

School Year: **2022-23**



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 Middle School	01-61143-6090294	May 12, 2022	June 1, 2022

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

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 2021-22 school year focused on the successful return from distance learning. We focused 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)

All of our teachers are properly credentialed with the exception of our Spanish Immersion Science teacher. She is working on her credentialing and that should be done next year.

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, teacher 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	165	170	142
Grade 7	165	168	171
Grade 8	167	165	162
Total Enrollment	497	503	475

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	90	91	77	18.1%	18.1%	16.2%
Fluent English Proficient (FEP)	111	107	109	22.3%	21.3%	22.9%
Reclassified Fluent English Proficient (RFEP)	0	5	25	0.0%	5.6%	27.5%

Conclusions based on this data:

1. 16% of our students are EL after two years, targeted EL support is needed
2. 22% increase in RFEP students between from 19-20-20-21 , LF students struggling to meet the new testing requirements, particularly SBA requirement
3. 23% 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	169	159	143	164	149	0	164	149	0	97	93.7	0.0
Grade 7	173	162	171	167	153	0	166	152	0	96.5	94.4	0.0
Grade 8	169	167	162	160	154	0	160	153	0	94.7	92.2	0.0
All Grades	511	488	476	491	456	0	490	454	0	96.1	93.4	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2496.	2496.		14.63	13.42		27.44	22.15		19.51	26.17		38.41	38.26	
Grade 7	2533.	2528.		19.88	18.42		24.70	21.05		21.08	25.00		34.34	35.53	
Grade 8	2574.	2530.		23.13	15.03		28.13	24.18		28.13	20.92		20.63	39.87	
All Grades	N/A	N/A	N/A	19.18	15.64		26.73	22.47		22.86	24.01		31.22	37.89	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	24.39	15.54		36.59	39.86		39.02	44.59	
Grade 7	21.69	20.00		38.55	44.00		39.76	36.00	
Grade 8	31.88	24.83		42.50	26.85		25.63	48.32	
All Grades	25.92	20.13		39.18	36.91		34.90	42.95	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.68	16.22		36.59	45.95		45.73	37.84	
Grade 7	24.85	19.74		44.24	43.42		30.91	36.84	
Grade 8	29.38	18.12		44.38	46.31		26.25	35.57	
All Grades	23.93	18.04		41.72	45.21		34.36	36.75	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.07	12.84		62.20	63.51		20.73	23.65	
Grade 7	16.87	14.00		54.22	62.67		28.92	23.33	
Grade 8	23.75	11.41		61.88	62.42		14.38	26.17	
All Grades	19.18	12.75		59.39	62.86		21.43	24.38	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	22.56	20.27		48.78	45.27		28.66	34.46	
Grade 7	27.71	24.00		43.98	50.00		28.31	26.00	
Grade 8	31.25	19.86		48.13	41.78		20.63	38.36	
All Grades	27.14	21.40		46.94	45.72		25.92	32.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	169	159	143	164	155	0	164	154	0	97	97.5	0.0
Grade 7	173	162	171	166	153	0	166	146	0	96	94.4	0.0
Grade 8	169	167	162	160	155	0	160	154	0	94.7	92.8	0.0
All Grades	511	488	476	490	463	0	490	454	0	95.9	94.9	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2501.	2493.		18.29	12.34		11.59	16.88		29.88	25.97		40.24	44.81	
Grade 7	2526.	2537.		16.87	20.55		21.08	18.49		25.90	29.45		36.14	31.51	
Grade 8	2589.	2552.		28.13	19.48		23.13	18.83		27.50	27.27		21.25	34.42	
All Grades	N/A	N/A	N/A	21.02	17.40		18.57	18.06		27.76	27.53		32.65	37.00	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.12	15.58		29.27	31.17		50.61	53.25	
Grade 7	24.10	28.28		27.11	29.66		48.80	42.07	
Grade 8	30.63	25.97		47.50	38.96		21.88	35.06	
All Grades	24.90	23.18		34.49	33.33		40.61	43.49	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.68	11.04		35.98	41.56		46.34	47.40	
Grade 7	19.88	20.55		42.77	44.52		37.35	34.93	
Grade 8	27.50	16.23		51.25	44.16		21.25	39.61	
All Grades	21.63	15.86		43.27	43.39		35.10	40.75	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.29	14.29		42.07	41.56		39.63	44.16	
Grade 7	21.08	24.66		52.41	54.79		26.51	20.55	
Grade 8	35.00	24.03		49.38	50.00		15.63	25.97	
All Grades	24.69	20.93		47.96	48.68		27.35	30.40	

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1540.5	1584.1	1541.8	1535.3	1615.9	1558.7	1545.2	1551.8	1524.3	24	34	21
7	1554.8	1563.9	1564.9	1553.9	1581.5	1577.3	1555.3	1545.7	1552.2	23	24	25
8	1559.9	1563.0	1580.9	1562.5	1570.2	1616.5	1556.6	1555.2	1544.9	15	22	15
All Grades										62	80	61

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	58.82	36.84	*	32.35	42.11	*	8.82	10.53	*	0.00	10.53	24	34	19
7	47.83	29.17	43.48	*	41.67	26.09	*	16.67	26.09		12.50	4.35	23	24	23
8	*	27.27	35.71	*	54.55	35.71		13.64	14.29	*	4.55	14.29	15	22	14
All Grades	41.94	41.25	39.29	38.71	41.25	33.93	*	12.50	17.86	*	5.00	8.93	62	80	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	50.00	79.41	63.16	*	20.59	31.58	*	0.00	0.00		0.00	5.26	24	34	19
7	69.57	58.33	52.17	*	25.00	26.09		12.50	21.74		4.17	0.00	23	24	23
8	*	54.55	50.00	*	31.82	35.71	*	13.64	14.29		0.00	0.00	15	22	14
All Grades	58.06	66.25	55.36	32.26	25.00	30.36	*	7.50	12.50		1.25	1.79	62	80	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	14.71	10.53	*	44.12	26.32	*	32.35	47.37	*	8.82	15.79	24	34	19
7	*	16.67	21.74	*	33.33	21.74	*	20.83	34.78	*	29.17	21.74	23	24	23
8	*	18.18	7.14	*	22.73	28.57	*	36.36	35.71	*	22.73	28.57	15	22	14
All Grades	29.03	16.25	14.29	29.03	35.00	25.00	24.19	30.00	39.29	17.74	18.75	21.43	62	80	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	26.47	27.78	75.00	64.71	55.56	*	8.82	16.67	24	34	18
7	*	16.67	21.74	60.87	62.50	65.22	*	20.83	13.04	23	24	23
8	*	4.55	35.71	*	81.82	57.14		13.64	7.14	15	22	14
All Grades	30.65	17.50	27.27	66.13	68.75	60.00	*	13.75	12.73	62	80	55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	79.17	97.06	100.00	*	2.94	0.00	*	0.00	0.00	24	34	18
7	91.30	79.17	78.26	*	20.83	21.74		0.00	0.00	23	24	23
8	73.33	86.36	78.57	*	13.64	21.43	*	0.00	0.00	15	22	14
All Grades	82.26	88.75	85.45	*	11.25	14.55	*	0.00	0.00	62	80	55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	23.53	10.53	*	47.06	42.11	*	29.41	47.37	24	34	19
7	47.83	16.67	30.43	*	50.00	34.78	*	33.33	34.78	23	24	23
8	*	22.73	42.86	*	40.91	14.29	*	36.36	42.86	15	22	14
All Grades	35.48	21.25	26.79	24.19	46.25	32.14	40.32	32.50	41.07	62	80	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	47.06	11.76	70.83	50.00	88.24	*	2.94	0.00	24	34	17
7	*	16.67	8.70	69.57	66.67	78.26		16.67	13.04	23	24	23
8	*	9.09	0.00	*	81.82	78.57	*	9.09	21.43	15	22	14
All Grades	27.42	27.50	7.41	67.74	63.75	81.48	*	8.75	11.11	62	80	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Large percent of our students are somewhat/moderately developed in reading
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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	56.2	16.2	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	16.2
Foster Youth		
Homeless	16	3.4
Socioeconomically Disadvantaged	267	56.2
Students with Disabilities	80	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	106	22.3
American Indian or Alaska Native	2	0.4
Asian	27	5.7
Filipino	6	1.3
Hispanic	212	44.6
Two or More Races	40	8.4
Native Hawaiian or Pacific Islander		
White	82	17.3

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.

2. 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

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2019 Fall Dashboard Overall Performance for All Students

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

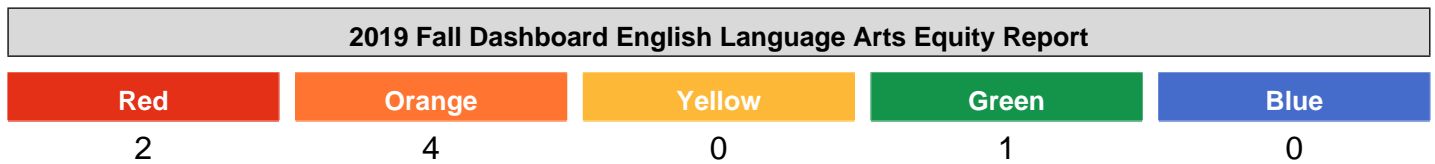
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

Current English Learner	Reclassified English Learners	English Only
97.5 points below standard Increased Significantly +18.2 points 77	26.6 points below standard Declined Significantly -20 points 57	25.3 points below standard Declined Significantly -16 points 262

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

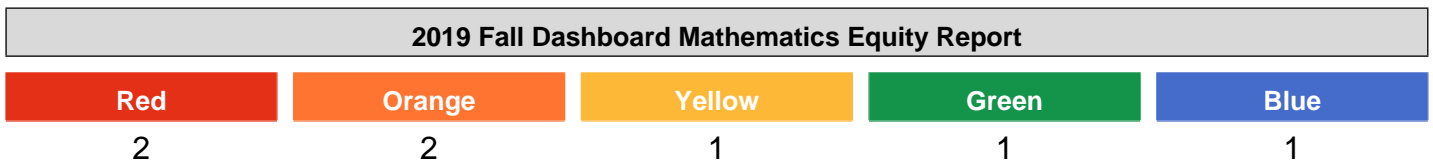
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 110.8 points below standard Declined Significantly -23.2 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 67.4 points below standard Declined Significantly -41.6 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52.8 points below standard Declined -10.6 points 200	 Blue 4.2 points above standard Increased Significantly +20.0 points 49		 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

Current English Learner	Reclassified English Learners	English Only
112.4 points below standard Increased ++13.2 points 80	23.5 points below standard Increased ++4.2 points 56	42.1 points below standard Declined Significantly -21.4 points 264

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

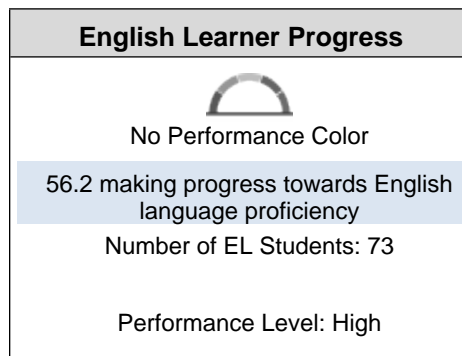
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
15.0	28.7	19.1	36.9

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

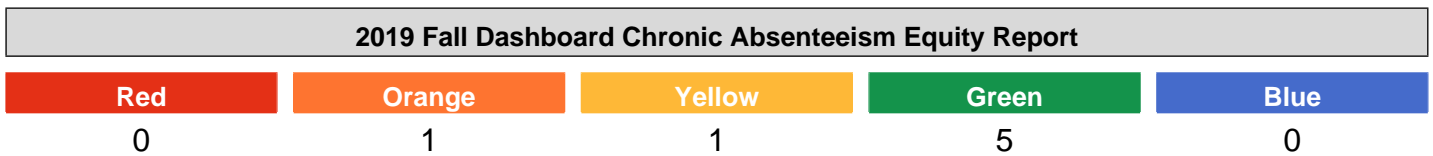
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

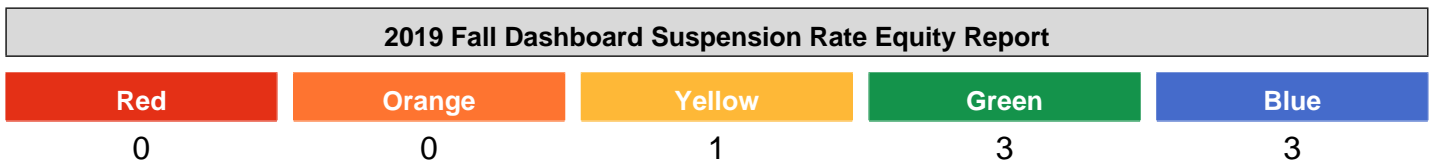
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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.

Identified Need

As we examine the data we notice that a large number of students are below benchmark. We need a curriculum that is culturally responsive and meets the needs of our students and helps them progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Reading & Math (Beg/Mid/End of year)	<p>Star winter benchmark Reading 21-22 6th- 5.6 7th- 6.9 8th- 7.2</p> <p>Star Winter benchmark Math 21-22 6th- 5.7 7th- 7.6 8th- 7.5</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 -district funding
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 (\$35900 BSEP Carryover, 10000 BSEP)

Designated Reading Supports & Interventions:

1. Read 180 Classes, for all grade levels. Reading support class. (62800 Title One)
- 2.. AVID EXCEL to support LTELs for 7th and 8th
4. ELD Teacher to support EL students and parents

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)
10000	BSEP
35900	BSEP Carryover
62800	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

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)
2. All class provided with manipulatives and hands on activities, and other departmental and/or programmatic needs (Tier 1)
3. After-school Tutoring, web-based supports to support class instruction, Certificated Hourly (Tier 1) (\$2930 Title One)
4. Designated Math Support class at each grade level (Tier 2)
5. Extra ELA support teacher 6th grade (16500 BSEP)
6. 0 period math support (\$17622 Title 1)
7. Materials and supplies for (7 period day 21000 BSEP)
8. Personnel Variance (\$2692 BSEP)
9. Supply resources to support a building sub (Sub costs 22000 BSEP carry over, 28000 BSEP)

- 10. Teacher Hourly clubs and intervention(BSEP 5000)
- 11. Personnel Variance Tittle One (9525 Title One)

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)
2930	Title I A - Basic Funding
16500	BSEP
17622	Title I A - Basic Funding
21000	BSEP
2692	BSEP
22000	BSEP Carryover
28000	BSEP
5000	BSEP
9525	Title I A - Basic Funding

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. Teacher hourly for staff to plan together after school and offer intervention to students after school (10000 BSEP)

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)
10000	BSEP

Annual Review

SPSA Year Reviewed: 2021-22

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

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.

Identified Need

Our school is 45% Latino and 22% African American. We are working to address the many barriers that exist with in these communities to help them to be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteeism	Chronic absenteeism is a major concern. We are waiting for specific data from the district on this	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.
Marking Period Grades		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: <ol style="list-style-type: none"> 1. Blackboard Configuration in all classes to help student (and teachers) be clear of where the 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. 2. Support teachers in being able to: Unpack standards, create strong Learning Targets,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>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 2022-23 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"> • An increased amount of teacher training in Tier 1 & 2 RJ circles. • A requirement of mandated classroom community circles at least once a month. • Clear goals and expectations from RTI team. • A detailed plan for the coordination of services and area of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>focus in order to make the most of the services we offer as a school.</p> <ul style="list-style-type: none"> • More time blocked out to work on focal students. • Clear job descriptions and work plans for teacher leaders. • Need a shared time period for resolution, so groups of students are able to meet without missing content class time. <p>As a larger community we will:</p> <p>Ensure our Culture & 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.

Targeted Practices:

1. Use of HOW Rubric
2. Use of Blackboard Configuration
3. Training on Unpacking Standards, Content-Language Objectives, and Learning Targets
4. Contract with Collaboration to uplift our African American and Latino students with individualized coaching and support. (34400 BSEP)
5. Additional Supervision (31868 classified BSEP)
6. 7 period day grant from the district for staffing (200000 District grant)
7. Classified hourly support (2000 BSEP)

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)
34400	BSEP
31868	BSEP
200000	District Allocation
2000	BSEP

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.
2. Provide monthly kiosk of Culturally Responsive PD: RJ, AVID, CRT: CM, PZ, Equity
3. Book Study (Culturally Responsive Teaching and The Brain
4. Materials and supplies to support the program

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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Annual Review

SPSA Year Reviewed: 2021-22

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

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.

Identified Need

We have a large number of students with mental health needs. We also have a large number of office discipline referrals. Our staff need training and support in meeting the needs of our students.

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)

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.

5. EL TSA to support ELAC and family engagement (.2)

6. Full time Garden Teacher

7. Contracts: Mentoring & Enrichments

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 7 period day to all students

4. Provide a chance for all students to go to Yosemite 1 week camp (32000 BSEP carry over)
5. 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.
 6. Contract with Black Girls United/ Black Joy group to provide counseling and enrichment to students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32,000	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 (\$110,070/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 and Movement with kids

Yard Supervisor:

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.

Expand our capacity with our Parents

Field trips (Total 9000) PTA
 AVID (2000 BSEP Carryover see Goal 1, strategy 3)
 Parent Involvement 3700

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)
110070	Title I A - Basic Funding
9000	PTA

Annual Review

SPSA Year Reviewed: 2021-22

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.

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	\$669,007.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
BSEP	\$161,460.00
BSEP Carryover	\$91,900.00
District Allocation	\$200,000.00
PTA	\$9,000.00
Title I A - Basic Funding	\$202,947.00
Title I A - Parent Involvement	\$3,700.00

Subtotal of state or local funds included for this school: \$669,007.00

Total of federal, state, and/or local funds for this school: \$669,007.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Paco Furlan	Principal
Hans Abramson-Ward	Parent or Community Member
Humberto Reyes	Parent or Community Member
Erin Holland	Parent or Community Member
Laila Shazad	Parent or Community Member
Olivia Lim	Parent or Community Member
Cherise McBride	Parent or Community Member
	Parent or Community Member
Forest Borie	Classroom Teacher
Gretchen Montoya	Classroom Teacher
Tito Aquino	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/22.

Attested:



Principal, Paco Furlan on 5/12/22



SSC Chairperson, Humberto Reyes on 5/12/22

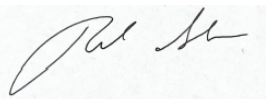
Kathy Fleming
Director of Local Resources

Kathy Fleming 5-24-22

Signature

Date

Ruben Aurelio
Associate Superintendent, Educational Services



5/25/22

Signature

Date

Budget Summary 2022-23

Longfellow Middle School (127) 5/4/22	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 DDF 906		Centrally - Funded BSEP		Other Resou rces		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	Res.	FTE	RES.	BGT	
Title I/Mental Health Counselor	3/2	1202			110,070	0.80					0764	0.20			1.00
RJ Counselor		1202						1.00							1.00
Literacy Coach / ALD AVID EXCEL		1102						0.10			0741	0.60	0000		0.30
ELD Teacher AVID EXCEL		1102						0.70							0.70
ALD AVID EXCEL		1102						0.10							0.10
RTI		1102						1.00							1.00
Reading Intervention	1/1	1102			46,300	0.40							0000		0.60
Reading Intervention	1/1	1102			16,500	0.20							0000		0.60
6th Grade Core	1/2	1102	16,500	0.20											0.20
Math Support	1/2	1102			17,622	0.20									0.80
LCAP Math Support Class		1102						0.20					0000		0.80
LCAP Math Support Class		1102						0.20					0000		0.80
LCAP Math Support Class		1102						0.20					0000		0.80
TWI Math Support		1102									0741	0.60	0000		0.40
7th Period Day		1102											one-time	86,217	1.00
7th Period Day		1102									0753	0.20	one-time	48,235	0.60
7th Period Day		1102											one-time	60,067	0.70
Maker Space		1102											CTE/GF		0.30
School Campus Aide	2/1	2902	31,868	0.80											0.80
Daily Subs Certificated	1/2	1103	28,000												
Extended Day Intervention	1/2	1116			2,930								Title IV	7,038	
Teacher Hourly Intervention/Clubs	1/2	1116	5,000												
Teacher Houlry PD/CD/Intervention	1/4	1116	10,000												
Classified Hourly Support	2/1	2416	2,000												
Contract - Collabheration	2/1	5800	34,400												
Materials & Supplies	1/2	4300	21,000										GF	10,764	
Parent Involvement	3/2	4380			3,700										
Contract - Americorps	1/1	5800	10,000												
Unallocated Reserve	1/2		2,692		9,525				0						
Total Expenditures			161,460		206,647			3.50	0					212,321	
Revenue Allocation			161,460		206,647										
			0		0										

Carryover Priorities

Contract - Americorps	1/1	35,900
Daily Subs Certificated	1/2	22,000
Yosemite Camp Tuition	3/1	32,000
Field Trip Transportation	1/3	2,000
Total Carryover Priorities		<u>91,900</u>