to participate in grade level determined field trips / offsite learning experiences and assemblies to enhance and enrich the learning. Funding for these experiences will also be through financial contributions from families, donations, and the annual Walkathon.	All Students	<p>2000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field Trips / Offsite Learning Experiences</p>
1.9	9.1 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	All Students	<p>4275 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.</p>

	<p>around the campus for social emotional learning (SEL) opportunities.</p> <p>9.2 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.</p>	<p>1000 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.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our communication of attendance and truancy laws, structures for support, and careful data monitoring has led to an improvement in chronic absenteeism data. The implementation and refinement of our school's PBIS system brought about successes to our campus culture, student behaviors, and system of interventions and supports. During the 2023-2024 school year, many inaugural events occurred at Agnew including the Walkathon, book fairs, and a variety of parent engagement events.

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

The intended implementation and budgeted expenditures mostly matched the strategies/activities and budget expenditures during the 2023-2024 school year. One area that had a major difference was the allocated budget for additional days of counseling was not fulfilled due to difficulty staffing an additional counselor. Another area was the challenge in staffing the instructional support position.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In efforts to keep the community events going past the inaugural year, funds are allocated to new or revised strategies/activities. As Agnew's student population increases and our budget increases, a greater allocation is budgeted for the instructional support position(s).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,275.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$135,275.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$135,275.00

Total of federal, state, and/or local funds for this school: \$135,275.00

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	135,275.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	77,500.00
4000-4999: Books And Supplies	14,750.00
5000-5999: Services And Other Operating Expenditures	11,025.00
5800: Professional/Consulting Services And Operating Expenditures	20,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	11,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	77,500.00
4000-4999: Books And Supplies	Targeted Allocation	14,750.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	11,025.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	20,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
75,500.00
23,500.00
36,275.00

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
Patali Dandu	Parent or Community Member
Michael Khait	Parent or Community Member
Tam Murillo	Parent or Community Member
Pelin Salem	Parent or Community Member
Sudeepta Biswal	Parent or Community Member
Sushila Yadav	Other School Staff
Jennifer Bates	Classroom Teacher
Lisa da Silva	Classroom Teacher
Erik Ugalde	Classroom Teacher
Joe Young	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/7/2024.

Attested:



Principal, Joe Young on 5/9/2024

SSC Chairperson, Patali Dandu on 5/9/2024