



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	April 21, 2026	June 11, 2026

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) in achieving goals 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 to systematically meet the needs of all students. The overall objective of our improvement plan is to enhance student achievement of our unduplicated population.

During the 2025-2026 school year, Agnew continued refining our systems, structures, and instructional practices in inclusion, socio-emotional learning, mathematics, and literacy. Examples of our work included implementing DIBELS in grades Kindergarten through second, and our new writing strategy, TIDE, in grades three through five. We continued our work on developing our instructional competencies in UFLI in grades Kindergarten through third grade and morphology in grades fourth and fifth. We also continued our analysis and implementation of literacy instructional strategies in our professional learning communities (PLC). We used our instructional coach to support these initiatives. 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) and the English Language Advisory Committee (ELAC) met monthly to review school goals, analyze data, and evaluate the effectiveness of the school plan throughout the year. SSC/ELAC meetings are held on the first Tuesday of each month (Some dates were adjusted).

September 9, 2025 - This meeting focuses on the function & purpose of SSC.

October 7, 2025 - This meeting focused on the school safety plan, CAASPP review, ELAC update, SPSA budget review, and Agnew news.

November 4 2025 - This meeting focused on Agnew update, SWIS data review, SPSA reallocation proposal, ELAC update, and Agnew news.

December 2 2025 - This meeting was canceled.

January 14 2026- This meeting focused on Agnew updates, SPSA review of goal #1, ELAC update, and Agnew's upcoming events.

February 4 2026- This meeting focused on the Agnew update, SPSA goal #1 recommendations, SPSA goal # 2 review, ELAC updates, and Agnew events.

March 3 2026- This meeting focused on Agnew updates, SPSA goal #2 recommendations, a review of goal #3, ELAC, and Agnew events.

April 21 2026 - This meeting focused on the final review and approval of the SPSA.

May 5 2026 - This meeting focused on the current school year review and next year's improvements.

Meetings were/are held in a hybrid model: 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.

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

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 is not an ATSI/TSI/CSI School. This section is not applicable at this time

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.

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.

Agnew Chronic Absenteeism data was in the "Orange" performance category for all students, Suspension data was in the "Orange" performance category for all students, and English Learner Progress was in the "Red" performance category for all EL students.

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 ELA, with the indicator for "EL students" in the yellow category, with the indicator for "Hispanics" in the yellow, with the indicator for "socioeconomically disadvantaged" in the yellow category. In the category of mathematics, with the indicator for "Hispanics" in the "orange", and with the indicator for "socioeconomically disadvantaged" in the orange category.

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 2024-2025 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 2023-2024, 49.1% met or exceeded the standard, whereas in 2024-2025, 56.8% of students met or exceeded the standard. This was a 7.7% increase, with a similar number of students completing the SBAC. In Math, in 2023-2024, 50% of students met or exceeded the standard, whereas in 2024-2025, 52% met or exceeded the standard. This was a 2% increase with a similar number of students who took the SBAC. For our English learners, 44.2% met or exceeded standards in ELA in the 2023-2024 school year and 32.4% met or exceeded standards in 2024-2025. This was a decrease of 11.8%.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.50%	0.79%	1.13%	2	4	6
African American	2.00%	1.78%	1.70%	8	9	9
Asian	44.14%	43.96%	43.86%	177	222	232
Filipino	3.49%	3.56%	3.02%	14	18	16
Hispanic/Latino	29.93%	28.32%	28.54%	120	143	151
Pacific Islander	0.50%	0.59%	0.38%	2	3	2
White	16.46%	16.83%	16.45%	66	85	87
Multiple/No Response	2.99%	4.16%	4.16%	12	21	22
Total Enrollment				401	505	529

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	40
Kindergarten	88	87	94
Grade 1	87	85	93
Grade 2	88	88	79
Grade3	64	87	83
Grade 4	54	56	82
Grade 5		59	58
Total Enrollment	401	505	529

Conclusions based on this data:

1. Our student enrollment is continuing to grow and we will increase enrollment marginally.
2. During this 2025-26 school year, we were close to capacity with students in every grade. Our student enrollment was at 528.
3. For the 2026-27 school year, we will be decreasing one grade level classroom in third grade and adding a 5th grade classroom. We are projected to have over 540 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	160	164	161	39.4%	39.9%	30.4%
Fluent English Proficient (FEP)	86	119	141	15.1%	21.4%	26.7%
Reclassified Fluent English Proficient (RFEP)	28	50		5.4%	7.00%	

Conclusions based on this data:

- In 2024-2025, 164 were classified as English Learners.
- In 2024-2025, 119 were classified as Fluent English Proficient.
- The number of EL students have decreased.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	63	79	46	59	77	46	59	77	100.0	93.7	97.5
Grade 4		51	59		51	59		51	59		100	100
Grade 5			58			56			56			96.6
All Grades	46	114	196	46	110	192	46	110	192	100.0	96.5	98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2416.	2443.	2468.	19.57	37.29	41.56	21.74	20.34	25.97	36.96	13.56	14.29	21.74	28.81	18.18
Grade 4		2438.	2449.		27.45	28.81		11.76	13.56		11.76	16.95		49.02	40.68
Grade 5			2524.			35.71			21.43			19.64			23.21
All Grades	N/A	N/A	N/A	19.57	32.73	35.94	21.74	16.36	20.83	36.96	12.73	16.67	21.74	38.18	26.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.57	16.95	29.87	65.22	57.63	57.14	15.22	25.42	12.99
Grade 4		21.57	20.34		56.86	54.24		21.57	25.42
Grade 5			23.21			55.36			21.43
All Grades	19.57	19.09	25.00	65.22	57.27	55.73	15.22	23.64	19.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.22	32.20	29.87	63.04	42.37	53.25	21.74	25.42	16.88
Grade 4		21.57	18.64		33.33	44.07		45.10	37.29
Grade 5			33.93			50.00			16.07
All Grades	15.22	27.27	27.60	63.04	38.18	49.48	21.74	34.55	22.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.04	20.34	11.69	60.87	64.41	74.03	26.09	15.25	14.29
Grade 4		13.73	20.34		64.71	54.24		21.57	25.42
Grade 5			14.29			75.00			10.71
All Grades	13.04	17.27	15.10	60.87	64.55	68.23	26.09	18.18	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.22	30.51	28.57	60.87	50.85	58.44	23.91	18.64	12.99
Grade 4		11.76	16.95		64.71	66.10		23.53	16.95
Grade 5			37.50			44.64			17.86
All Grades	15.22	21.82	27.60	60.87	57.27	56.77	23.91	20.91	15.63

Conclusions based on this data:

1. In the 2024-2025, the CAASPP English Language Arts/literacy scores revealed that 67.5 % of third grade students met or exceeded standard.
2. In the 2024-2025, the CAASPP English Language Arts/literacy scores revealed that 42.4 % of fourth grade students met or exceeded standard.
3. In the 2024-2025, the CAASPP English Language Arts/literacy scores revealed that 57.1% of fifth grade students met or exceeded 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	63	79	46	60	77	46	60	77	100.0	95.2	97.5
Grade 4		51	59		50	58		49	58		98	98.3
Grade 5			58			56			55			96.6
All Grades	46	114	196	46	110	191	46	109	190	100.0	96.5	97.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2429.	2450.	2471.	17.39	33.33	40.26	26.09	18.33	22.08	32.61	23.33	14.29	23.91	25.00	23.38
Grade 4		2483.	2460.		18.37	20.69		30.61	22.41		30.61	24.14		20.41	32.76
Grade 5			2524.			25.45			25.45			29.09			20.00
All Grades	N/A	N/A	N/A	17.39	26.61	30.00	26.09	23.85	23.16	32.61	26.61	21.58	23.91	22.94	25.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.09	36.67	45.45	52.17	41.67	33.77	21.74	21.67	20.78
Grade 4		22.45	22.41		53.06	34.48		24.49	43.10
Grade 5			21.82			60.00			18.18
All Grades	26.09	30.28	31.58	52.17	46.79	41.58	21.74	22.94	26.84

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.57	31.67	40.26	52.17	38.33	40.26	28.26	30.00	19.48
Grade 4		18.37	20.69		61.22	43.10		20.41	36.21
Grade 5			14.55			69.09			16.36
All Grades	19.57	25.69	26.84	52.17	48.62	49.47	28.26	25.69	23.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.57	33.33	40.26	67.39	48.33	45.45	13.04	18.33	14.29
Grade 4		18.37	17.24		59.18	53.45		22.45	29.31
Grade 5			20.00			63.64			16.36
All Grades	19.57	26.61	27.37	67.39	53.21	53.16	13.04	20.18	19.47

Conclusions based on this data:

1. In the 2024-2025, the CAASPP Mathematics scores revealed that 62.3 % of third grade students met or exceeded standard.
2. In the 2024-2025, the CAASPP Mathematics scores revealed that 43.1% of fourth grade students met or exceeded standard.
3. In the 2024-2025, the CAASPP Mathematics scores revealed that 50% of fifth grade students met or exceeded 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1444.9	1449.4	1452.5	1440.1	1447.9	1450.4	1455.9	1452.9	1457.3	58	55	41
1	1447.0	1455.5	1445.1	1444.6	1446.3	1454.8	1448.8	1464.1	1434.9	37	35	32
2	1426.3	1489.9	1474.0	1415.6	1481.2	1459.8	1436.5	1498.0	1487.8	23	31	26
3	1470.8	1468.0	1499.8	1470.0	1456.4	1479.2	1470.8	1479.2	1520.0	16	19	24
4		1495.0	1487.9		1483.4	1471.4		1506.0	1503.8		21	19
5			1500.9			1489.1			1512.2			19
All Grades										134	161	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.86	20.00	29.27	37.93	52.73	46.34	31.03	21.82	17.07	5.17	5.45	7.32	58	55	41
1	8.11	14.29	12.50	35.14	45.71	46.88	40.54	20.00	15.63	16.22	20.00	25.00	37	35	32
2	0.00	12.90	15.38	21.74	58.06	34.62	47.83	25.81	34.62	30.43	3.23	15.38	23	31	26
3	0.00	5.26	25.00	12.50	21.05	33.33	81.25	57.89	33.33	6.25	15.79	8.33	16	19	24
4		14.29	5.26		38.10	21.05		23.81	52.63		23.81	21.05		21	19
5			10.53			21.05			52.63			15.79			19
All Grades	13.43	14.91	18.01	31.34	46.58	36.65	42.54	26.71	30.43	12.69	11.80	14.91	134	161	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.86	21.82	19.51	39.66	49.09	53.66	27.59	25.45	19.51	6.90	3.64	7.32	58	55	41
1	10.81	22.86	25.00	40.54	31.43	40.63	40.54	25.71	18.75	8.11	20.00	15.63	37	35	32
2	4.35	19.35	23.08	26.09	51.61	30.77	39.13	25.81	23.08	30.43	3.23	23.08	23	31	26
3	6.25	10.53	20.83	37.50	42.11	50.00	50.00	31.58	12.50	6.25	15.79	16.67	16	19	24
4		28.57	15.79		38.10	21.05		19.05	52.63		14.29	10.53		21	19
5			5.26			63.16			15.79			15.79			19
All Grades	15.67	21.12	19.25	37.31	43.48	44.10	35.82	25.47	22.36	11.19	9.94	14.29	134	161	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		27.27	34.15		36.36	31.71		30.91	29.27		5.45	4.88		55	41
1		14.29	9.38		42.86	43.75		31.43	21.88		11.43	25.00		35	32
2		9.68	11.54		58.06	42.31		29.03	30.77		3.23	15.38		31	26
3		10.53	25.00		5.26	29.17		63.16	37.50		21.05	8.33		19	24
4		14.29	5.26		14.29	15.79		42.86	52.63		28.57	26.32		21	19
5			5.26			15.79			47.37			31.58			19
All Grades	9.70	17.39	17.39	31.34	35.40	31.68	40.30	36.02	34.16	18.66	11.18	16.77	134	161	161

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	40.00	29.27	43.10	56.36	68.29	6.90	3.64	2.44	58	55	41
1	43.24	45.71	65.63	54.05	40.00	25.00	2.70	14.29	9.38	37	35	32
2	13.04	51.61	38.46	60.87	45.16	42.31	26.09	3.23	19.23	23	31	26
3	25.00	15.79	37.50	62.50	63.16	41.67	12.50	21.05	20.83	16	19	24
4		38.10	15.79		52.38	78.95		9.52	5.26		21	19
5			10.53			78.95			10.53			19
All Grades	38.81	40.37	35.40	51.49	50.93	54.04	9.70	8.70	10.56	134	161	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1.72	5.45	19.51	84.48	81.82	68.29	13.79	12.73	12.20	58	55	41
1	0.00	0.00	0.00	78.38	74.29	75.00	21.62	25.71	25.00	37	35	32
2	0.00	12.90	3.85	69.57	83.87	69.23	30.43	3.23	26.92	23	31	26
3	0.00	5.26	29.17	93.75	68.42	50.00	6.25	26.32	20.83	16	19	24
4		14.29	5.26		61.90	63.16		23.81	31.58		21	19
5			26.32			52.63			21.05			19
All Grades	0.75	6.83	13.66	81.34	76.40	64.60	17.91	16.77	21.74	134	161	161

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.97	20.00	21.95	74.14	72.73	73.17	6.90	7.27	4.88	58	55	41
1	16.22	37.14	18.75	51.35	45.71	53.13	32.43	17.14	28.13	37	35	32
2	4.35	6.45	11.54	60.87	87.10	65.38	34.78	6.45	23.08	23	31	26
3	0.00	5.26	20.83	43.75	42.11	66.67	56.25	52.63	12.50	16	19	24
4		9.52	5.26		61.90	63.16		28.57	31.58		21	19
5			10.53			63.16			26.32			19
All Grades	13.43	18.01	16.15	61.94	64.60	64.60	24.63	17.39	19.25	134	161	161

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	63.79	58.18	75.61	29.31	36.36	21.95	6.90	5.45	2.44	58	55	41
1	5.41	5.71	9.38	78.38	82.86	68.75	16.22	11.43	21.88	37	35	32
2	4.35	25.81	34.62	69.57	67.74	53.85	26.09	6.45	11.54	23	31	26
3	0.00	10.53	16.67	87.50	78.95	75.00	12.50	10.53	8.33	16	19	24
4		23.81	5.26		52.38	73.68		23.81	21.05		21	19
5			5.26			68.42			26.32			19
All Grades	29.85	30.43	30.43	56.72	59.63	55.90	13.43	9.94	13.66	134	161	161

Conclusions based on this data:

1. During the 2024-2025 school year, 161 English Learners were tested on the ELPAC Assessment.
2. During the 2024-2025 school year, 14.29% scored a level 1 and 36.65% scored a level 2 in overall language.
3. During the 2024-2025 school year, 36.65% scored a level 3 and 18.07% scored a level 4 in overall language.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
505	25.3%	32.5%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	164	32.5%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	128	25.3%
Students with Disabilities	46	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.8%
American Indian	4	0.8%
Asian	222	44%
Filipino	18	3.6%
Hispanic	143	28.3%
Two or More Races	21	4.2%
Pacific Islander	3	0.6%
White	85	16.8%

Conclusions based on this data:

1. Asian student group is the largest subgroup.

2. Our second largest subgroup is Hispanic.
3. Our socioeconomically disadvantaged population has a total of 128, which is 25.3% our population. This group showed an increase of 17.7 points in ELA.

School and Student Performance Data

Overall Performance

The 2025 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.

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The 2025 fall dashboard reported that English Learner Progress is in the red.
- The 2025 fall dashboard reported that Suspension Rate is in the orange.
- The 2025 fall dashboard reported that Chronic Absenteeism is in the orange.

School and Student Performance Data

Academic Performance English Language Arts

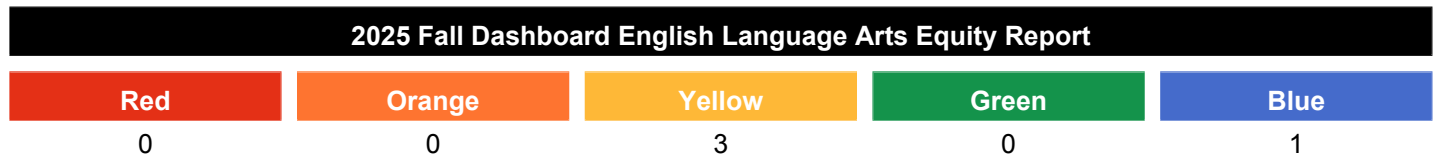
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 17.4 points above standard Increased 27.1 points 182 Students	English Learners  Yellow 13.8 points below standard Increased 23.1 points 77 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 23.2 points below standard Increased 17.7 points 71 Students

Students with Disabilities  No Performance Color 103 points below standard Increased 14.2 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 54.5 points above standard Increased 24.4 points 65 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 22.3 points below standard Increased 19.7 points 66 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 25 points above standard 29 Students

Conclusions based on this data:

1. The 2025 fall dashboard English Language Arts reported that all students is blue and increased 27.1 points.
2. The 2025 fall dashboard English Language Arts reported that English Learner population is yellow and increased 23.1 points.
3. The 2025 fall dashboard English Language Arts reported that Socio-economically Disadvantaged population is yellow and increased 17.7 points.

School and Student Performance Data

Academic Performance Mathematics

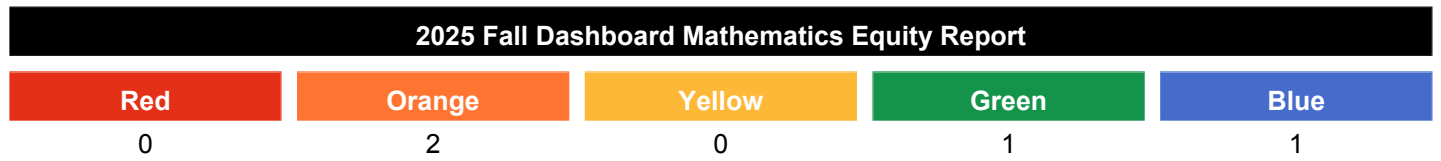
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 6.3 points above standard Increased 3.3 points 181 Students	English Learners  Green 7.8 points below standard Increased 9.7 points 77 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 45.6 points below standard Maintained -2.8 points 70 Students

Students with Disabilities  No Performance Color 106.2 points below standard Declined 13.9 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 56.3 points above standard Increased 4.7 points 65 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 54 points below standard Declined 18 points 65 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 37.4 points above standard 29 Students

Conclusions based on this data:

1. The 2025 fall dashboard mathematics reported that all students is green and increased 6.3 points.
2. The 2025 fall dashboard mathematics reported that Hispanic population is orange and declined 18 points
3. The 2025 fall dashboard mathematics reported that Socio-economically disadvantaged is orange and maintained.

School and Student Performance Data

Academic Performance Science

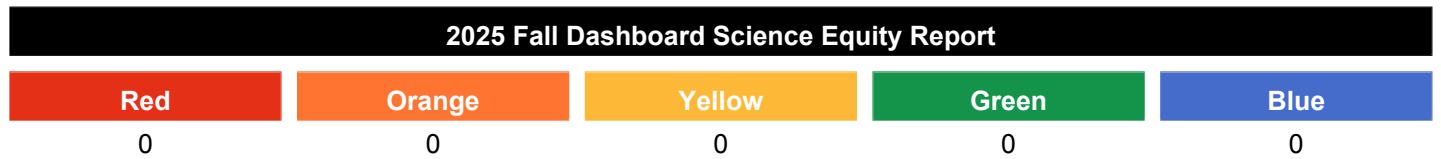
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students No Performance Color 59.2 science points 53 Students	English Learners No Performance Color 53.7 science points 22 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 55.8 science points 26 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 59.9 science points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 54.8 science points 24 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. There is no conclusion to this data. Last year's 5th graders were the first 5th graders at Agnew Elementary School.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
39.8 making progress.	making progress.
Number Students: 108 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.

2025 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
22.2%	38%	0%	39.8%

Conclusions based on this data:

1. The 2025 fall dashboard English Learner Progress is red and 39.8 % is making progress.
2. The 2025 fall dashboard English Language Acquisition shows that 39.8% progresses at least one ELPI level.
3. The 2025 fall dashboard English Language Acquisition shows that 38% maintained ELPI level 1, 2L, 2H, 3L or 3 H.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

11.9% Chronically Absent

Maintained 0.4

528 Students

English Learners



Yellow

10.6% Chronically Absent

Declined 2.1

188 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Yellow

13.8% Chronically Absent

Declined 3.8

159 Students

Students with Disabilities  Green 5.3% Chronically Absent Declined 19.2 57 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Red 12.6% Chronically Absent Increased 6.8 230 Students	Filipino  No Performance Color 16.7% Chronically Absent Declined 4.8 18 Students	Hispanic  Yellow 12.3% Chronically Absent Declined 6.9 154 Students
Two or More Races  No Performance Color 17.4% Chronically Absent Increased 17.4 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 6.9% Chronically Absent Maintained 0 87 Students

Conclusions based on this data:

1. Chronic Absenteeism for All Students is orange and have maintained.
2. Chronic Absenteeism for Asians is red and have increased 6.8.
3. Chronic Absenteeism for English Learners is yellow and declined 2.1.

School and Student Performance Data

Conditions & Climate Suspension Rate

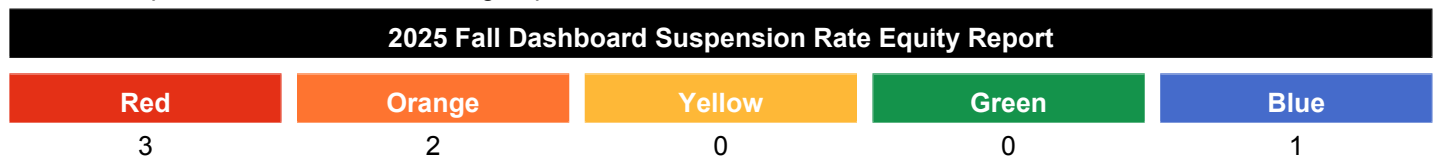
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2% suspended at least one day Increased 1.6% 537 Students	English Learners  Orange 1.6% suspended at least one day Increased 1% 193 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Red 5.7% suspended at least one day Increased 4.1% 159 Students

Students with Disabilities  Red 8.8% suspended at least one day Increased 4.5% 57 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Blue 0% suspended at least one day Maintained 0% 239 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Red 4.5% suspended at least one day Increased 3.8% 154 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 1.1% suspended at least one day Increased 1.1% 87 Students

Conclusions based on this data:

1. In 2025, the Fall Dashboard All Students is orange and 2% suspended at least one day. This was a an increase of 1.6%.
2. In 2025, the Fall Dashboard Students with disabilities is red and 8.8% suspended at least one day. This was a an increase of 4.5%.
3. In 2025, the Fall Dashboard Students with Hispanic is red and 4.5% suspended at least one day. This was a an increase of 3.8%.

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 1 aligns with the district's LCAP Goal 1 and Goal 3.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise overall student achievement and accelerate the achievement of historically underserved student groups to narrow opportunity gaps.
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 43.2% of students not meet standards in ELA and 47.1% of did not meet standards in mathematics. This reflects our CAASPP results from the 2024-25 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	61% met or exceeded standard for K-5.	71% meeting or exceeding
iReady - Local Assessment Diagnostic for Reading (Grades 3-5)	62% met or exceeded standard	72% meeting or exceeding
iReady - Local Assessment Diagnostic for Math (Grades K-5)	54% met or exceeded standard	64% meeting or exceeding
CAASPP - English / Language Arts	56.8% overall met or exceeded	67% on or above grade level
CAASPP - Math	52.9% overall met or exceeded	63% on or above grade level
English Language Arts (Dashboard)	Blue/High Performance	Blue/High Performance
Academic Mathematics (Dashboard)	Green/High Performance	Blue/High Performance

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			
1.2	Teachers will participate in Curricular Focus and Student Success Team Meetings with Literacy Intervention Teachers, academic specialists, and/or the principal to analyze data, 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-hours meetings.	All Students Socio-disadvantaged Special Education English Learners	2500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Roving subs for teacher release to collaborate with academic specialist, instructional coach, and/or principal
1.3	Teachers will analyze F&P, DIBELS, and relevant student assessment data to drive reading/writing/math/core instruction. Substitute teachers will be provided, when available, to support teachers administering the assessments and conducting data analysis.	All Students	6,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Roving subs for teacher release to administer assessments and analyze those assessments.
1.4	Teachers and students will access the library regularly and have access to new library materials and resources, as well as culturally relevant books.	All Students	2,000 Targeted Allocation 4000-4999: Books And Supplies Books and supplies for further student access
1.5	Staff will attend district training in Math and ELA and participate in conferences and workshops provided by the district and outside organizations to strengthen their instructional practices. Opportunities include meetings for PLCs, workshops, leadership teams, outside organizations, and more.	All Students	7,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Ongoing professional development
1.7	Before or After school Intervention for small groups of focus students to improve academics in ELA, STEAM, and Math - This includes hourly pay for certificated (instructional and non-instructional) and classified staff. Order materials and supplies for intervention.	All Students	28,774 Targeted Allocation 1000-1999: Certificated Personnel Salaries items listed but not limited: Before and after school intervention for small groups, during the day for small groups. Hourly pay for certificated and classified staff (Instructional & non-instructional) Materials and supplies to support small group intervention.
1.8	Curriculum that support all academic content areas to support student learning.	All Students	0 None Specified None Specified
1.9	Software Licenses that support student learning	All Students	0 None Specified

			None Specified
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Annual Review

SPSA Year Reviewed: 2025-26

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.

Small group before and after intervention will support UFLI Phonics, Designed ELD, math, and literacy. Teachers will be able to assess and analyze student data during the school day to improve their instructional practice and directly affect student outcomes.
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.

There are not any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Most of the targeted amount that was allocated in goal #1 in 2025-2026 will now support before and after school small group intervention.

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 and Goal 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.
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	39.8 % making progress/progressed at least one level	47% making progress/progressed at least one level
English Learners Progress Dashboard	Red/very low performance	yellow/medium performance

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
2.1	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	
2.2	All English Language Learners (EL or ELL) / emerging bilingual students will receive designated English Language instruction for 30 minutes each	English Language Learners will be served. All students will benefit	

	day using district curriculum. Students will be grouped in language level for appropriate support.	from the strategies and action items as well.	
2.3	Additional Supports for EL in the form of push-in support during the 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
2.4	Staff will participate in professional development conferences to help increase teacher knowledge of working with ELLs and cultural responsive teaching.	All Students	2000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development - Conferences based in English Language Development and/or culture
2.5	Small group EL instruction using district adopted curriculum	English Learners	None Specified None Specified
2.6	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.	
2.7	Translation and interpretation will be provided as needed for non-English speaking members of our community.	English language learners	None Specified None Specified
2.8	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: 2025-26

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 2026-26 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.

There were not 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.

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 a 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 through extracurricular events (such as school events and fundraisers). It is our goal to teach and model healthy choices, reduce fat intake, 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 (PBIS) system, which includes the School-Wide Information System (SWIS) for collecting behavior data. The staff will meet to discuss any problem areas or behaviors based on the data. The goal is to support students' positive behaviors and decision-making, and to keep students in class, reducing the number of students sent to 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 which behaviors need to be re-taught and where violations occur.

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
Attendance/Chronic absenteeism dashboard indicator (Hispanic/Latino, socio-economically disadvantaged, English Learners and white)	yellow/maintained	Blue/high performance
Attendance/Chronic absenteeism dashboard indicator (Asian)	Red/very low performance	green/high performance
Behavior Google Form submissions	The staff continued to implement and refine the use of the Google Form to track student behavior referrals. In 2025-26, there were 61 referrals for challenging student behaviors.	We expect a decrease in referrals for challenging student behaviors as we continue to implement and refine our behavior expectations, interventions, and supports.
Suspension rate dashboard indicator (Hispanic, socio-economic disadvantaged, and students with disabilities)	Red/very low performance	green/high performance
California Healthy Kids Survey (meaningful participation)	51%	70%
California Healthy Kids Survey (School boredom)	46%	66%

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
3.1	Provide the annual fee for Ripple Effect, an SEL supplemental support.	All Students	500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Yearly fee
3.2	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
3.3	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, Bike Day, Milk and Cookies event, Holiday Toy Drive, and Field Day.	All Students	5000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, refreshments at Community Building activities & events.
3.4	Awards, materials, and prizes for social-emotional growth and positive behavior growth for students will be purchased and provided.	All Students	2500 Targeted Allocation 4000-4999: Books And Supplies PBIS materials, awards, and prizes
3.5	Ongoing Community Events such as Coffee with the Principal (Monthly) for families to familiarize them with school's vision, mission and instructional framework. To also help families new to our system	All Students	500 Targeted Allocation 4000-4999: Books And Supplies

	learn how to successfully navigate our school so they can best support their student (s).		Materials, supplies, refreshments at Community Coffee events
3.6	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.	All Students	2500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Materials, supplies, and timesheets for Leadership Team meetings
3.7	All students will have access to progressive learning devices, learning resources, and learning spaces. Teachers will engage in professional learning around the 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.	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.
3.8	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	5000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Field Trip / Offsite Learning Experience / Assemblies
3.9	9.1 Staff will partner with parent volunteers and outside organizations to 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.	All Students	53000 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.
3.10	We will continue and expand our partnership with Stanford University through the Research Practice Learning Partnership (RPLP).	All Students	0 None Specified None Specified
3.11	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.	All students	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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, support structures, and careful data monitoring has led to improvements 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 events occurred at Agnew, including the Walkathon, various assemblies, book fairs, Bike Day, a variety of parent engagement events, and Milk and Cookies.

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 2025-2026 school year. Area with an 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	\$148,774.00
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 (\$)
None Specified	\$0.00
Targeted Allocation	\$148,774.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$148,774.00

Total of federal, state, and/or local funds for this school: \$148,774.00

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
None Specified	0.00
Targeted Allocation	148,774.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,774.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	14,500.00
5000-5999: Services And Other Operating Expenditures	67,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	39,774.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	25,000.00
4000-4999: Books And Supplies	Targeted Allocation	14,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	67,500.00

5800: Professional/Consulting
Services And Operating Expenditures

Targeted Allocation

2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,274.00
Goal 2	27,500.00
Goal 3	75,000.00

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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rona Nunez	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
Brenda Mora	Other School Staff
Esther Lin-Matsumoto	Classroom Teacher
Trisha Keiser	Classroom Teacher Other School Staff
Marny Warren	Classroom Teacher
Markham Bertron	Principal
Brenden Wolfe	Parent or Community Member
Mandi Matsumoto-Ly	Classroom Teacher

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 4/21/26.

Attested:



Principal, Markham Bertron on 4/22/26



SSC Chairperson, Rona Nunez on 4/22/26