



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 6, 2025	June 12, 2025

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.

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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.

Abram Agnew Elementary School SWP supports the Local Educational Agency (LEA) with goals for achievement in literacy, mathematics, and whole child learning. 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.

During the 2024-2025 school year, Agnew focused on refining our systems, structures, and instructional practices around inclusion, mathematics, and literacy. Examples of our work included intentional professional development on inclusive practices at staff meetings, the convening of our inclusion committee, studying the new California Math Framework, identifying strategies and resources for effective differentiation in mathematics, and our continued analysis and implementation of literacy instructional strategies in our professional learning communities (PLC). Positive Behavioral Interventions and Supports (PBIS) support students in meeting the school wide expectations: Be Safe, Be Respectful, Be Responsible, Be Kind. This PBIS intervention in conjunction with providing incentives for students to meet our expectations has contributed to a shared understanding of goals and implementations for students, staff, and families.

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, analyze data, and evaluate the effective of the school plan 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.

Meetings were/are held in a hybrid model - held in-person in the Welcome Center Conference Room and via Zoom. Meetings are open to the public. Agendas are posted at least 72 hours in advance on the SSC webpage.

Agnew's English Language Advisory Committee (ELAC) meets at least four times during each school year.

First Meeting - This meeting focuses on the function & purpose of ELAC, data on our English Language (EL) students, and an overview of the English Language Proficiency Assessments for California (ELPAC).

Second Meeting - This meeting focuses on a needs assessment, school data, absentee data, programs available, and Wellness resources.

Third Meeting - This meeting focuses on the specific goal and actions in the SPSA that support our English Language Programs to provide feedback to the SSC.

Fourth Meeting - This meeting focuses on finalizing the recommendations to the SSC for the English Language Programs.

During the 2024-2025 school year, the SSC and ELAC voted to merge into one group at the November 12, 2024 meeting.

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).

In 2024, Agnew's Chronic Absenteeism data was in the "Yellow" performance category. This positive change from orange to yellow was due to intentional work and structures to educate families of the laws around student attendance, truancy, and chronic absenteeism.

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

In the category of Chronic Absenteeism, with the indicator for "all students" in the yellow category, Agnew saw a 13.2 percent decline. Drilling down into the data shows Students with Disabilities are in the orange category while other subgroups are in the yellow and green categories.

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 2023-2024 showed an increase in the percentage of students who met or exceeded standards in English/Language Arts and Math as measured by the SBAC. In ELA, in 2022-2023, students in third grade were the only ones who took the SBAC and resulted in 41.31% met or exceeded the standard, whereas in 2023-2024 49.1% of students in third and fourth grades met or exceeded the standard. This was a 7.8% increase with the increase number of students who took the SBAC. In Math, in 2022-2023, students in third grade were the only ones who took the SBAC and resulted in 43.48% met or exceeded the standard, whereas in 2023-2024 50% of students in third and fourth grades met or exceeded the standard. This was a 6.5% increase with the increase number of students who took 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.53%	1.26%	0.50%	1	4	2
African American	2.63%	3.79%	2.00%	5	12	8
Asian	45.79%	41.32%	44.14%	87	131	177
Filipino	4.21%	3.47%	3.49%	8	11	14
Hispanic/Latino	25.26%	29.34%	29.93%	48	93	120
Pacific Islander	0.53%	0.32%	0.50%	1	1	2
White	18.42%	17.98%	16.46%	35	57	66
Multiple/No Response	2.63%	2.52%	2.99%	5	8	12
Total Enrollment				190	317	401

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	115	88
Grade 1	58	98	87
Grade 2	43	62	88
Grade3		42	64
Grade 4			54
Total Enrollment	190	317	401

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.
2. During this 2024-25 school year, we are at capacity with students in every grade. Our student enrollment exceeds 500 students.
3. For the 2025-26 school year, we are projected to have 567 students in our enrollment.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	125	160		40.5%	39.9%
Fluent English Proficient (FEP)	40	48	86		21.1%	21.4%
Reclassified Fluent English Proficient (RFEP)	0	17	28		0.0%	7.0%

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. The 2024-2025 school year is the first year that Agnew is at capacity.
2. The number of RFEP students increased through the years from 0 to 17 to 22, influenced by intentional instruction with English Language Development (ELD) and small group ELD support with paraeducators and classified staff members.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		46	63		46	59		46	59		100.0	93.7
Grade 4			51			51			51			100
All Grades		46	114		46	110		46	110		100.0	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		2416.	2443.		19.57	37.29		21.74	20.34		36.96	13.56		21.74	28.81
Grade 4			2438.			27.45			11.76			11.76			49.02
All Grades	N/A	N/A	N/A		19.57	32.73		21.74	16.36		36.96	12.73		21.74	38.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		19.57	16.95		65.22	57.63		15.22	25.42
Grade 4			21.57			56.86			21.57
All Grades		19.57	19.09		65.22	57.27		15.22	23.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		15.22	32.20		63.04	42.37		21.74	25.42
Grade 4			21.57			33.33			45.10
All Grades		15.22	27.27		63.04	38.18		21.74	34.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		13.04	20.34		60.87	64.41		26.09	15.25
Grade 4			13.73			64.71			21.57
All Grades		13.04	17.27		60.87	64.55		26.09	18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		15.22	30.51		60.87	50.85		23.91	18.64
Grade 4			11.76			64.71			23.53
All Grades		15.22	21.82		60.87	57.27		23.91	20.91

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.
2. While 49% of tested students met or exceeded the standard for their grade level overall as measured by CAASPP, there are still over half of our students not meeting standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		46	63		46	60		46	60		100.0	95.2
Grade 4			51			50			49			98
All Grades		46	114		46	110		46	109		100.0	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		2429.	2450.		17.39	33.33		26.09	18.33		32.61	23.33		23.91	25.00
Grade 4			2483.			18.37			30.61			30.61			20.41
All Grades	N/A	N/A	N/A		17.39	26.61		26.09	23.85		32.61	26.61		23.91	22.94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		19.57	31.67		52.17	38.33		28.26	30.00
Grade 4			18.37			61.22			20.41
All Grades		19.57	25.69		52.17	48.62		28.26	25.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3		19.57	33.33		67.39	48.33		13.04	18.33
Grade 4			18.37			59.18			22.45
All Grades		19.57	26.61		67.39	53.21		13.04	20.18

Conclusions based on this data:

1. Agnew's data will continue to change as we grow our student population.
2. The data shows there is work for the school staff to do for student achievement as measured by the SBAC.
3. While 50% of tested students met or exceeded the standard for their grade level overall as measured by CAASPP, there are still half of our students not meeting standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1453.7	1444.9	1449.4	1465.5	1440.1	1447.9	1425.7	1455.9	1452.9	39	58	55
1	1425.6	1447.0	1455.5	1433.9	1444.6	1446.3	1416.5	1448.8	1464.1	21	37	35
2	1516.4	1426.3	1489.9	1516.0	1415.6	1481.2	1516.2	1436.5	1498.0	16	23	31
3		1470.8	1468.0		1470.0	1456.4		1470.8	1479.2		16	19
4			1495.0			1483.4			1506.0			21
All Grades										76	134	161

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	25.86	20.00	51.28	37.93	52.73	20.51	31.03	21.82	5.13	5.17	5.45	39	58	55
1	4.76	8.11	14.29	28.57	35.14	45.71	28.57	40.54	20.00	38.10	16.22	20.00	21	37	35
2	31.25	0.00	12.90	56.25	21.74	58.06	6.25	47.83	25.81	6.25	30.43	3.23	16	23	31
3		0.00	5.26		12.50	21.05		81.25	57.89		6.25	15.79		16	19
4			14.29			38.10			23.81			23.81			21
All Grades	19.74	13.43	14.91	46.05	31.34	46.58	19.74	42.54	26.71	14.47	12.69	11.80	76	134	161

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	25.86	21.82	56.41	39.66	49.09	17.95	27.59	25.45	2.56	6.90	3.64	39	58	55
1	9.52	10.81	22.86	38.10	40.54	31.43	38.10	40.54	25.71	14.29	8.11	20.00	21	37	35
2	37.50	4.35	19.35	56.25	26.09	51.61	0.00	39.13	25.81	6.25	30.43	3.23	16	23	31
3		6.25	10.53		37.50	42.11		50.00	31.58		6.25	15.79		16	19
4			28.57			38.10			19.05			14.29			21
All Grades	22.37	15.67	21.12	51.32	37.31	43.48	19.74	35.82	25.47	6.58	11.19	9.94	76	134	161

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	17.24	27.27	51.28	41.38	36.36	33.33	36.21	30.91	7.69	5.17	5.45	39	58	55
1	9.52	8.11	14.29	19.05	35.14	42.86	19.05	35.14	31.43	52.38	21.62	11.43	21	37	35
2	25.00	0.00	9.68	50.00	17.39	58.06	6.25	47.83	29.03	18.75	34.78	3.23	16	23	31
3		0.00	10.53		6.25	5.26		56.25	63.16		37.50	21.05		16	19
4			14.29			14.29			42.86			28.57			21
All Grades	11.84	9.70	17.39	42.11	31.34	35.40	23.68	40.30	36.02	22.37	18.66	11.18	76	134	161

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	43.59	50.00	40.00	51.28	43.10	56.36	5.13	6.90	3.64	39	58	55
1	28.57	43.24	45.71	52.38	54.05	40.00	19.05	2.70	14.29	21	37	35
2	37.50	13.04	51.61	56.25	60.87	45.16	6.25	26.09	3.23	16	23	31
3		25.00	15.79		62.50	63.16		12.50	21.05		16	19
4			38.10			52.38			9.52			21
All Grades	38.16	38.81	40.37	52.63	51.49	50.93	9.21	9.70	8.70	76	134	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.51	1.72	5.45	69.23	84.48	81.82	10.26	13.79	12.73	39	58	55
1	19.05	0.00	0.00	61.90	78.38	74.29	19.05	21.62	25.71	21	37	35
2	43.75	0.00	12.90	50.00	69.57	83.87	6.25	30.43	3.23	16	23	31
3		0.00	5.26		93.75	68.42		6.25	26.32		16	19
4			14.29			61.90			23.81			21
All Grades	25.00	0.75	6.83	63.16	81.34	76.40	11.84	17.91	16.77	76	134	161

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	18.97	20.00	87.18	74.14	72.73	5.13	6.90	7.27	39	58	55
1	19.05	16.22	37.14	28.57	51.35	45.71	52.38	32.43	17.14	21	37	35
2	25.00	4.35	6.45	56.25	60.87	87.10	18.75	34.78	6.45	16	23	31
3		0.00	5.26		43.75	42.11		56.25	52.63		16	19
4			9.52			61.90			28.57			21
All Grades	14.47	13.43	18.01	64.47	61.94	64.60	21.05	24.63	17.39	76	134	161

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	51.28	63.79	58.18	33.33	29.31	36.36	15.38	6.90	5.45	39	58	55
1	0.00	5.41	5.71	71.43	78.38	82.86	28.57	16.22	11.43	21	37	35
2	31.25	4.35	25.81	56.25	69.57	67.74	12.50	26.09	6.45	16	23	31
3		0.00	10.53		87.50	78.95		12.50	10.53		16	19
4			23.81			52.38			23.81			21
All Grades	32.89	29.85	30.43	48.68	56.72	59.63	18.42	13.43	9.94	76	134	161

Conclusions based on this data:

1. As our school continued to grow in student enrollment, the number of EL students grew. This led to a greater application and implementation of instructional practices in designated and integrated English Language Development.
2. EL students performed the highest in the areas of Listening and Writing.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
401	26.7%	39.9%	0.2%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	39.9%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	107	26.7%
Students with Disabilities	34	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2%
American Indian	2	0.5%
Asian	177	44.1%
Filipino	14	3.5%
Hispanic	120	29.9%
Two or More Races	12	3%
Pacific Islander	2	0.5%
White	66	16.5%

Conclusions based on this data:

1. Asian student group is the largest group.

2. Our second largest subgroup is Hispanic.
3. The largest percentage of student groups is our English Learners at 39.9% of the total student enrollment.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Agnew's data on chronic absenteeism is an area of concern and for continued growth. While we improved moving from the orange category from 2022-23 to yellow in 2023-24, we continue to support our students' daily attendance.
- Agnew's English Language Arts academic performance is an area of concern and for continued growth.

School and Student Performance Data

Academic Performance English Language Arts

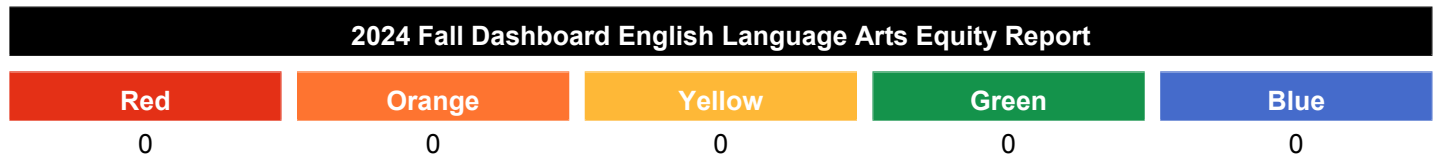
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 9.7 points below standard Increased 9.9 points 101 Students	English Learners  No Performance Color 36.9 points below standard Declined 10.1 points 39 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 41.0 points below standard Maintained 2.2 points 45 Students

Students with Disabilities  No Performance Color 117.2 points below standard 18 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 30.0 points above standard 32 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  No Performance Color 42.0 points below standard Declined 10.2 points 43 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color Less than 11 Students 10 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. The 2023-24 school year is the first year Agnew is at capacity.

School and Student Performance Data

Academic Performance Mathematics

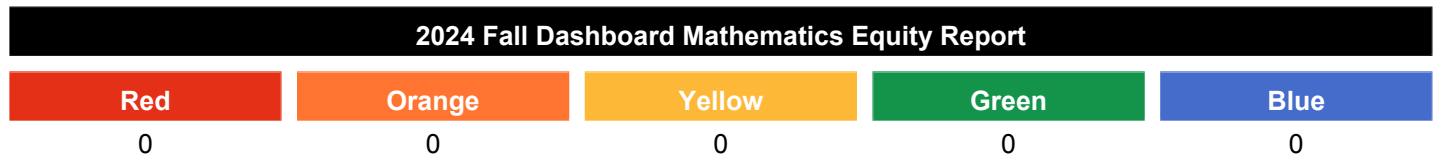
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 3.1 points above standard Increased 17.6 points 102 Students	English Learners  No Performance Color 17.5 points below standard Maintained 0.3 points 42 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 42.8 points below standard Maintained 0.1 points 44 Students

Students with Disabilities  No Performance Color 92.4 points below standard 17 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 51.6 points above standard 34 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  No Performance Color 36.0 points below standard Increased 4.0 points 42 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color Less than 11 Students 10 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. The 2023-24 school year is the first year Agnew is at capacity.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
51.6% making progress.	making progress.
Number Students: 93 Students	Number Students: 0 Students

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

2024 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
11.8%	36.6%	0%	51.6%

Conclusions based on this data:

1. Our largest group of EL students progressed at least one ELPI level showing the benefits of our intentional instructional practices in designated and integrated English Language Development.
2. Continued work has to be done with our English Language Development actions to support the 11.8% of EL students who decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

11.5% Chronically Absent

Declined 13.2

426 Students

English Learners



Yellow

12.8% Chronically Absent

Declined 9.4

180 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged



Yellow

17.6% Chronically Absent

Declined 9.3

125 Students

Students with Disabilities  Orange 24.4% Chronically Absent Declined 2.8 45 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 5.9% Chronically Absent Declined 18.4 188 Students	Filipino  No Performance Color 21.4% Chronically Absent Increased 3.2 14 Students	Hispanic  Yellow 19.2% Chronically Absent Declined 9.9 125 Students
Two or More Races  No Performance Color 0% Chronically Absent 0 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 6.9% Chronically Absent Declined 5.3 72 Students

Conclusions based on this data:

1. In the category of Chronic Absenteeism, with the indicator for "all students" in the yellow category, Agnew saw a 13.2 percent decline.
2. Drilling down into the data shows Students with Disabilities are in the orange category while other subgroups are in the yellow and green categories.

School and Student Performance Data

Conditions & Climate Suspension Rate

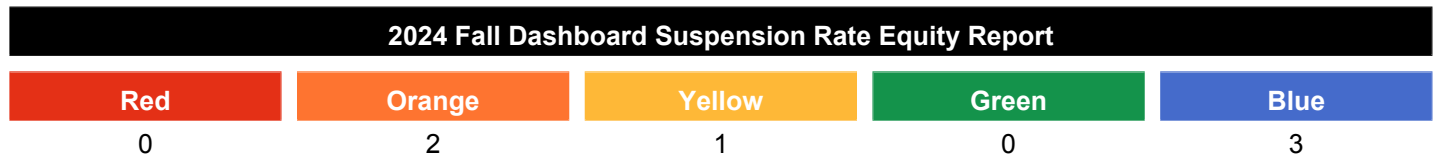
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Maintained 0.2% 440 Students	English Learners  Blue 0.5% suspended at least one day Maintained 0.1% 183 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Orange 1.6% suspended at least one day Increased 1.6% 129 Students

Students with Disabilities  Orange 4.3% suspended at least one day Increased 4.3% 47 Students	African American  No Performance Color 9.1% suspended at least one day Increased 9.1% 11 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 195 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Hispanic  Yellow 0.8% suspended at least one day Increased 0.8% 127 Students
Two or More Races  No Performance Color 0% suspended at least one day 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Blue 0% suspended at least one day Declined 1.8% 74 Students

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 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.

Local and state assessments show 50% of students not meeting standards. This is true of our CAASPP results from the 2023-24 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 2024, 55.9% of students met the reading benchmark. In the Winter of 2025, 62.8 % 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	At the first diagnostic, 52% of students were early on grade level & mid or above grade level. At the second diagnostic, 71% 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, 31% 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, 59% 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 2023-24 school year, of the students who took the CAASPP test, 49.1% met or exceeded the standard for ELA.	We expect an increase of students meeting standard year after year.
CAASPP - Math	During the 2023-24 school year, of the students who took the CAASPP test, 50% 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	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 Curricular Focus and Student Success Team 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.	All Students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Roving sub for Literacy Focus Meetings
1.2	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. Substitute teachers will be provided when available to support teachers administering the assessments and data analysis. 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. 2.4 Teachers and students will access the library regularly and have access to new library materials and resources.	All Students	10000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Book Room Materials to support reading instruction 5000 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 2000 Targeted Allocation

			4000-4999: Books And Supplies Books and materials
1.3	3.1 All students will have access to devices and resources supporting Reading / Language Arts. 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. 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.	All Students	
1.4	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 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. 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.	All Students	
1.5	Based on program and/or teacher availability, interventions classes / tutoring opportunities will be offered for students who need extra help in academics.	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	Staff will assess and obtain materials to support math instruction.	All Students	1500 Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for instruction, assessment, and data analysis

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25 school year. Allocations for some actions increased due to the projected increase in student enrollment and thus increase in available funds. The School Site Council voted to eliminate the previous action 9 to employ a part-time instructional support or student support staff member due to the challenges with the lack of applicants. Funds were reallocated to actions in Goal 3.

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. Again, the School Site Council voted to eliminate the previous action 9 to employ a part-time instructional support or student support staff member due to the challenges with the lack of applicants. Funds were reallocated to actions in Goal 3.

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 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 largest group of EL students progressed at least one ELPI level showing the benefits of our intentional instructional practices in designated and integrated English Language Development. Continued work has to be done with our English Language Development actions to support the 11.8% of EL students who decreased one ELPI level.

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 2023-24 year, of our 145 emerging bilinguals, 58% received a score of 3 or 4 (out of 4) on the ELPAC. Of the 58%, 14% of the total 145 students, 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	25000 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	1000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development - Conferences based in English Language Development and/or culture
1.5	Supplies and materials will be provided to obtain printed reading materials or materials to be copied for students to support culturally responsive teaching.	All Students	3000 Targeted Allocation 4000-4999: Books And Supplies Materials for Cultural Responsive Education
1.6	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.	English Language Learners will be served. All students will benefit from the strategies and action items as well.	
1.7	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 Translation Services & Staff Access and Use of Language Line
1.8	Purchase materials for English Learner Advisory Committee meetings and parent involvement events (materials, supplies, food, translation services, childcare, and light refreshments).	All Families and students, particularly those who are English Language Learners	500 Targeted Allocation 4000-4999: Books And Supplies Parent Engagement

Annual Review

SPSA Year Reviewed: 2024-25

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 within and 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 2024-25 school year. There was an increase in action 3 as a result of the School Site Council conversation to increase the number of hours supporting our emerging bilinguals with designated small group instruction.

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, material cost, and service time 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
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.	Our school's chronic absenteeism data has improved across the years. In 2022-23 with students in TK-3rd, 25.26% were in the category. In 2023-24 with students in TK-4th, 11.76% were in the category. As of April in 2024-25 with Agnew being at capacity with students in TK-5th, 12.13% are in the category.	We expect a decrease in number of students who are chronically absent year after year.
School-Wide Information System (SWIS)	The staff continued to implemented and refined the use of SWIS to track student behavior referrals. In 2023-24, there were 260 referrals for challenging student behaviors. With Agnew being at capacity with students in TK-5th, as of April 2025, there were 431 referrals for challenging student behaviors.	We expected an increase in the 2024-2025 year as our student population increased. We 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	2500 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 with school's vision, mission and instructional framework.	All Students	500 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, refreshments at Community Coffee events

1.5	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. 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.	All Students	2000 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 2000 Targeted Allocation 4000-4999: Books And Supplies Awards, materials, and prizes
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	9500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional 2 days of counseling
1.7	7.1 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. 7.2 All students will have access to STEAM/Maker Space activities, explorations, and lessons in the Design Lab by a designated (temporary) Design Lab Coordinator.	All Students	4000 Targeted Allocation 4000-4999: Books And Supplies Books, materials, supplies for innovation and learning spaces. Education technology resources both hardware and software. 12017 Targeted Allocation 2000-2999: Classified Personnel Salaries Design Lab Coordinator
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	3000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field Trip / Offsite Learning Experience / Assemblies
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 around the campus for social emotional learning (SEL) opportunities. 9.2 Staff and Community Partners will regularly examine and address school safety. Programs and	All Students	40000 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. 1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures

	materials will be obtained to continue to improve our school safety plan.		Partner with community organizations to improve and purchase materials to support and improve - people and location safety.
1.10	We will continue and expand our partnership with Stanford University through the Research Practice Learning Partnership (RPLP).	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 past school years, many inaugural events occurred at Agnew including the Walkathon, book fairs, a variety of parent engagement events, and the campus complex wide Birds Take Flight 5K fun run.

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 significant increase in allocation for the Student Council, PBIS Team, School Leadership Team, and School Site Council approved partnership with a vendor to support facilitated play at lunch.

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 into future school years, funds are allocated to new or revised strategies/activities.

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	\$142,267.00
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	\$142,267.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$142,267.00

Total of federal, state, and/or local funds for this school: \$142,267.00

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	142,267.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	46,517.00
4000-4999: Books And Supplies	19,000.00
5000-5999: Services And Other Operating Expenditures	47,750.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	11,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	46,517.00
4000-4999: Books And Supplies	Targeted Allocation	19,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	47,750.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	18,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
30,500.00
30,500.00
81,267.00

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
Yvette Abelow	Parent or Community Member
Camila Chiarelli	Parent or Community Member
Atul Singh	Parent or Community Member
Erick Vilela	Parent or Community Member
Sushila Yadav	Other School Staff
Esther Lin-Matsumoto	Classroom Teacher
Lisa da Silva	Classroom Teacher
Marny Warren	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 5/6/2025.

Attested:



Principal, Joe Young on 5/6/2025

SSC Chairperson, Patali Dandu on 5/6/2025