

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Longfellow Arts and Technology Middle School	01-61143-6090294	05/31/2019	June 12, 2019

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement  
Targeted Support and Improvement

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

Longfellow is a comprehensive middle school, that works to meet the needs of a population that is academically, financially, and culturally diverse. This plan is intended to identify and support the tracking of specific interventions, strategies, schoolwide programs, human and instructional resources to ensure the diverse needs of Longfellow students are being met in an equitable and data informed way.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Longfellow ran an extended listening campaign to gain information and priorities from its entire community.

## Classroom Observations

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

The 2019-20 school year focused on the implementing key compatible components of the AVID Framework: Focused Note-taking, Increased Intervention & Support Classes, Increased collaboration, and PBIS via shared school values (R.E.A.L.). We were able to complete several walkthroughs to see that several basic Tier 1 practices were implemented: Expectations posted, teachers completing Advisory lessons and using expected practices, with a 50% participation rate for teachers. Several components for a safer and more rigorous learning environment were recognized. Regular, often interrupted administrative walkthroughs in the classrooms, identified several key areas of improvement needed to support student and adult learning: Unified essential classroom practices, Increased teacher collaboration time allowing for reflection and planning, the use of critical strategic practices that speak directly to student needs (closing the achievement gap, integrated & designated English Language Development strategies) and a structured inquiry process that is rooted in quality PLC data informed practices that will allow for regularly reflection and revision.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

## Standards, Assessment, and Accountability

## Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Longfellow offers several formative and summative assessments to help guide our actions in improving student achievement:

\*Renaissance STAR Assessment: A standardized assessment that is used as not only a baseline assessment, but also as a formative assessment that provides teachers with detailed specifics around student performances, easily disaggregated by grade level and individual teacher. This test is offered three times a year.

\*Scholastic Reading Inventory: A standardized assessment targeted at incoming 6th graders and those already identified for Tier II reading intervention. For incoming 6th graders, this assessment allows for opportune times the identification of students struggling with the primary components of reading. This test is currently offered three times a year, only to key students.

\*Key identified unit assessments: These assessments can be directly from the curriculum or teacher/team created in Illuminate to offer intermittent check points for areas of students and teacher success or improvement.

\*Federally mandated assessments for Individualized Education Plans: These academic and cognitive assessments are required for students receiving special education services. They are highly utilized to help identify areas of student need, growth, and as key entry points for the differentiation of academic work.

\*SBA: Annual state mandated summative assessment on ELA, Math, and Science.

\*Alternative Assessments and/or Performances of Understanding: These are site based assessments that offer students with a variety of learning styles and differences to display their understanding of content in ways beyond standardized testing. These assessments allow for hands on, verbal, visual, auditory, kinesthetic, and project based forms of assessments that are aligned with the standards.

Every content area at Longfellow is utilizing curriculum and grading that is aligned with Common Core Standards and the NGSS. A heavy use of standardized assessments to primarily identify students for support and intervention classes has been the practice. While this techniques has been useful and shown growth, especially in our mathematics program:

See Appendix A (Fall & Winter STAR Math)

See Appendix B (Fall & Winter STAR Reading)

Even though we're able to identify small but important areas of growth, utilizing this data to inform our practice was has not been a schoolwide effort. The Leadership team has identified key data points and checkpoints for Professional Learning Communities align themselves around and begin to graph repeatable successful actions.

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

Longfellow utilizes a very structured process for maintaining and using data to inform instruction. Using the identified measures, each content/subject PLC uses data to inform our teaching practices. Each PLC is required to create a Theory of Action that has identified the current standing of students based on our assessments. Once the assessments are examined, the team identifies 2-3 goals, data points to be used, and identified strategies to be used. As the team progress through the year, there are at least 7 major check points: (1) Previous years' SBA results; (2) STAR baseline data from current years beginning of the year assessments; (3) Identified unit assessments (can be curriculum-based, teacher created on Illuminate, or project based); (4) Mid-year STAR; (5) Identified unit assessments/SBAC Interim Assessments; (6) STAR end of the year assessments; (7) SBA Assessment.

Teams will convene to examine data results through a consistent cycle of inquiry. These inquiry cycles will have a 9 week cycle. Teachers are expected to bring the most current data and identify strategies that worked and those that didn't. The team will discuss and make adjustments as necessary. The teams will use standards based rubrics, curriculum based pacing suggestions, and proven instructional strategies to support student growth.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Longfellow teachers will have had access to instructional materials and collaboration/planning time to develop 1-2 content units using data-based instruction, instructional strategies that are relevant to the needs of our student population, and the understanding of the PLC process.

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

Staff development will consist of PLC, PBIS, and CRT practices.

PLC (Professional Learning Communities): This area of staff development consists of training staff on how to examine and utilize data effectively to track student and team progress, collaborate as a team around student learning, understand and utilize curriculum with fidelity.

PBIS (Positive Behavior Intervention & Support): This area of staff development consists of deepening the practices of Tier 1 PBIS practices found in the 8 classroom essentials.

CRT (Culturally Responsive Training): Training staff for the intentional use of strategies specific to language and culturally relevant teaching strategies. Staff will complete items such as book studies, Direct planning incorporated into PD time, and an organized walkthrough system that provides timely feedback.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Leadership Team consistent of content area experts and coaches, team leaders, educational specialists, the responsive to intervention facilitator, and the restorative justice coordinator. These members help to message direct concerns and needs of teachers and students as well as act as avenues of support for struggling teachers. This team also supports in the design of the instructional practices of the school as well as the roll out of our professional development.

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

Every effort is made to incorporate shared planning time with content area partners during the day. A large effort has been made to ensure that most teachers have at least one planning partner in their content area. Teachers are expected to share at least one day of shared prep time in order to collaborate and plan together. Each Weds, teachers are also offered a variety of collaborative opportunities that range from Grade level team meetings, choice collaborations, to trainings specific to schoolwide needs. Teacher hourly has been set aside to truly secure quality collaboration and inquiry cycle time.

## Teaching and Learning

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

All curriculum and adopted materials are aligned with the state standards and included a shared rubric.

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

Students receive daily instruction in all subjects, which satisfies the required state instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

With established district and state assessments, teachers are required to sequence their instructional program as recommended by the district and state.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All of our students have the necessary/required instructional materials. All instructional materials meet the common core requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every teacher is using the adopted middle school curriculum. Additionally, our students read approved books, as part of our Accelerated Reading Program.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The students have access to additional support in the regular class setting, in small groups in nearby classrooms, and support classes. We also offer intervention classes for students in need a more intense, direct form of study. Support classes are also offered before and after school along with teacher led tutoring sessions, a teacher requirement to post office hours, access to online tutoring support. We also engage in multiple community partnerships to offer our students a variety of experiences intended to support their learning: Writers Coaches, Be A Scientist, a variety of tutoring and mentoring programs, the X-Men boys group and the BUSD African American Success Program (UMOJA).

Evidence-based educational practices to raise student achievement

The Leadership Team and site administrators ensure that effective instructional strategies are happening in the classrooms at all times. This is done by regularly scheduled walkthroughs that based around the site goal and PLC goals. PLC's are expected to keep track of the data around their students and the strategic actions they are using to support them. This data is expected to be reviewed every 6-9 weeks. All PLC's will keep a Theory of Action, that helps all stay on track. The walkthroughs will maintain regular data and provide time feedback.

## Parental Engagement

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

Tutoring, Parent Education, Computer Access, EDP Scholarships, Community Services and Counseling, Online Resources, Community Partnerships, and Parent Workshops throughout the school year. The school is also creating a safe space for parents to have a space that is welcoming and provides them with the variety of resources needed to be successful partners (parenting books in several languages, community activities, support on learning about school practices).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Longfellow has a wealth of opportunities for engagement for all of its stakeholders: Large variety of intramural sports games, Back to School Night, Open Houses, Volunteer Opportunities, Art Shows, Music Concerts, parent leadership on committees among many other things.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Site funds are allocated to best serve all students, however expenditures place high priority on those that are underperforming, with a specific emphasis on improving teacher practice to avoid create a stigma around intervention and support.

## Fiscal support (EPC)

We have a variety of fiscal support options: Our allocated base funding, Berkeley Public Schools Fund, LCAP, TITLE I, PTA donations and grants when needed and various small budgetary supports from district based departments.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Both the school Leadership Team and the School Site Council were included in the review of the SPSA expectations, test scores, programmatic ideations and struggles and asked for input or understanding of prior history or actions taken. The Leadership team completed an in depth review/evaluation of the prior SPSA, identifying what worked and what didn't and what the next steps should be. Both teams completed a final review with suggested revisions.

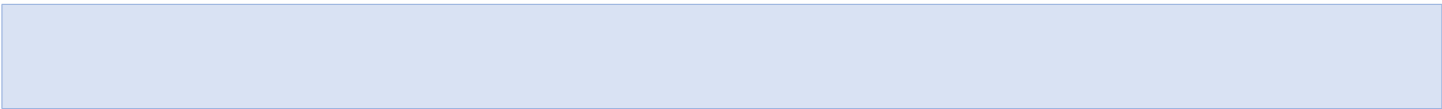
# Resource Inequities

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

There are a variety of resource inequities that effect Longfellow Middle School. Particular as a school whose demographics don't directly reflect and/or align with those of the larger district demographics. Those that have the largest effect on our school are: PTA Resources, High Concentration of ASI 3+ students, and Mismatched FTE Allocations.

**PTA Resources:** While Longfellow has an incredibly interested and supportive system of engaged parents, it has a disproportionately lower number of mid/high income level families in comparison to its sister middle schools in BUSD. This disproportionality impacts Longfellow's capacity to supplement basic school services with donated dollars. If these mid/high income families donate at the average giving level as their mid/high income peers at our sister schools (School A: \$231 and School B: \$311), the total Longfellow PTA budget and its per pupil charitable financial resources would still be significantly less than the two other schools. In order for the Longfellow PTA to be able to provide the same per pupil backstop of resources, each of our mid/high income families would need to contribute almost twice as much as their peers at School A and over \$100 more than their School B peers.

**High Concentration of ASI 3+ students:** Using the BUSD Academic Support Index, an index that identifies things that can effect student learning and provides it with a correlating score, we find that Longfellow is in a unique situation. Of all of BUSD students, approximately 67% have an ASI 2 or less, meaning these students come to school with "tailwinds" that can make success in school easier. The other 33% of all BUSD students are in the category of ASI 3+; meaning they face "headwinds" and will most likely need intervention and other supports to be successful in school. At Longfellow, the inverse to the entire BUSD district is true with approximately 68% of our students facing ASI 3+ headwinds. This means the majority of our students are in need of Tier 2 support or greater as defined by the Response to Intervention (RTI) rubric. In addition, most of our students are English Language Learners, foster youth, or from low income families. This high concentration of need requires a high concentration of resources which has not historically followed Longfellow's student population.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.4%	0.4%	2	2	2
African American	26.71%	24.35%	24.65%	133	121	124
Asian	6.63%	4.43%	4.57%	33	22	23
Filipino	0.40%	1.01%	0.6%	2	5	3
Hispanic/Latino	34.94%	42.86%	43.54%	174	213	219
Pacific Islander	%	%	0%			0
White	19.88%	16.7%	17.5%	99	83	88
Multiple/No Response	%	%	8.55%			1
Total Enrollment				498	497	503

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	165	165	170
Grade 7	168	165	168
Grade 8	165	167	165
Total Enrollment	498	497	503

### Conclusions based on this data:

1. Nearly 70% of our student population is students of color. Since students of color have historically struggled in many schools, our strategic efforts should be geared towards the needs of these students.
2. Nearly 20% of our students are white, this is a very large disproportionality, we need to ensure we find ways to incorporate this student voice that is equitable to their needs and those of the students around them.
3. The percentage and demographics of our students has not changed much over the years, so we can easily plan for what's coming.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	66	90	91	13.3%	18.1%	18.1%
Fluent English Proficient (FEP)	131	111	107	26.3%	22.3%	21.3%
Reclassified Fluent English Proficient (RFEP)	15	0	5	21.7%	0.0%	5.6%

### Conclusions based on this data:

1. 18% of our students are EL after two years, targeted EL support is needed
2. 10% decrease in RFEP students between 17-18 to 19-20, LF students struggling to meet the new testing requirements, particularly SBA requirement
3. 21% of students FEP need extended support, likely integrated in teacher practices.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	169	159	161	164	149	160	164	149	94.7	97	93.7
Grade 7	165	173	162	152	167	153	152	166	152	92.1	96.5	94.4
Grade 8	176	169	167	167	160	154	167	160	153	94.9	94.7	92.2
All Grades	511	511	488	480	491	456	479	490	454	93.9	96.1	93.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2495.	2496.	2496.	16.88	14.63	13.42	18.13	27.44	22.15	29.38	19.51	26.17	35.63	38.41	38.26
Grade 7	2547.	2533.	2528.	23.03	19.88	18.42	30.26	24.70	21.05	15.79	21.08	25.00	30.92	34.34	35.53
Grade 8	2562.	2574.	2530.	16.77	23.13	15.03	35.93	28.13	24.18	24.55	28.13	20.92	22.75	20.63	39.87
All Grades	N/A	N/A	N/A	18.79	19.18	15.64	28.18	26.73	22.47	23.38	22.86	24.01	29.65	31.22	37.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.88	24.39	15.54	36.88	36.59	39.86	41.25	39.02	44.59
Grade 7	32.24	21.69	20.00	35.53	38.55	44.00	32.24	39.76	36.00
Grade 8	31.14	31.88	24.83	40.12	42.50	26.85	28.74	25.63	48.32
All Grades	28.39	25.92	20.13	37.58	39.18	36.91	34.03	34.90	42.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.50	17.68	16.22	34.38	36.59	45.95	43.13	45.73	37.84
Grade 7	30.26	24.85	19.74	38.16	44.24	43.42	31.58	30.91	36.84
Grade 8	26.35	29.38	18.12	43.11	44.38	46.31	30.54	26.25	35.57
All Grades	26.30	23.93	18.04	38.62	41.72	45.21	35.07	34.36	36.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.50	17.07	12.84	55.00	62.20	63.51	27.50	20.73	23.65
Grade 7	21.71	16.87	14.00	52.63	54.22	62.67	25.66	28.92	23.33
Grade 8	20.96	23.75	11.41	64.67	61.88	62.42	14.37	14.38	26.17
All Grades	20.04	19.18	12.75	57.62	59.39	62.86	22.34	21.43	24.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.13	22.56	20.27	37.50	48.78	45.27	39.38	28.66	34.46
Grade 7	27.63	27.71	24.00	46.71	43.98	50.00	25.66	28.31	26.00
Grade 8	26.35	31.25	19.86	51.50	48.13	41.78	22.16	20.63	38.36
All Grades	25.68	27.14	21.40	45.30	46.94	45.72	29.02	25.92	32.88

**Conclusions based on this data:**

1. Average of 38% of students entering 6th grade not meeting standards, . Average of a 5% drop in achievement from 7th to 8th grade, . Meaning actions needed to provide intense support for incoming students and stronger, more experienced teachers in 7th grade maintain student growth.
2. Targeted Designated Reading Supports for students below standards and Integrated Strategies for students at or near meeting standards.
3. Longfellow students maintain untapped strengths in Writing (45%), Listening (63%), and Research/Inquiry (46%) at or near standard

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	169	159	160	164	155	160	164	154	94.1	97	97.5
Grade 7	165	173	162	152	166	153	152	166	146	92.1	96	94.4
Grade 8	176	169	167	167	160	155	167	160	154	94.9	94.7	92.8
All Grades	511	511	488	479	490	463	479	490	454	93.7	95.9	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2503.	2501.	2493.	16.25	18.29	12.34	18.75	11.59	16.88	28.13	29.88	25.97	36.88	40.24	44.81
Grade 7	2541.	2526.	2537.	22.37	16.87	20.55	22.37	21.08	18.49	22.37	25.90	29.45	32.89	36.14	31.51
Grade 8	2572.	2589.	2552.	26.95	28.13	19.48	26.35	23.13	18.83	17.96	27.50	27.27	28.74	21.25	34.42
All Grades	N/A	N/A	N/A	21.92	21.02	17.40	22.55	18.57	18.06	22.76	27.76	27.53	32.78	32.65	37.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.13	20.12	15.58	31.25	29.27	31.17	50.63	50.61	53.25
Grade 7	31.58	24.10	28.28	28.95	27.11	29.66	39.47	48.80	42.07
Grade 8	29.94	30.63	25.97	41.32	47.50	38.96	28.74	21.88	35.06
All Grades	26.51	24.90	23.18	34.03	34.49	33.33	39.46	40.61	43.49

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	17.68	11.04	41.25	35.98	41.56	38.75	46.34	47.40
Grade 7	23.68	19.88	20.55	44.08	42.77	44.52	32.24	37.35	34.93
Grade 8	28.74	27.50	16.23	38.32	51.25	44.16	32.93	21.25	39.61
All Grades	24.22	21.63	15.86	41.13	43.27	43.39	34.66	35.10	40.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	17.50	18.29	14.29	42.50	42.07	41.56	40.00	39.63	44.16
<b>Grade 7</b>	30.26	21.08	24.66	40.79	52.41	54.79	28.95	26.51	20.55
<b>Grade 8</b>	32.93	35.00	24.03	46.11	49.38	50.00	20.96	15.63	25.97
<b>All Grades</b>	26.93	24.69	20.93	43.22	47.96	48.68	29.85	27.35	30.40

**Conclusions based on this data:**

1. Concepts and Procedures are the greatest struggle for our students, indicating a need for increased supports for these areas. 43% Below Standard Schoolwide
2. Problem solving & Modeling (43% at or near standard; 40% below standard) and Communicating Reasoning (48% at or near standard) show key access points for pushing achievement with hands on activities and/or alternative forms of showing understanding.
3. Consistent but incremental growth between grade levels, suggests a need for a continuation or amplification of specific practices and strategies that support growth. Maybe more support in 6th grade since students come in with the highest deficit in 6th grade

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1540.5	1584.1	1535.3	1615.9	1545.2	1551.8	24	34
Grade 7	1554.8	1563.9	1553.9	1581.5	1555.3	1545.7	23	24
Grade 8	1559.9	1563.0	1562.5	1570.2	1556.6	1555.2	15	22
All Grades							62	80

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	58.82	*	32.35	*	8.82	*	0.00	24	34
7	47.83	29.17	*	41.67	*	16.67		12.50	23	24
8	*	27.27	*	54.55		13.64	*	4.55	15	22
All Grades	41.94	41.25	38.71	41.25	*	12.50	*	5.00	62	80

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	50.00	79.41	*	20.59	*	0.00		0.00	24	34
7	69.57	58.33	*	25.00		12.50		4.17	23	24
8	*	54.55	*	31.82	*	13.64		0.00	15	22
All Grades	58.06	66.25	32.26	25.00	*	7.50		1.25	62	80

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	14.71	*	44.12	*	32.35	*	8.82	24	34
7	*	16.67	*	33.33	*	20.83	*	29.17	23	24
8	*	18.18	*	22.73	*	36.36	*	22.73	15	22
All Grades	29.03	16.25	29.03	35.00	24.19	30.00	17.74	18.75	62	80

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.47	75.00	64.71	*	8.82	24	34
7	*	16.67	60.87	62.50	*	20.83	23	24
8	*	4.55	*	81.82		13.64	15	22
All Grades	30.65	17.50	66.13	68.75	*	13.75	62	80

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	79.17	97.06	*	2.94	*	0.00	24	34
7	91.30	79.17	*	20.83		0.00	23	24
8	73.33	86.36	*	13.64	*	0.00	15	22
All Grades	82.26	88.75	*	11.25	*	0.00	62	80

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	23.53	*	47.06	*	29.41	24	34
7	47.83	16.67	*	50.00	*	33.33	23	24
8	*	22.73	*	40.91	*	36.36	15	22
All Grades	35.48	21.25	24.19	46.25	40.32	32.50	62	80

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	47.06	70.83	50.00	*	2.94	24	34
7	*	16.67	69.57	66.67		16.67	23	24
8	*	9.09	*	81.82	*	9.09	15	22
All Grades	27.42	27.50	67.74	63.75	*	8.75	62	80

#### Conclusions based on this data:

1. 33% of our students are at Beginning Reading level, Targeted support for those groups
2. Vast majority of our students are at Somewhat/Moderately in Listening, Writing, calls for small directed and integrated action for those groups: Reading/Writing workshop, CM strategies throughout classrooms.

3. Strength in Speaking, 89% well developed, incorporate more opportunities to use verbal language to show understanding.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
497	62.4	18.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	18.1
Foster Youth	1	0.2
Homeless	21	4.2
Socioeconomically Disadvantaged	310	62.4
Students with Disabilities	77	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	121	24.3
American Indian	2	0.4
Asian	22	4.4
Filipino	5	1.0
Hispanic	213	42.9
Two or More Races	51	10.3
White	83	16.7





### Conclusions based on this data:

- 62% of students are socio-economically disadvantaged, specific supports and practices in place that answer to known areas of struggle for this population: attendance, behavior, wellness.
- English Learners (18%) and Students w/ Disabilities (16%), types of needs and supports need to be clarified to identify which are similar and which are different.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. There is a strong culture and climate, suspension and attendance are in the green.
2. Academics continues to lag behind culture and climate, although LF is in orange.
3. Identify goals that focus on academic growth.

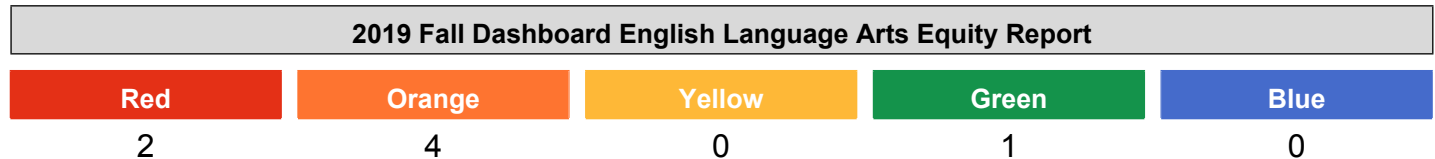
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 32.8 points below standard Declined Significantly -16.4 points 450	 Orange 67 points below standard Maintained -2.7 points 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 142.2 points below standard Declined Significantly -68.5 points 19	 Orange 68.7 points below standard Declined -5.8 points 278	 Red 117.8 points below standard Maintained -0.5 points 68

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Red 89.5 points below standard Declined -14.3 points 102	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 54.4 points below standard Declined Significantly -33.4 points 18	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 39.9 points below standard Declined -13 points 200	<b>Two or More Races</b>  Orange 8.6 points below standard Declined -9.1 points 47	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 46.6 points above standard Declined Significantly -24.7 points 79

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 97.5 points below standard Increased Significantly ++18.3 points 77	<b>Reclassified English Learners</b> 26.6 points below standard Declined Significantly -20 points 57	<b>English Only</b> 25.3 points below standard Declined Significantly -16 points 262
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#### Conclusions based on this data:

1. All students are showing decline, except current English Learner. Because we are providing support to these students but aren't as intentional with English Only and/or Reclassified
2. Identify what we are doing or going to do to respond to the data regarding ELA for Longfellow, a large portion of our population is Socio-Economically Disadvantaged and low performing in Reading, but we have no learning strategies clearly in place for students.
3. In the areas where there is mandated support (EL & SWD), there was no growth or drop, why? Because we are providing support, but not enough to move them forward.

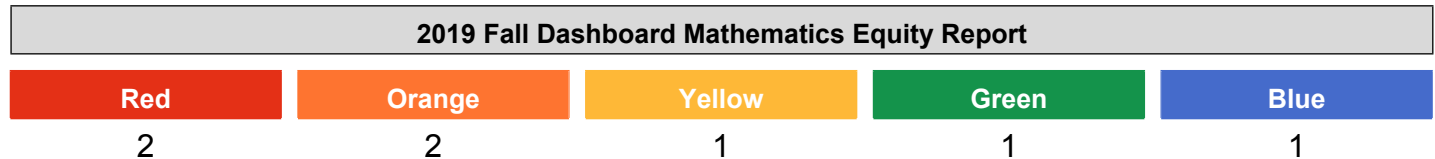
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 44.8 points below standard Declined Significantly -16.1 points 455	<b>English Learners</b>  Yellow 75.8 points below standard Increased ++3.3 points 136	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 140.8 points below standard Declined Significantly -62 points 19	<b>Socioeconomically Disadvantaged</b>  Orange 79.7 points below standard Declined -5.9 points 281	<b>Students with Disabilities</b>  Red 154.1 points below standard Declined Significantly -27.9 points 68

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Red 110.8 points below standard Declined Significantly -23.2 points 102	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 67.4 points below standard Declined Significantly -41.6 points 21	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 52.8 points below standard Declined -10.6 points 200	<b>Two or More Races</b>  Blue 4.2 points above standard Increased Significantly ++20.9 points 49	<b>Pacific Islander</b>	<b>White</b>  Green 34.9 points above standard Declined Significantly -28.9 points 79

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 112.4 points below standard Increased ++13.2 points 80	<b>Reclassified English Learners</b> 23.5 points below standard Increased ++4.2 points 56	<b>English Only</b> 42.1 points below standard Declined Significantly -21.4 points 264
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#### Conclusions based on this data:

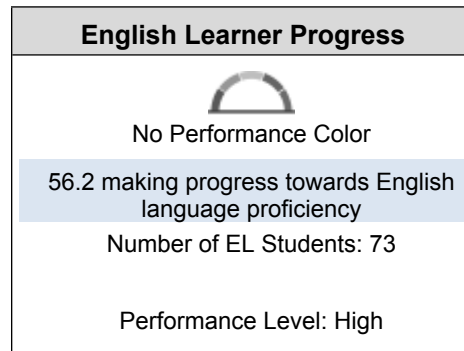
1. All Students have declined the largest decline is in African American (23 pts) and Students with Disabilities (27pts), speaks to a failure to create culturally responsive and/or differentiated actions to support students.
2. The only increase is in EL students, these students are targeted for support more than other groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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	21	14	27

#### Conclusions based on this data:

1. Identify the students who the students are in levels 1-3 and select appropriate integrated or designated strategies to use to support them.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

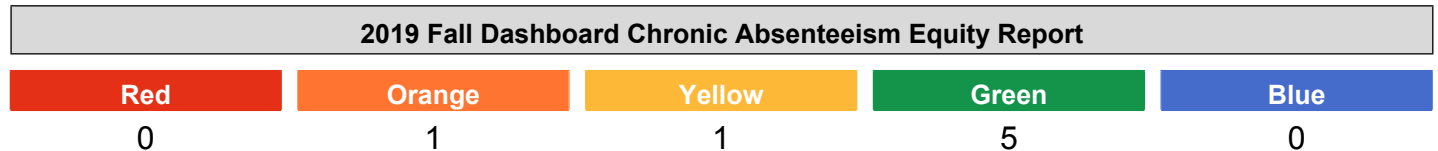
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 4.1 Declined -1.8 507	<b>English Learners</b>  Orange 5.5 Increased +2.6 91	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 0 Declined -4 20	<b>Socioeconomically Disadvantaged</b>  Green 4.8 Declined -1.7 312	<b>Students with Disabilities</b>  Green 6 Declined -2.6 84

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Green 4.1 Declined -4.9 122	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 4.3 Declined -1.5 23	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 2.8 Increased +0.6 214	<b>Two or More Races</b>  Green 5.7 Declined -1.2 53	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Green 3.4 Declined -3.3 88

#### Conclusions based on this data:

1. Chronic absenteeism declined for African American students due to Umoja and various culturally centered actions happening at school.
2. Latino and EL absenteeism increased, possible due to language/communication disparities.
3. Overall, Chronic Absenteeism is at 4%, the vast majority of students prefer to be at school.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

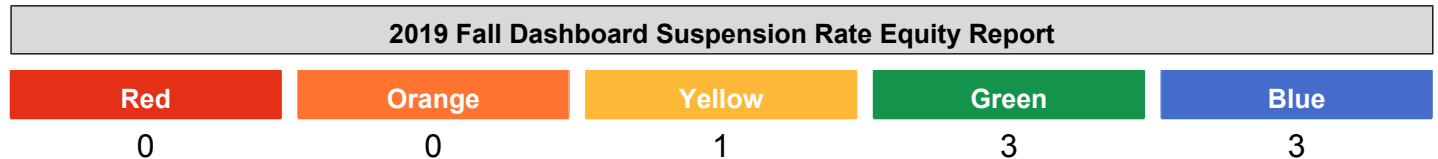
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.5 Declined -1.3 513	<b>English Learners</b>  Blue 0 Declined -2.9 91	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>  No Performance Color 0 Declined -12 21	<b>Socioeconomically Disadvantaged</b>  Green 2.9 Declined Significantly -3 314	<b>Students with Disabilities</b>  Green 6 Declined -9.9 84

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Yellow 8.1 Declined -2.3 123	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color 0 Declined -2.8 23	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 5
<b>Hispanic</b>  Blue 0.5 Declined -0.6 216	<b>Two or More Races</b>  Green 3.6 Declined -1.5 55	<b>Pacific Islander</b>	<b>White</b>  Blue 0 Maintained 0 89

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.8	2.5

#### Conclusions based on this data:

1. Students of color are being over identified for behavior, while white students are not being identified at all.
2. Students with disabilities are disproportionately suspended, failure to meet accommodations could be a strong reason.
3. African American students are disproportionately suspended, an increase of culturally responsive teaching practices is needed.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

## Goal 1

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Reading & Math (Beg/Mid/End of year)	<p>ELA:</p> <p>2020-21 8th Graders: More than 2 grades below: 35% Approaching: 29% Proficient:/Advanced 37%</p> <p>2020-21 7th Graders More than 2 grades below: 43% Approaching: 13% Proficient/ Advanced: 32%</p> <p>2020-21 6th Graders (unknown) I am having to use a combination of our three grade levels to approximate what their levels might be</p> <p>Math: 38% of 6th graders are at or above grade level 45% of 7th graders are at or above grade level 45% of 8th graders are at or above grade level</p>	<p>ELA</p> <p>8th Grade: Reduce FBB by 5+% Grow Proficient/Advanced to 45+%</p> <p>7th Grade: Reduce FBB by 8+% Grow Proficient/Advanced to 40+%</p> <p>6th Grade: Reduce FBB by 8+% Grow Proficient/Advanced to 45+%</p> <p>Math:</p> <p>Current 6th: Reduce 2+ years behind to 10% and grow at or above to 45+% Current 7th: Reduce 2+ years behind to 18% and grow at or above to 50+%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Subject Assessments (Unit and/or District Planned)	TBD, newly used metric. All content areas	With better structured and aligned teaching assignments, content level collaboration, planning, and support will ensure quality instruction and support higher academic achievement.
Reading Inventory (Rd. 180/ System 44)	Final data unclear, due to limited testing.	TBD
SBA Interim Assessment Blocks (Fall & Spring)	TBD, newly used metric All content areas	<p>Teachers will have the opportunity to see how the SBA's are designed and how they align or not to our assessment of students, both in rigor and in design.</p> <p>Students are able to have several opportunities for hands on practice with the assessment. Including hands on engagement as well as cognitive scaffolding of content.</p> <p>The expectation is that students will achieve higher scores because both teacher and student will understand the rigor, stamina, and perseverance needed to be successful on the kinds of standards based questions found in this assessment.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Socio-economically Disadvantaged, EL Students, African-American Students, Students with Disabilities

Strategy/Activity

Provide Culturally Responsive Integrated & Designated Reading Supports and Practices for all students, along with directed English Language Development Supports for our EL students.

#### Integrated Supports:

1. Equity based academic balance when building the English classes, and aligning the appropriate support for each class, which will allow each teacher to create an environment for student success
2. Integrate the Writers' Coaches into the English Language Arts classes, aligned with best practices and content pacing calendar. Contract (\$6,000 BSEP) (\$11,000 BSEP Carryover)
3. Strategic Schoolwide AVID Practices: Focused Note-Taking, Higher Thinking (Costa's Level of Thinking & Collaborative Study Groups, & Thinking Routines), Critical Reading Process (Includes CM Strategies)
4. Americorps Contract (\$6,000 BSEP) (\$8,000 BSEP Carryover)
5. Classified extra time/overtime hourly (\$5000 BSEP)

#### Designated Reading Supports & Interventions:

1. Read 180 Classes, for all grade levels. (.4 EL FTE)
2. AVID EXCEL to support LTELs for 7th and 8th (0.4 FTE)
3. System 44 ELD support (0.2 FTE)
4. ELD Teacher to support EL students and parents (0.2 FTE)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	BSEP
11000	BSEP Carryover
6000	BSEP
8000	BSEP Carryover

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide Tier 1 & 2 STEM Supports & Interventions to ensure all students can access our grade level academic programs

#### Supports:

1. Equity based scheduling of students ,including smaller class sizes attempting to balance the classes to ensure maximum achievement (Tier 1) (\$22633/BSEP)
2. All class provided with manipulatives and hands on activities, and other departmental and/or programmatic needs (Tier 1) ( \$10,000 Materials & Supplies/BSEP)

3. After-school Tutoring, web-based supports to support class instruction, Certificated Hourly (Tier 1) (\$5,000 Title 1 A) (\$2558 Carryover/BSEP)
4. Designated Math Support class at each grade level (Tier 2)
5. Integrated STEM support (\$16,708 BSEP)

**Interventions:**

1. Academic Software and Curriculum (\$1,500 BSEP)
2. Targeted intervention classes during school day; 6th-8th grade (.6 FTE) (Tier 2)(LCAP 1-time)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
22633	BSEP
10000	BSEP
5000	Title I A - Basic Funding
2558	BSEP Carryover
16708	BSEP
1500	BSEP

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Implementation with fidelity our two primary school Frameworks: AVID Schoolwide and Two Way Immersion to ensure all students benefitting from the culturally responsive and foundational practices for academic success.

**AVID (Designated Classes and Schoolwide)**

1. 4 AVID elective sections by AVID Trained teachers. (.4FTE)
2. Scheduled College visits
3. Regular mentorship and tutoring with college students, including schoolwide mentorship options.
4. AVID fieldtrips (Buses: \$2000 BSEP Carryover)

**Schoolwide:**

1. Implementing school-wide AVID strategies in advisory and other departments: Focused Note-Taking, Higher Thinking Actions (Costa's Level of Thinking & Collaborative Study Groups, & Thinking Routines), Critical Reading Process (Includes CM Strategies)
2. Opportunities for Project-Based Learning, through Makerspace Lab Class (.8 FTE)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000

BSEP Carryover

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

All Students

##### **Strategy/Activity**

Provide teachers with quality Professional Development with a focus on Quality Collaborative PLC time, Culturally Responsive Teaching Practices, and PBIS Schoolwide adult expectations for implementation as a way to establish foundational practices which will provide the foundational best practices around the instructional core and increase student academic success.

1. Intentional Consolidation of Department Teachers to build stronger PLC's and increase collaboration possibilities.
2. RTI Coordinator (1.0 FTE) to provide quality implementation of the Multi-Tiered System of Support, Support Intervention Program fidelity, and PD planning and assessment support. (1.0 FTE)
3. Strategically directed and supported Grade Level & Department Teacher Leaders to participate in Instructional Leadership and Culture & Climate Teams, that will vet and develop instructional & cultural practices around goals and PD. (District funded)
4. Professional Development (\$5000/Title I)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

Title I A - Basic Funding

# Annual Review

## SPSA Year Reviewed: 2018-19

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 deleted.

## ANALYSIS

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

Multiple strategies were employed, we directed our focus on ELA supports, Mathematics supports, Implementation of the AVID program, RTI FTE, and Science support

Strategic academic support for language arts, included a plan to provide flexible options for additional language arts instruction and support. We planned to offer intervention classes before school, Read 180 and LLI intervention classes, and after school targeted intervention classes and tutoring via several community partnerships. In class supports included access to Accelerated Reading Program for all students while offering literature that is appropriate for varying levels of readers. In order for this to work, we needed to ensure academic balance in English classes, aligned with the appropriate support for each class. We also incorporated the Writers' Coaches partnership into the ELA classes with a goal of building solid connections with students.

Our Mathematics supported included conscientious scheduling of students keeping in mind academic need. Direct support through planned afterschool intervention classes, tutoring, and web based supports to support class instruction. Implementation of software for intervention programs in Tier 1 and Tier2.

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

There were no major differences between intended implementation and budgeted expenditures, with the exception of monies set aside for buses and field trips were not fully used due to COVID-19 Shelter in Place orders.

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 the upcoming year, we will use data to properly identify measurable goals. We will also design our plan to not solely utilize interventions as the only option to support students. We are including a great amount of time and effort in building and supporting teacher development. Our connections with tutoring and mentoring organizations, including those incorporated with AVID will have much more structured process that can have oversight. Afterschool: Partnerships that align with our school plan and have a shared evaluation process and/or pre-planning with the organization. AVID: One identified teacher for the primary AVID program, so that the person can better align tutoring expectations. As well as a much more program aligned process for student selection to the

program. Accelerated Reader: Ensure teachers are trained well on procedures and have it incorporated with fidelity into the ELA theory of action.

To better support of teachers through uninterrupted PD and coaching process in content, PLC, and MTSS systems through Literacy and RTI coaches that focus solely on these systems versus dispersed responsibilities. These positions will also be focused on building the necessary Tier 1 skills to support the success of our goals.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Goal 2

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteeism	<p>Chronic absenteeism decreased for nearly all groups of concern.</p> <p>2018-19: SED: 7% SwD: 9% AA: 9% Latino: 2.2%</p> <p>2019-20 SED: 5% SwD: 6% AA: 4.1% Latino: 2.8%</p>	<p>If we continue to provide culturally responsive activities and Tier 1 practices, that included targeted actions, we will decrease chronic absenteeism by 40% in each demographic group.</p>
Marking Period Grades		<p>By providing a clear protocol for supporting struggling student, starting with how teachers begin to plan and the response when students are not achieving, student grades should improve greatly. Some basic initial steps are:</p> <p>1. Blackboard Configuration in all classes to help student (and teachers) be clear of where the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>class is in the process of the lesson. This will also help students identify what they are learning and how they are expected to show their learning.</p> <p>2. Support teachers in being able to: Unpack standards, create strong Learning Targets, and Content Language Objectives.</p> <p>3. Support teachers in learning how to effectively look at and use data, including providing an exemplar of expectations.</p>
PLC Assessment	PLC's did not complete assessment.	PLC's will have a clear understanding of how the PLC process helps them as a team to clearly define rigorous academic work for students and how to respond when students are struggling or not learning.
AVID Schoolwide Assessment	Initiated implementation of two of the focal strategies planned, no solid data collected, and no school wide assessment done.	If we clearly establish that AVID is a schoolwide framework, and provide time and space to focus on key areas for the 2019-20 schoolyear, we will be able to institute schoolwide practices that will be incredibly useful and culturally responsive for all students. This action should directly increase the level of rigor and the teacher and students ability to utilize shared language and understanding of expectations to meet this rigor.
PBIS Self Assessment/Self Assessment Cultural Responsiveness	Began utilizing PBIS 0-8 Classroom Expectations. No assessment. Began CR reading, no assessment done.	<p>Teachers will begin to hold the responsibility of community and culture with:</p> <ul style="list-style-type: none"> <li>An increased amount of teacher training in Tier 1 &amp; 2 RJ circles.</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> <li>• A requirement of mandated classroom community circles at least once a month.</li> <li>• Clear goals and expectations from RTI team.</li> <li>• A detailed plan for the coordination of services and area of focus in order to make the most of the services we offer as a school.</li> <li>• More time blocked out to work on focal students.</li> <li>• Clear job descriptions and work plans for teacher leaders.</li> <li>• Need a shared time period for resolution, so groups of students are able to meet without missing content class time.</li> </ul> <p>As a larger community we will:</p> <p>Ensure our Culture &amp; Climate team are highly functioning. Once specific goals are identified (PBIS 0-8 Classroom Essential), the Culture Team will need to do regular walkthroughs.</p> <p>Once these are done with fidelity, it will create a welcoming environment that is will decrease the negative student behaviors.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged, African-American, EL, Students with Disabilities

#### Strategy/Activity

Support teacher understanding of the curriculum by providing increased collaboration time and targeted training.

Collaborative Practices:

1. Provide teacher hourly and professional development. (\$4170/Title I)

Targeted Practices:

1. Use of HOW Rubric
2. Use of Blackboard Configuration
3. Training on Unpacking Standards, Content-Language Objectives, and Learning Targets

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4170

Source(s)

Title I A - Basic Funding

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Increase teacher capacity for student centered practices rooted in culturally responsive pedagogy.

1. Begin the school year with an additional one day retreat, introducing culturally relevant strategies and practices, yearlong PD calendar and schoolwide goals. (Early Day Back, Certificated-\$12,442/BSEP)
2. Provide monthly kiosk of Culturally Responsive PD: RJ, AVID, CRT: CM, PZ, Equity
3. Book Study (Culturally Responsive Teaching and The Brain

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12442

Source(s)

BSEP

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

Required reserve for personnel variance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3014

Source(s)

BSEP

3160

Title I A - Basic Funding

## Annual Review

### SPSA Year Reviewed: 2018-19

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 deleted.

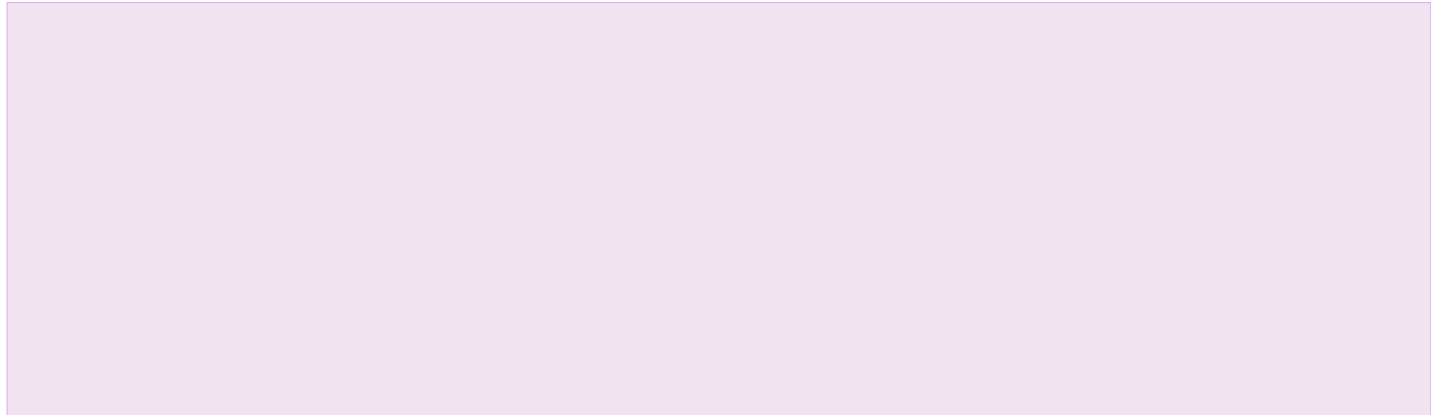
## ANALYSIS

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

All strategies were began and/or partially implemented. Their effectiveness was limited or difficult to prove, due to several factors: limited ability to fully assess process, teacher capacity, and shortened school year (COVID 19)

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

Not enough time in the beginning to transitioning to new team and practices. Year long goals not identified. PLC practices weren't clear or followed up on. Surface level look. Teachers and staff not familiar with looking at data. People didn't know what to do with data. What teaching strategies would you use based on the data? We need to use the books for discussion. We didn't do the book study. Not enough PD time to help develop staff's capacity as a whole. . There is still a tendency to depend on RJ Facilitator to help build community & lead classroom circles of all types (community building, harm, support). Students need more opportunities to lead circles. We need to implement PD time for RJ training for staff. Area of focus for this role is broad and not clearly defined. Not having enough time to work closely with more families, caregivers and students. No differences in budgeted expenditures.



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.

Need PD time to develop staff's RJ capacity, teacher hourly incorporated in the summer, training in advance for the entire school year. Narrowed focus to allow more in depth work with higher needs students and families. Secondary and tertiary plans for possible COVID-19 concerns.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

## Goal 3

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

SED

### Strategy/Activity

Comprehensive incentive program in response to chronic absenteeism to actively change the disproportionate levels of absenteeism.

1. Our school will provide parent workshops on topics relevant to the needs of our students. A focus will be to provide enrichment opportunities and create a welcoming school. Includes childcare and food will be provided for the parent participants so that we can have the maximum number of participants. (\$1899/Title I)
3. School-wide and special events (Culture Team)
4. Grade-level Academic fieldtrips. (Admissions: \$3,000 BSEP, \$3000 BSEP Carryover) (Buses: \$6000 BSEP, \$6000 BSEP Carryover)
5. EL TSA to support ELAC and family engagement (.2)
6. Full time Garden Teacher (.27) (\$22,218/BSEP)
7. Contracts: Mentoring & Enrichments (\$5000/BSEP)

1. Provide a variety of enrichment opportunities that speak to student's cultural perspectives and interests.
2. Provide strategic access and support for Garden program to reach larger functional capacity.
3. Provide 7th Period or zero period Spanish Class for AVID students.

Encourage students to be physically active by playing an organized sport in EDP.

1. Organized sports teach students to work together towards a common goal, to not just focus on their personal skills.
2. To provide a diverse group of well trained adults who teach and model good sportsmanship.
3. To engage parents in an academically non-threatening way with the school.
4. To provide our students with the opportunity to meet students from communities other than Berkeley, and to travel to those communities.
5. Promote regular physical activity.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1899	Title I A - Parent Involvement
3000	BSEP
3000	BSEP Carryover
6000	BSEP
6000	BSEP Carryover
22218	BSEP
5000	BSEP Carryover

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Utilize a clear continuum of triage and support and follow it with fidelity.

##### Restorative Practices Counselor

- a. Builds capacity among staff through onsite PD to implement restorative practices and culturally responsive strategies into classrooms. (Tier 1)
- b. Trains students to lead restorative circles, harm circles, community circles.
- c. Is part of RTI team to develop specific interventions to meet social emotional and cultural needs of targeted students.
- d. Holds RJ circles for students, with peers and with teacher.
- e. Works with families to support their children and create a continuum of support and accountability between the home and school
- f. Participation on the Culture & Climate Team and supporting as needed there

##### Mental Health Counselor

- a. Case management for targeted (Unduplicated) students, high needs students, Max 6
  - b. Facilitate the Integrated Mental Health Program, including supervision of Interns
  - c. Facilitate Schoolwide Community assemblies and events in partnership with community partners (teachers, community agencies)
  - d. Tier 2-3 Mental Health Support Systems
  - e. Connect students and families with community resources.
  - f. Mental Health Program that delivers 1-1, group counseling, support groups, and case management as well as supports school wide climate initiatives
  - g. Counselor leads Leadership class and Student government to involve students into our process to identify the strategies that are working for them to be successful, and identify what is not working, so that we can continue to develop our skills as educators.
  - h. Provide mental/emotional health support for our students so that they can focus on learning; this will include individual, group, one-time sessions, parent workshops on various topics (Drug and Alcohol Awareness, Adolescence, Gang Prevention, How to talk with your Teen, Cyberbullying), Suicide Prevention and conflict mediation.
  - i. Participation on the Culture & Climate Team and supporting as needed there
- Mental Health Counselor - .80 FTE (\$105,350/Title1) (.20/Other)

#### Academic Counselor

- a. Support in the Academic support of students, including but not limited to check in's, academic counseling, and ensuring family understanding and support.
- b. Support school in activities that are rooted in student academic success.
- c. Responsible for facilitation of grades and grading.
- d. Facilitating registration, schedules, schedule changes, transfer of students as needed.
- e. Case management of a small caseload of academically struggling students.
- f. Participation on the Leadership Team and supporting as needed there.

These positions are not solely limited to the listed items, and may include larger and/or smaller detailed items and duties.

#### Expand supervision capacity

##### Yard Supervisor:

Provide yard supervision before school, which will provide opportunities for the students to play sports before school. (.80 FTE, \$38,900 from BSEP) This will decrease the number of student conflicts.

Classified Hourly Extra Duty/Overtime, (\$5000 from BSEP)

Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, which in turn will reduce the disruption to student learning.

This includes two full time campus safety officers.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

38900	BSEP
5000	BSEP
105,350	Title I A - Basic Funding

# Annual Review

## SPSA Year Reviewed: 2018-19

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 deleted.

## ANALYSIS

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

These provided services/ strategies were very successful this year. With a coalesced counseling team, that began to share some of the duties of the counseling work at Longfellow.

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

None.

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.

Much of this support will be affected and adjusted by COVID-19 guidelines and expectations.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$315,552.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
BSEP	\$153,415.00
BSEP Carryover	\$37,558.00
Title I A - Basic Funding	\$122,680.00
Title I A - Parent Involvement	\$1,899.00

Subtotal of state or local funds included for this school: \$315,552.00

Total of federal, state, and/or local funds for this school: \$315,552.00

# 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

Name of Members	Role
Stacey Wyatt	Principal
Hans Abramson-Ward	Parent or Community Member
James Shultz	Parent or Community Member
Pablo Paredes	Parent or Community Member
Jose Rodriguez	Parent or Community Member
Paul Rangel	Parent or Community Member
Montrella Wilson	Parent or Community Member
Leanna Lewis	Parent or Community Member
Daria Leavitt	Classroom Teacher
Christopher Oakes	Classroom Teacher
Adam Bairzin	Classroom Teacher
Jennifer Johnson	Classroom Teacher
Jesse Alm	Other School Staff
Ellen Weiss	

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

Other: PTA  
Student Leadership (10 -12- 8th Grade Students)  
Student Grade 6 through 8

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 .

Attested:



Principal, Stacey Wyatt on 06/04/2020



SSC Chairperson, Hans Abramsonward on 6/4/2020



Baje Thiara, Associate Superintendent of Educational Services



6/9/20

Natasha Beery, Director of BSEP, Communications, and Community Relations

# Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**BUDGET SUMMARY 2020-21**

Longfellow Middle School (127) 5/6/20	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		LCAP Resource 0500		Other Resources		Sum of FTE
Budget Item			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Title I/Mental Health Counselor	2/3	1202			105,350	0.80				0.20	1.00
RJ Counselor		1202						1.00			1.00
Literacy Coach		1102								1.00	1.00
ELD Teacher AVID EXCEL		1102						0.40			0.40
Read 180 (ELD Teacher)		1102						0.40			0.40
Read 180		1102								0.60	0.60
ALD System 44		1102						0.20			0.20
RTI		1102						1.00			1.00
LCAP Math Support Class (6th)		1102						0.20			0.20
LCAP Math Support Class (7th)		1102						0.20			0.20
LCAP Math Support Class (8th)		1102						0.20			0.20
LCAP One-Time Carryover (Math)		1102								0.60	0.60
STEM Teacher	1/2	1102	16,708	0.20						0.80	1.00
PE Teacher	1/2	1102	22,633	0.40						0.40	0.80
Garden Teacher	3/1	2182	22,218	0.27						0.73	1.00
School Campus Aide	3/2	2912	38,900	0.80							0.80
Certificated Hourly - PD & Curriculum Development	2/1	1116			4,170						
Extended Day Intervention	1/2	1116			5,000		11,390				
Certificated Hourly including Early Back Days	2/2	1116	12,442								
Classified Hourly Extra Duty and Overtime	1/1, 3/2	2116	5,000								
Academic Software and Curriculum	1/2	5800	1,500								
Materials & Supplies	1/2	4300	10,000								
Field Trip Admissions/Entrance Fees	3/1	5800	3,000								
Parent Involvement	3/1	4380			1,899						
Buses - Grade Level	3/1	5800	6,000								
Contract - Americorps	1/1	5800	6,000								
Contract - Writer Coach	1/1	5800	6,000								
Professional Development	1/4	5200			5,000						
<b>Unallocated Reserve</b>	2/5		3,014		3,160						
<b>Total Expenditures</b>			153,415		124,579			3.60			
<b>Revenue Allocation</b>			153,415		124,579						
			0		0						

**Carryover Priorities**

Contract - Americorps	1/1	8,000
Buses - AVID	1/3	2,000
Buses - Grade Level	3/1	6,000
Contract- Writer Coach	1/1	11,000
Contracts - Mentoring and Enrichment	3/1	5,000
Teacher Hourly	1/2	2,558
Field Trip Admissions/Entrance Fees	3/1	3,000
<b>Total Carryover Priorities</b>		37,558