

School Year: **2023-24**

# 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 19, 2023	June 7, 2023

## 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, personel 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).

Surveys are given to the Longfellow families. Students are given surveys throughout the year highlighting school safety and culture. Results inform SSC, PTA, and parent affinity groups funding decisions in order to provide a wide variety of interventions and activities. Examples of these surveys can be found in any of the weekly Family Memo that are sent out via Remind and Infinite Campus.

## Classroom Observations

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

Administrators conduct informal classroom walkthroughs and formal observations as part of coaching and evaluation. The Administrative team, in collaboration with the coaches, compiles the data, share out with the staff, and creates an opportunity for individual coaching and monitoring. This year we focused on implementing key compatible components of the AVID Framework: Focused Note-taking, Increased Intervention & Support Classes, Increased collaboration, and PBIS.

Through conducting walkthroughs and observations, we identified several key areas of improvement needed to support student and adult learning: Cultural Relevant teaching, Restorative practices and building community and using formative and summative assessments to inform instruction. Our coaches and department lead work with teachers to plan lessons with more student-directed learning and less teacher talk, and high engagement starting. Special education and general education teachers need more time to collaborate to differentiate lesson design and tiered modifications.

## 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 used not only as 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 incoming 6th graders and those already identified for Tier II reading intervention. For incoming 6th graders, this assessment allows for opportune times to identify 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 to offer intermittent checkpoints 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 key entry points for differentiating academic work.

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

\*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 assessments aligned with the standards.

Every content area at Longfellow utilizes a curriculum and grading aligned with Common Core Standards and the NGSS. Heavy use of standardized assessments to primarily identify students for support and intervention classes has been the practice. While this technique 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 can identify small but important growth areas, utilizing this data to inform our practice has not been a schoolwide effort. The Leadership team has identified key data points and checkpoints for Professional Learning Communities to 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 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 progresses through the year, there are at least 7 major checkpoints: (1) Previous years' SBA results; (2) STAR baseline data from current year 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 all highly qualified within their credentialed area of expertise.

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 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.

Teachers have been trained in "Desmos" This training is provided by colleagues and the district math coach who specializes in middle school. The English teachers were trained in the Inquiry By Design Curriculum and can obtain additional support from our school literacy coach.

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, and understand and utilize curriculum with fidelity.

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

CRT (Culturally Responsive Training): Training staff to intentionally use strategies specific to the 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.

# Educational Partner 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

The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal, and other staff. The school Leadership Team and SSC 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 are 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 affect Longfellow Middle School. Particularly as a school whose demographics don't directly reflect and/or align with those of the larger district demographics. PTA Resources, High Concentration of ASI 3+ students, and Mismatched FTE Allocations have the largest effect on our school.

**PTA Resources:** While Longfellow has an incredibly interesting and supportive system of engaged parents, it has a disproportionately lower number of mid/high-income level families than 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. 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 affect student learning and provides it with a correlating score, we find that Longfellow is in a unique situation. Of all 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 support 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 most of our students need 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-need concentration requires a high concentration of resources that 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		
	20-21	21-22	22-23
Grade 6	142	151	148
Grade 7	171	148	155
Grade 8	162	169	147
<b>Total Enrollment</b>	475	468	450

### 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, however we anticipate changes with the BUSD enrollment pattern.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	77	68	54	16.20%	14.5%	12.0%
Fluent English Proficient (FEP)	109	111	110	22.90%	23.7%	24.4%
Reclassified Fluent English Proficient (RFEP)	22			28.6%		

### Conclusions based on this data:

1. 12% of our students are EL after two years, targeted EL support is needed.
2. Longfellow has had a lot of success in reclassifying student, which has lead to. a decrease in EI students by 4%.
3. 24% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	143	147		0	144		0	144		0.0	98.0	
Grade 7	171	148		0	140		0	139		0.0	94.6	
Grade 8	162	169		0	160		0	160		0.0	94.7	
All Grades	476	464		0	444		0	443		0.0	95.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2500.			14.58			23.61			25.69			36.11	
Grade 7		2551.			17.99			33.81			23.74			24.46	
Grade 8		2557.			13.13			33.13			31.88			21.88	
All Grades	N/A	N/A	N/A		15.12			30.25			27.31			27.31	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		15.97			54.17			29.86				
Grade 7		22.30			56.83			20.86				
Grade 8		13.84			66.67			19.50				
All Grades		17.19			59.50			23.30				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.89			42.36			43.75	
Grade 7		18.71			58.27			23.02	
Grade 8		13.84			58.49			27.67	
All Grades		15.38			53.17			31.45	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.50			72.22			15.28	
Grade 7		12.95			79.14			7.91	
Grade 8		12.58			77.99			9.43	
All Grades		12.67			76.47			10.86	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.89			69.44			16.67	
Grade 7		20.86			64.75			14.39	
Grade 8		22.01			66.67			11.32	
All Grades		19.00			66.97			14.03	

**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. The inquiry by design curriculum has showed positive results. The curriculum is one of the state adopted texts and is designed to teach the grade level standards. English Language Learners have two periods of English throughout the day. They also take AVID Excel to support their English needs. Additionally, some English Language Learners are placed in Read 180 classes which is a double period class. The specific needs of each student is analyzed and placement is made based on the student's overall support needs. 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 (68%), Listening (89%), and Research/Inquiry (85%) 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	143	147		0	144		0	144		0.0	98.0	
Grade 7	171	148		0	140		0	140		0.0	94.6	
Grade 8	162	169		0	158		0	158		0.0	93.5	
All Grades	476	464		0	442		0	442		0.0	95.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2480.			13.19			9.03			31.94			45.83	
Grade 7		2522.			16.43			17.86			28.57			37.14	
Grade 8		2553.			17.09			22.15			25.95			34.81	
All Grades	N/A	N/A	N/A		15.61			16.52			28.73			39.14	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.03			43.06			47.92	
Grade 7		17.27			41.01			41.73	
Grade 8		21.52			50.63			27.85	
All Grades		16.10			45.12			38.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.19			45.83			40.97	
Grade 7		17.14			58.57			24.29	
Grade 8		10.76			61.39			27.85	
All Grades		13.57			55.43			31.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.50			59.72			27.78	
Grade 7		11.43			68.57			20.00	
Grade 8		20.25			65.82			13.92	
All Grades		14.93			64.71			20.36	

**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. 38% Below Standard Schoolwide
2. Problem solving & Modeling (31% below standard) and Communicating Reasoning (20% below 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. Longfellow offers math support classes for students who are approaching proficient and offer Math Intervention classes to those that are below benchmark. These classes are intended to serve our most struggling math students.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1541.8	1545.6		1558.7	1556.8		1524.3	1534.0		21	19	
7	1564.9	1588.5		1577.3	1611.7		1552.2	1565.1		25	19	
8	1580.9	1579.0		1616.5	1603.9		1544.9	1553.4		15	19	
All Grades										61	57	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	36.84	21.05		42.11	52.63		10.53	21.05		10.53	5.26		19	19	
7	43.48	52.63		26.09	31.58		26.09	15.79		4.35	0.00		23	19	
8	35.71	31.58		35.71	42.11		14.29	21.05		14.29	5.26		14	19	
All Grades	39.29	35.09		33.93	42.11		17.86	19.30		8.93	3.51		56	57	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	63.16	42.11		31.58	52.63		0.00	5.26		5.26	0.00		19	19	
7	52.17	73.68		26.09	26.32		21.74	0.00		0.00	0.00		23	19	
8	50.00	52.63		35.71	42.11		14.29	5.26		0.00	0.00		14	19	
All Grades	55.36	56.14		30.36	40.35		12.50	3.51		1.79	0.00		56	57	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	10.53		26.32	15.79		47.37	63.16		15.79	10.53		19	19	
7	21.74	15.79		21.74	42.11		34.78	31.58		21.74	10.53		23	19	
8	7.14	0.00		28.57	57.89		35.71	26.32		28.57	15.79		14	19	
All Grades	14.29	8.77		25.00	38.60		39.29	40.35		21.43	12.28		56	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.78	21.05		55.56	63.16		16.67	15.79		18	19	
7	21.74	26.32		65.22	68.42		13.04	5.26		23	19	
8	35.71	26.32		57.14	47.37		7.14	26.32		14	19	
All Grades	27.27	24.56		60.00	59.65		12.73	15.79		55	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	100.00	89.47		0.00	10.53		0.00	0.00		18	19	
7	78.26	100.00		21.74	0.00		0.00	0.00		23	19	
8	78.57	94.74		21.43	5.26		0.00	0.00		14	19	
All Grades	85.45	94.74		14.55	5.26		0.00	0.00		55	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	15.79		42.11	52.63		47.37	31.58		19	19	
7	30.43	21.05		34.78	57.89		34.78	21.05		23	19	
8	42.86	21.05		14.29	47.37		42.86	31.58		14	19	
All Grades	26.79	19.30		32.14	52.63		41.07	28.07		56	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.76	10.53		88.24	78.95		0.00	10.53		17	19	
7	8.70	10.53		78.26	89.47		13.04	0.00		23	19	
8	0.00	0.00		78.57	94.74		21.43	5.26		14	19	
All Grades	7.41	7.02		81.48	87.72		11.11	5.26		54	57	

**Conclusions based on this data:**

1. Longfellow has been successful with reclassifying students and this continues to be a priority at Longfellow.
2. 60% our students are at Somewhat/Moderately Writing, calls for small directed and integrated action for those groups: Reading/Writing workshop, CM strategies throughout classrooms.

3. Strength in Speaking and Listening ,as a result of incorporate more opportunities to use verbal language to show understanding.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
468	63.0	14.5	0.6
Total Number of Students enrolled in Longfellow Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	14.5
Foster Youth	3	0.6
Homeless	15	3.2
Socioeconomically Disadvantaged	295	63.0
Students with Disabilities	78	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	115	24.6
American Indian	1	0.2
Asian	32	6.8
Filipino	4	0.9
Hispanic	207	44.2
Two or More Races	39	8.3
Pacific Islander	1	0.2
White	68	14.5



**Conclusions based on this data:**

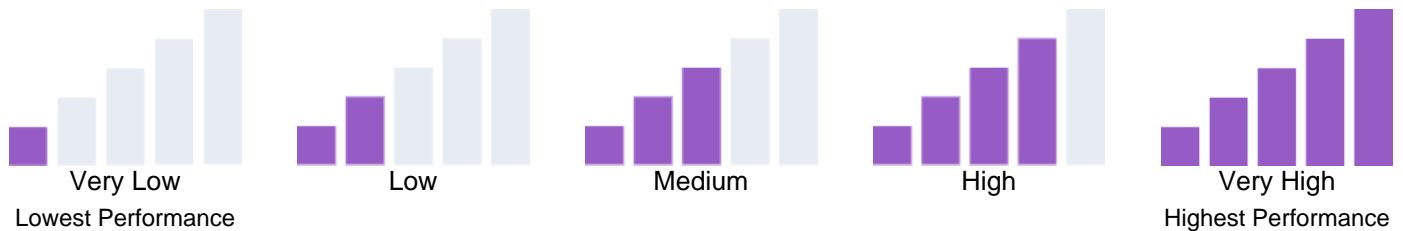
1. 63% of students are socio-economically disadvantaged, specific supports and practices in place that answer to known areas of struggle for this population: attendance, behavior, wellness.
2. Hispanic students are the largest subgroups.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Our suspension and attendance data continues to be a struggle post pandemic. We are working with the district PBIS TSA to incorporate the welcoming schools strategies and increase counseling support.
2. Our EL students are progressing and reclassifying through the support of the ELD teacher and ELD coordinator wrap around services and case management.

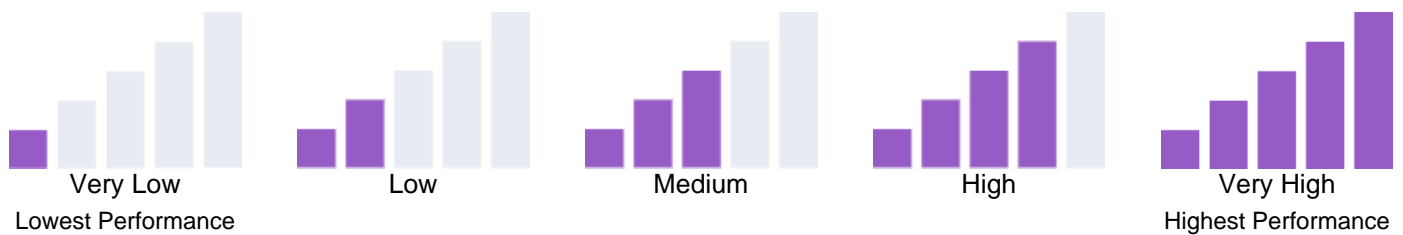
3. Longfellow continues to improve restorative practices as an alternative to suspension. We will continue to train staff on restorative practices so that each classroom is a community where relationships and trust are valued components of the classroom environment.

# School and Student Performance Data

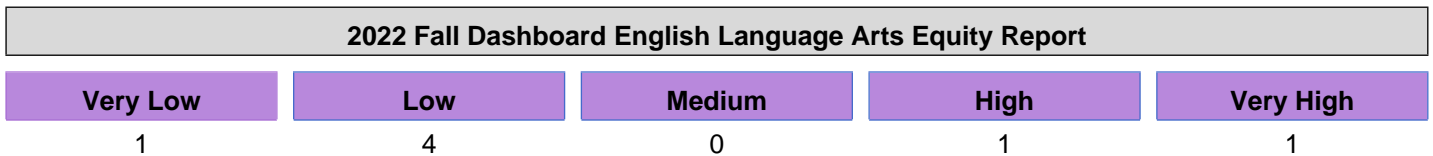
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

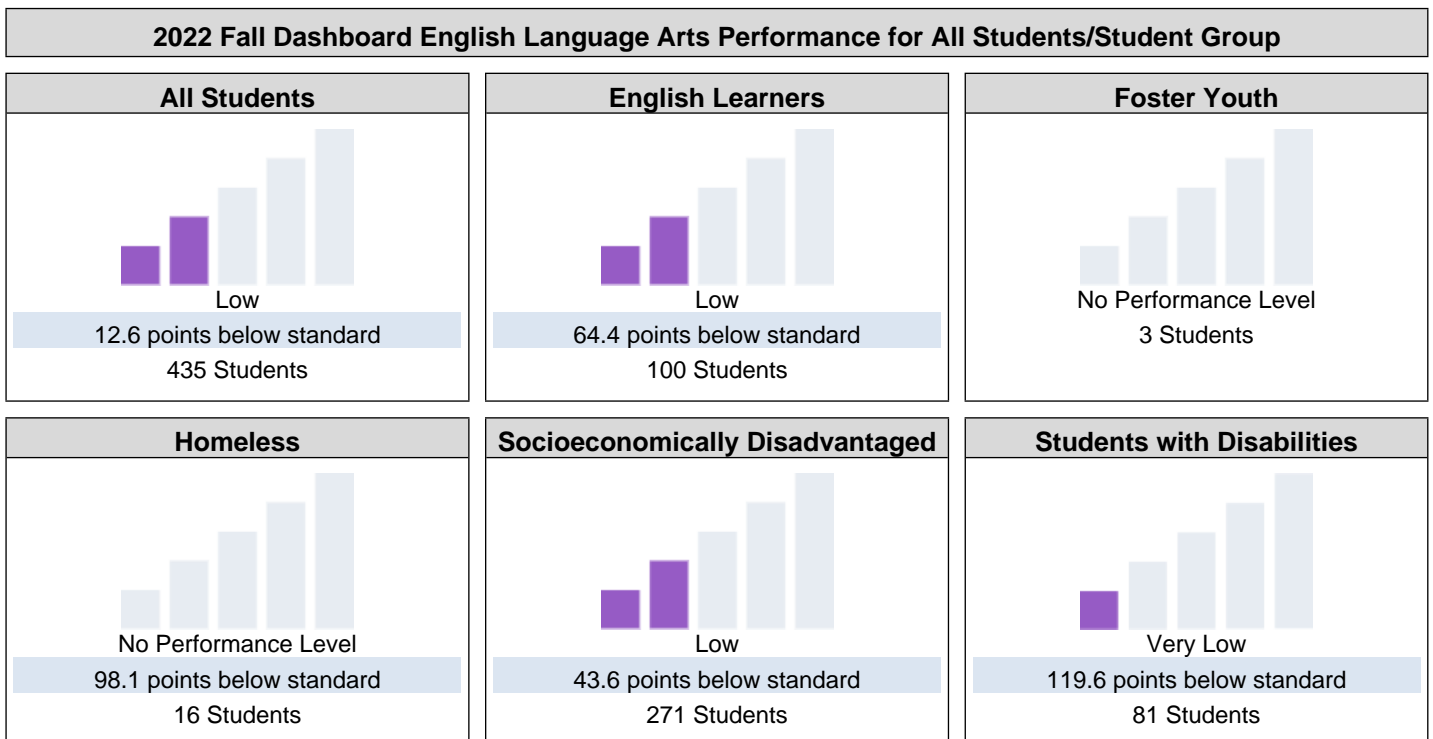
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



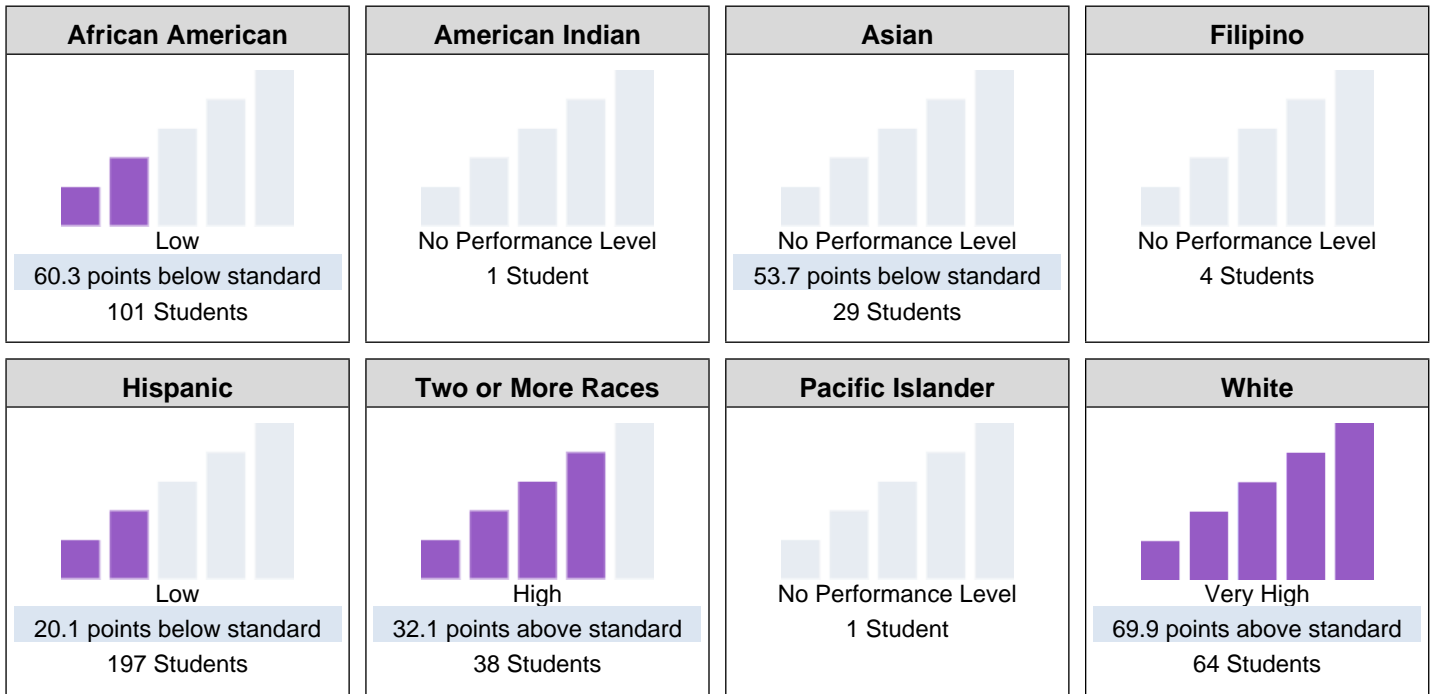
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
97.8 points below standard 54 Students	25.3 points below standard 46 Students	8.8 points below standard 264 Students

**Conclusions based on this data:**

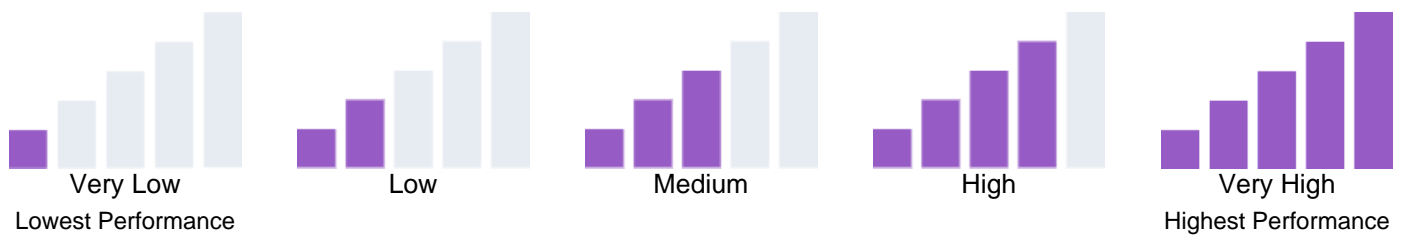
1. Current EL students are 97 points below standards. We will implement a new standards based curriculum and train all teachers on AVID and constructing meaning strategies.
2. Our students with learning disabilities struggle with reading and writing. Case managers taught a specialized reading class that incorporated Lexia and Wilson to increase results.

# School and Student Performance Data

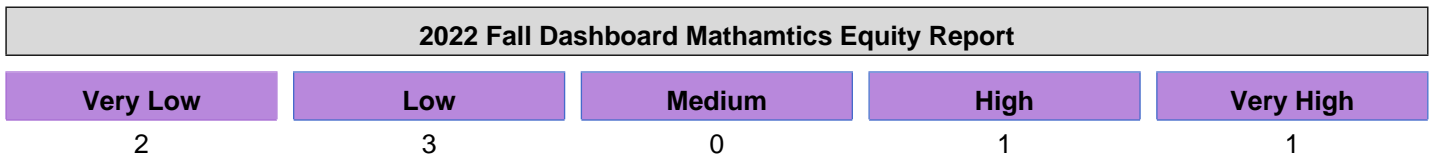
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

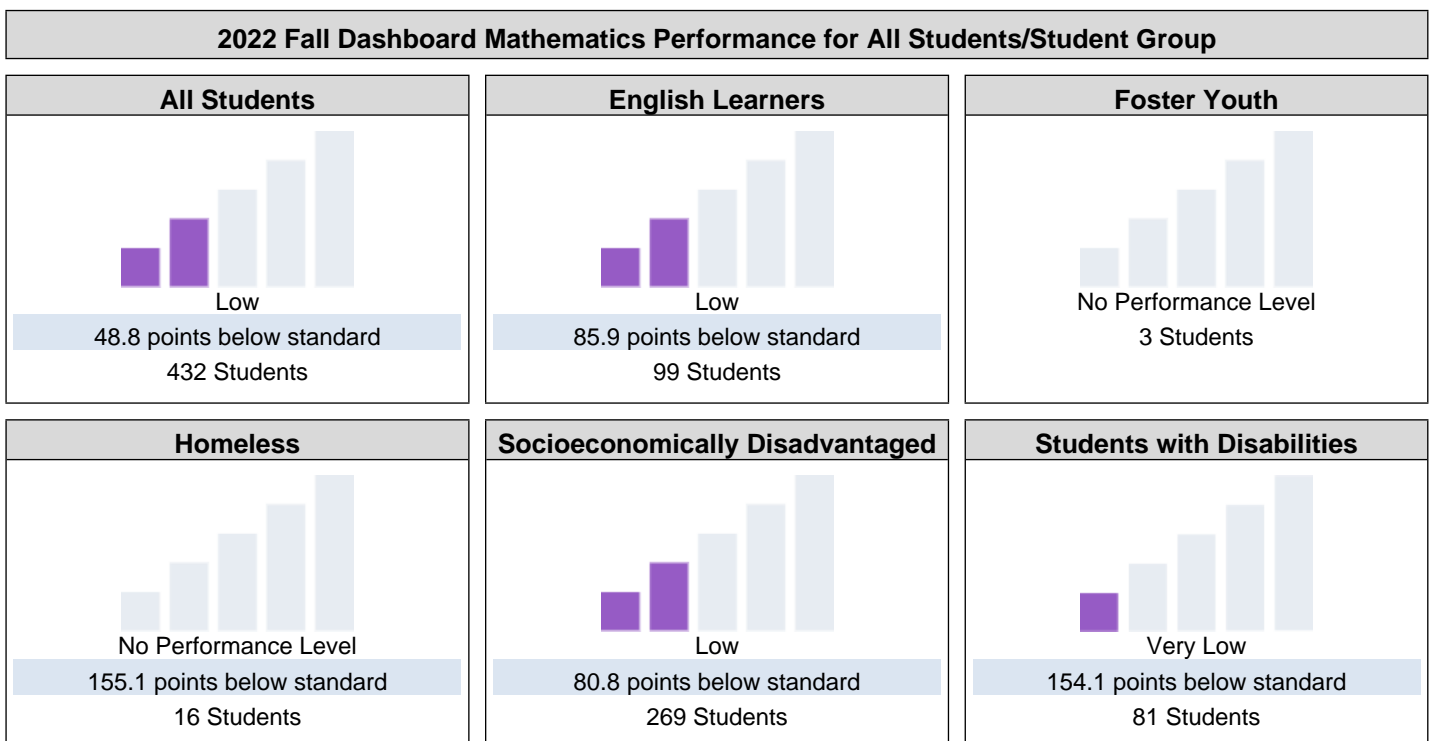
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



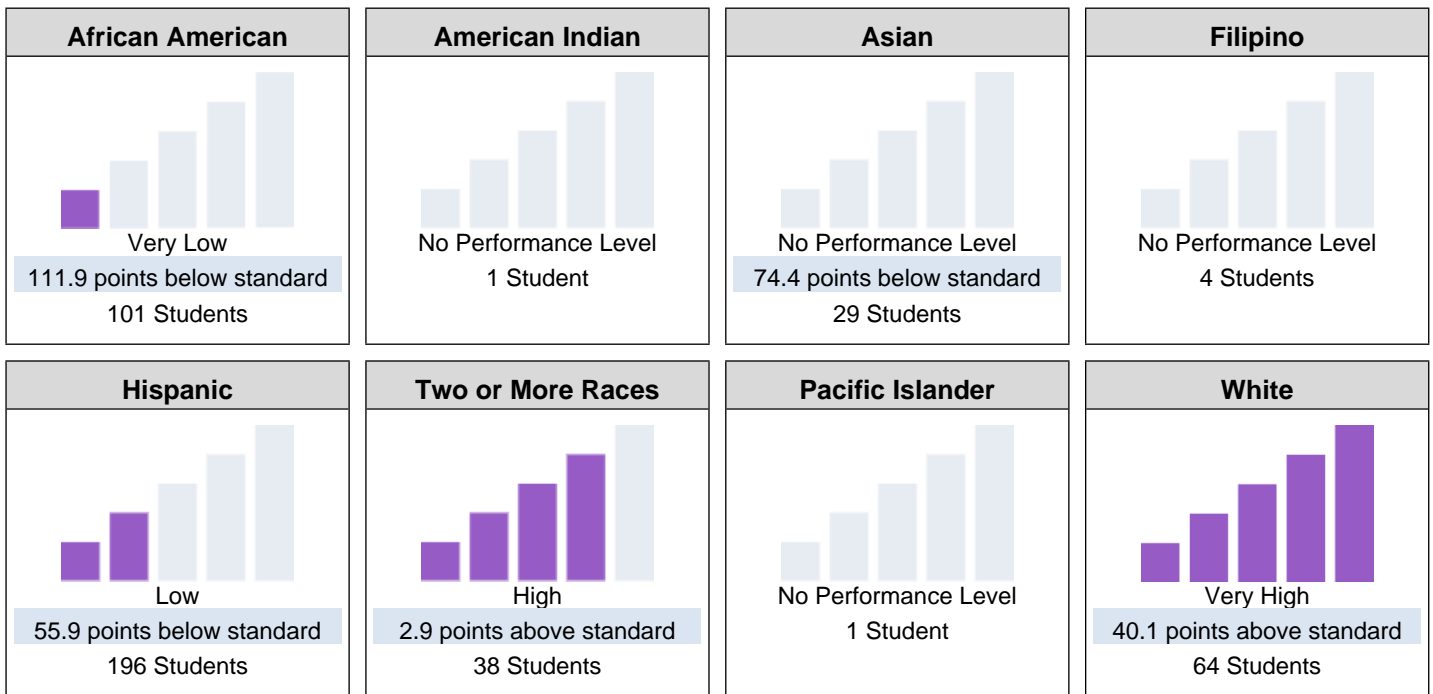
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>116.4 points below standard 53 Students</p>	<p>50.7 points below standard 46 Students</p>	<p>48.4 points below standard 263 Students</p>

**Conclusions based on this data:**

1. The African American student subgroup is 112 points below standards. Students with Disabilities (154pts) points below standards due to 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.

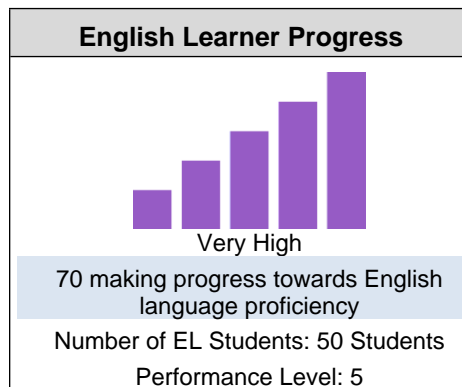
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
12.0%	18.0%	18.0%	52.0%

#### Conclusions based on this data:

1. We will continue to monitor the progress of our English Language Learner students and offer them the AVID Excel Curriculum along with supplemental material to improve their competencies so all of our student can be proficient in their language development skills
2. 70% of EL's are making progress towards proficiency.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

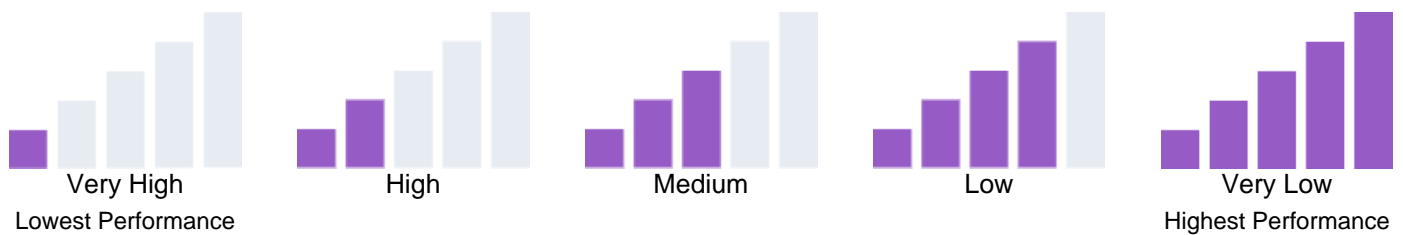
1. N/A

# School and Student Performance Data

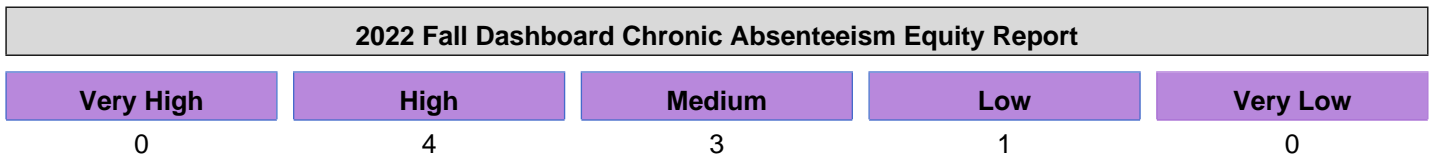
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

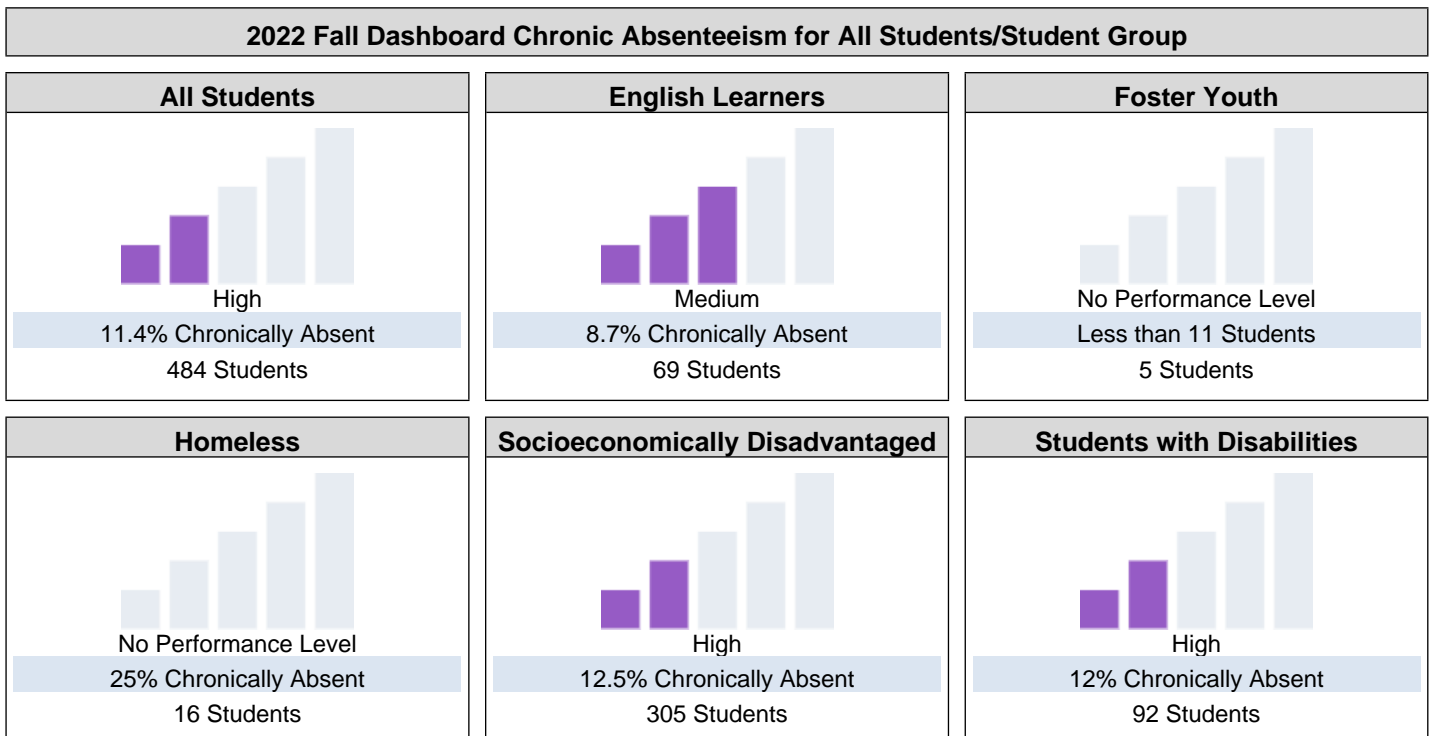
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



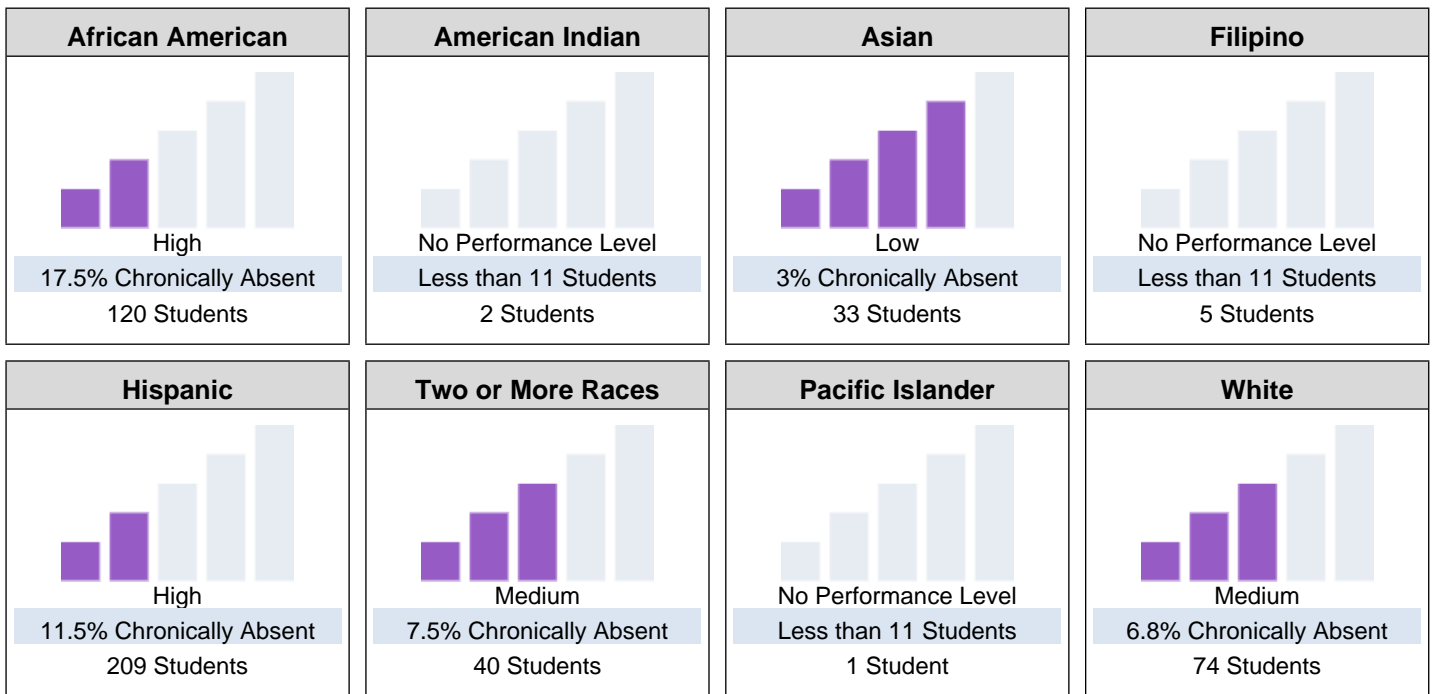
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Chronic Absenteeism increased from 4% to 11.4%. Many students were impacted by Covid 19.
2. African American Students have the highest chronic absenteeism rate at 17.5.

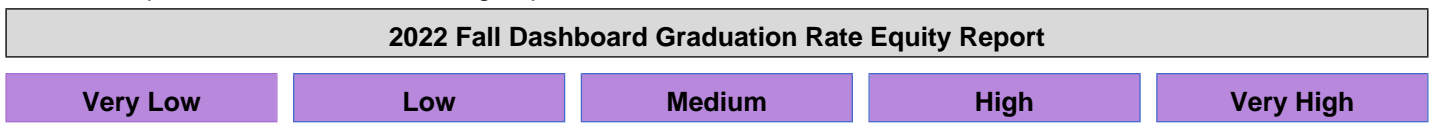
# School and Student Performance Data

## Academic Engagement Graduation Rate

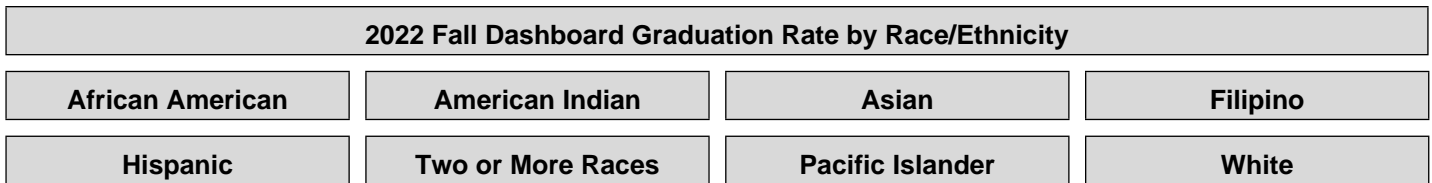
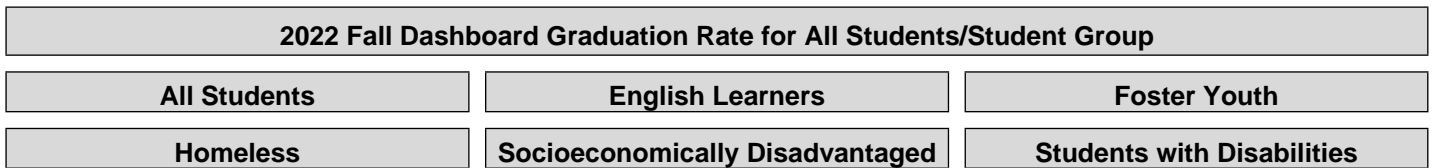
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.



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



Conclusions based on this data:

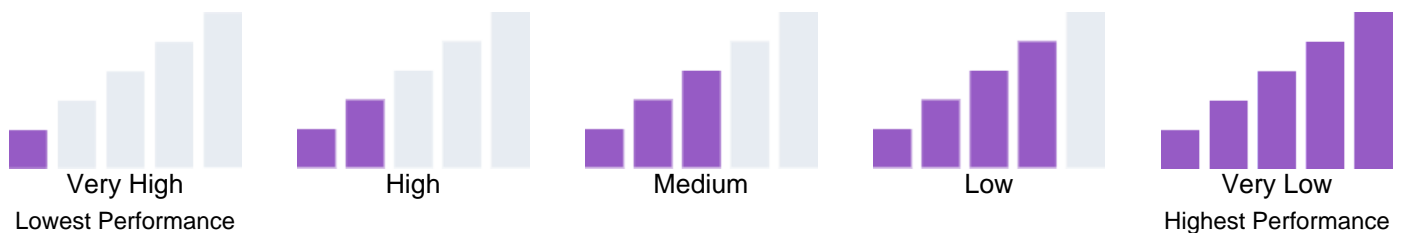
1. N/A

# School and Student Performance Data

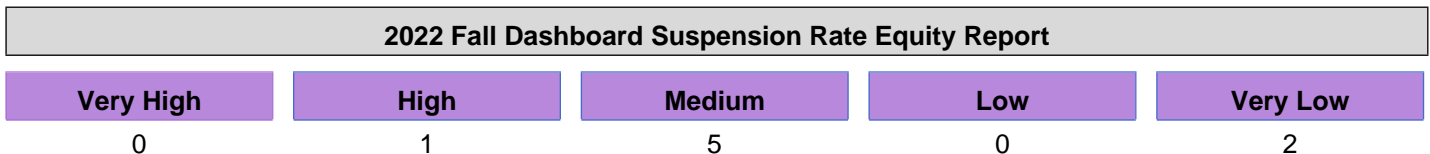
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

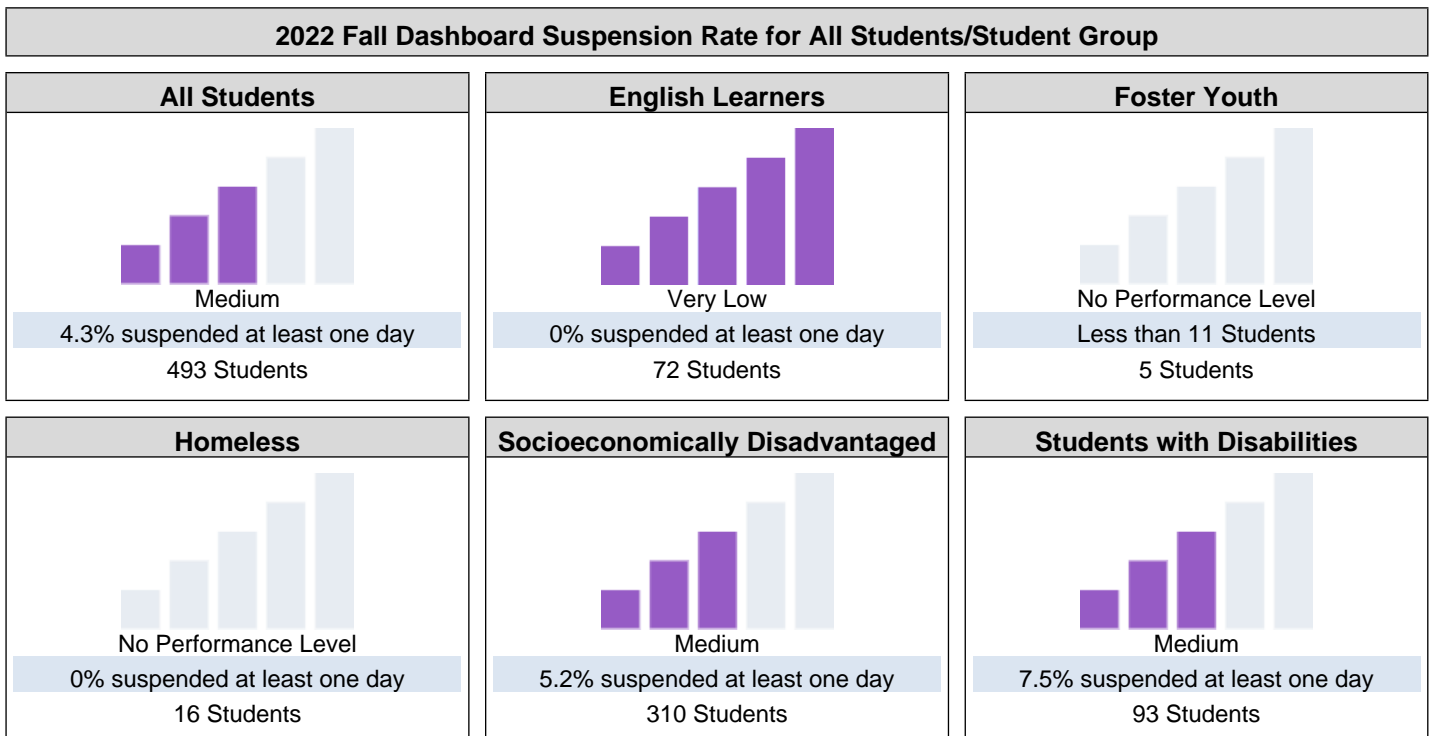
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



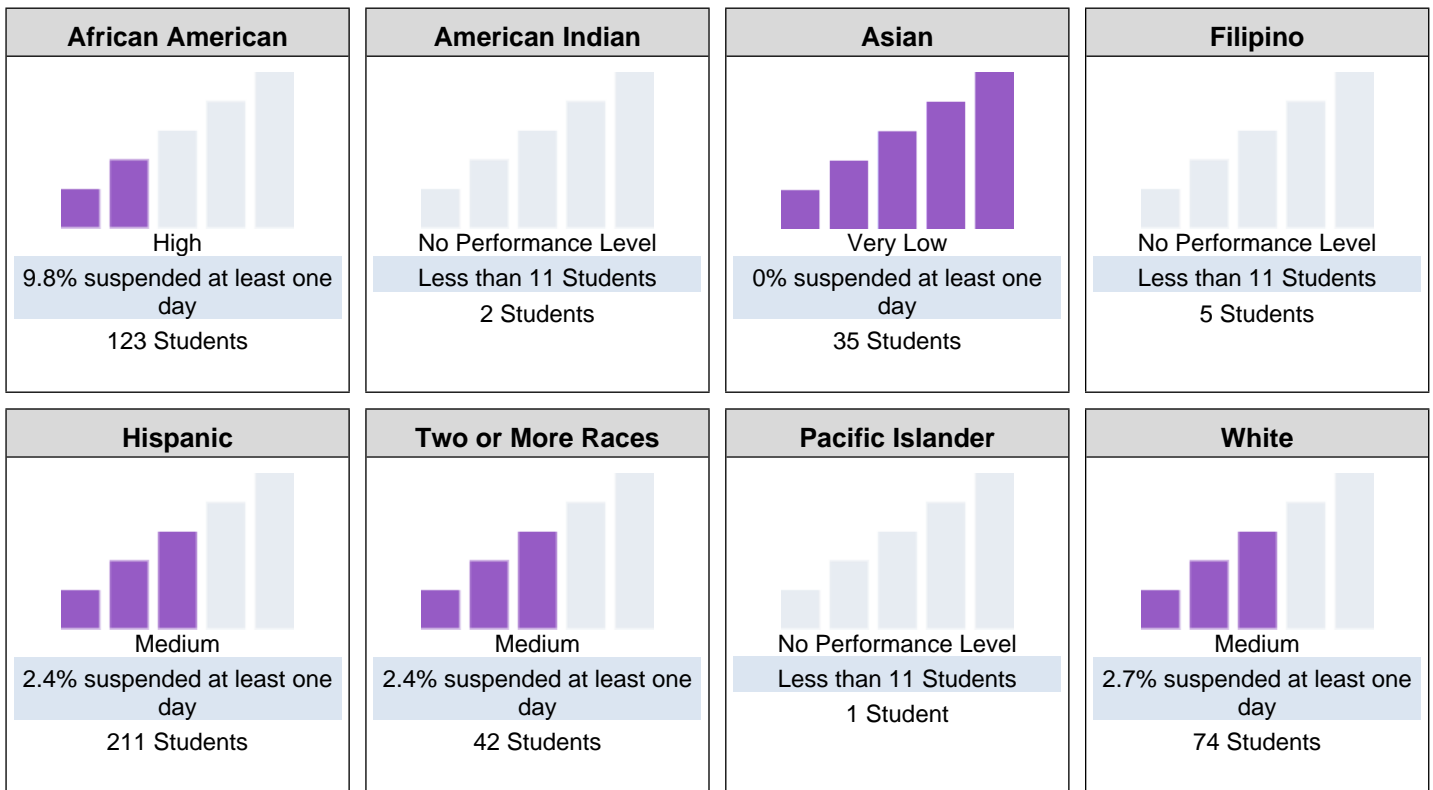
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. At Longfellow we embrace restorative practices as an alternative to suspension. We have a restorative justice counselor who works closely with admin to create restorative interventions when students have not followed the school discipline policies.
2. African American students are disproportionately suspended, an increase of culturally responsive teaching practices is needed.
3. At Longfellow we implement Positive Behavior Intervention Supports (PBIS) in their classrooms. Students and staff have clear expectations and rewards. We also use a progressive consequence ladder for students that struggle.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

### Identified Need

Disparity in academic achievement across subgroups

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR math and reading District assessments	<p>40-45% of students are below grade level on the spring star reading assessment.</p> <p>In the spring the 7th-grade students have a math equivalency level of 7.2</p>	Students will improve by 20%, or make 2 or more years growth in english and math

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)

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

#### Strategy/Activity

Provide academic support and intervention in math and English class.

1. Resource teachers will schedule support periods in the Learning Center for students with disabilities.
2. Any 6th grader two or more years behind in reading will be assigned to Read 180 for intensive software and reading protocol. ( Reading Intervention, Title 1 57,942 )
3. Master schedule will include a 25-minute block advisory/tutorial 4 days/a week to support students and provide academic counseling. We will purchase and train teachers on the new advisory curriculum. ( BSEP 2500)
4. Additional 6th-grade ela/history core to reduce class size. ( 18,552, BSEP)
4. All math teachers will offer one period of math support to work with students that are approaching proficiency to provide a preview, review, and re-teaching opportunities. ( LCAP .60 FTE and Title I 20,465)

5. COS teams will monitor the placement of focus and vision scholars and refer students to cycle for RTI if needed for extra support. ( 55937 BSEP)
6. Our RTI coordinator and other staff will teach a math intervention class to teach foundational skills. This will be offered for all grades. ( RTI, LCAP 1.0 FTE)
7. Unallocated Reserved for personnel Variance ( \$4213, BSEP and Title 1 \$4869)

### 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)
57942	Title I A - Basic Funding
2500	BSEP
20,465	Title I A - Basic Funding
55937	BSEP
18,552	BSEP
4213	BSEP
4869	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, black students

#### Strategy/Activity

Longfellow will continue to partner with the BUSD African American Success Framework as an Early Adopter School to provide:

1. Continue Culturally Relevant professional learning sessions to provide direct support in research-based instructional practices for creating inclusive learning environments for AA students.
2. Create a targeted outreach plan for Longfellow African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to AA students.
3. Provide academic break learning toolkits to Longfellow African American students.
4. Offer at least 3 sections of Umoja classes for black students where students.
5. Create affinity space for African American girls in partnership with Collabheration. ( 5,000 BSEP, 40,000 BSEP Carry Over)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------



5000	BSEP
40000	BSEP Carryover

**Strategy/Activity 3**

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

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

All students, Latino students, Black student, EL students

Strategy/Activity

Implementation with fidelity our school Frameworks: AVID Schoolwide, Two Way Immersion, Puente, and Umoja to ensure all students benefit from the culturally responsive and foundational practices for academic success.

1. AVID (Designated Classes and Schoolwide) 1
2. Four AVID elective sections by AVID Trained teachers. (.4FTE)
3. Scheduled College visits for Umoja, Puente, and AVID.
4. Regular mentorship and tutoring with college students, including schoolwide mentorship options.
5. AVID field trips
6. Opportunities for Project-Based Learning through Makerspace Lab Class(.8 FTE)
7. Cover subs for teachers to participate in PD such as CAFE, AVID, Puente and conduct observations. ( 2000 BSEP Carryover)

**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)

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:

Designated Reading Supports & Interventions:

1. Read 180 Classes for all grade levels. Reading support class. (57942 Title One)
2. AVID EXCEL to support LTELs for 7th and 8th
3. ELD Teacher to support EL students and parents

4. All classes provided with manipulatives and hands-on activities, and other departmental and/or programmatic needs (Tier 1)
5. After-school Tutoring, web-based support to support class instruction, extended day intervention Certificated Hourly (Tier 1) (\$ 3,815 Title One)
6. Materials and supplies and software for support and intervention classes for ( 2,007, Title 1, 1000 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)
3815	Title I A - Basic Funding
1000	BSEP
2007	Title I A - Basic Funding

### Strategy/Activity 5

#### 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 PLCs and increase collaboration possibilities.
2. RTI Coordinator (1.0 FTE) to provide a 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 (2089 BSEP)
6. Professional Development- Send teacher to pd that aligns to school-wide goals. We will also bring in outside organizations to train teachers. ( 6,000 BSEP and 9,000 BSEP Carryover)

### 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)
2089	BSEP
6000	BSEP
9000	BSEP Carryover

## Annual Review

### SPSA Year Reviewed: 2022-23

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/Puente 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. Our Mathematics supported included conscientious scheduling of students keeping in mind academic need. Direct support through planned after school 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.

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.

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.

## 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

We are working to address the many barriers that exist with our sub group of students in these communities to help them to be successful.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteeism	12% school wide	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.
Report Cards and Progress Reports	Monitor 1's and 2's list in cost.	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:  2. Support teachers in being able to: Unpack standards, create strong Learning Targets, School Plan for Student Achievement (SPSA) Page 43 of 53 Longfellow Middle School Metric/Indicator Baseline/Actual Outcome Expected Outcome and Content Language Objectives.

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)

Black students, all students.

Strategy/Activity

1. Create a targeted outreach plan for Longfellow-African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students
2. Create a targeted outreach plan for Longfellow African American students for the school year academic intervention geared toward African American students
3. Continue Black Girls United engagement sessions with a focus on social-emotional learning (Collbheration 5000)
4. Continue UMOJA program with a focus on student engagement
5. Continue Culturally Relevant professional learning sessions with Longfellow staff to provide direct support in research-based instructional practices for creating inclusive learning environments for African American 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)

**Strategy/Activity 2**

**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 teachers with hourly and professional development.
2. Use of HOW Rubric
3. Use of Blackboard Configuration
4. Training on Unpacking Standards, Content-Language Objectives, and Learning Targets
5. Additional Supervision (37990 classified BSEP)
6. Classified hourly support (1000 BSEP) 2,000 BSEP Carryover

**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)

37990

BSEP

1000	BSEP
2000	BSEP Carryover

### 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

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, a yearlong PD calendar, and schoolwide goals.
2. Provide monthly PD: Culturally relevant strategies, Restorative Justice, AVID strategies, Constructing Meaning, and assessment.
3. Materials and supplies to support the program.
4. Be a Scientist curricula for 7th grade ( 1500 BSEP Carryover)

#### 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)
1500	BSEP Carryover

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Our strategies are targeted to meet the needs of improved learning for all students and sub-sets of students who demonstrate the need for additional support.

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

N/A

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.

N/A



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

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
Students receiving direct counseling services as a result	Between 70-80 receive direct counseling either group or individual.	
Office Discipline Referrals	N/A	Piloting new system in Infinite Campus transferring from paper to electronic for better data rendering.

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. (\$1774 Parent Involvement /Title I)
2. School-wide and special events (Culture Team)
3. Grade-level Academic field trips. ( BSEP Carryover 20,000)
4. EL TSA to support ELAC and family engagement (.2)
5. Full-time Garden Teacher 7. Contracts: Mentoring & Enrichments
6. Provide enrichment opportunities that speak to students' cultural perspectives and interests.
7. Provide strategic access and support for the Garden program to reach a larger functional capacity.
8. Provide a chance for all students to go to Yosemite for a 1-week camp (35000 BSEP carry-over)
9. Teachers provide enrichment activities outside of school ( 2000 BSEP)



10. Teachers will work with grade-level and department counterparts to create common lessons and assessments. In addition, they will provide academic tutoring and enrichment opportunities for students during and after school. ( 2089 BSEP and 10,000 BSEP Carryover)
11. After-school enrichment classes such as STEM and tutoring will take place to support the 7th-period day transition for students. (10,000, 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)
20000	BSEP Carryover
35000	BSEP Carryover
1774	Title I A - Parent Involvement
2000	BSEP
10000	BSEP Carryover
10000	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

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

##### Mental Health Counselor

- Case management for targeted (Unduplicated) students, high-needs students, Max 6
- Facilitate the Integrated Mental Health Program, including supervision of Interns
- Facilitate Schoolwide Community assemblies and events in partnership with community partners (teachers, community agencies)
- Tier 2-3 Mental Health Support Systems
- Connect students and families with community resources
- 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 in 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, and 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 their Mental Health Counselor - .80 FTE (\$83905/Title1) (\$27968/ BSEP)

**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 the school in activities that are rooted in student academic success.
- c. Responsible for facilitation of grades and grading.
- d. Facilitating registration, schedules, schedule changes, and 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 limited to the listed items and may include larger and/or smaller detailed items and duties.

Expand supervision capacity and Campus Aid. Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, reducing the disruption to student learning. This includes two full-time campus safety officers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
83905	Title I A - Basic Funding
27968	BSEP

**Strategy/Activity 3**

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

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

Black Students

**Strategy/Activity**

Create integrated and targeted goals and action plans for African American students and families

1. Identify Longfellow families to invite to participate in the BUSD African American Success Advisory Committee
2. Sponsor quarterly Longfellow family engagement evenings specifically targeted to African American families to encourage participation in school-wide and district committees
3. Launch a "Black-to-School" event to enlist parent support at the beginning of the school year
4. Host an African American Village event to celebrate families and reinforce parent engagement

**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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

N/A

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.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

### Identified Need

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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)

All

#### Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

#### 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)

0

### Strategy/Activity 2

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

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

#### 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)

0

### Strategy/Activity 3

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

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

#### 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)

0

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

### Identified Need

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

#### Strategy/Activity

Supports for Students Experiencing Homelessness:  
Collaborate with the district to provide direct services and support to our McKinney-Vento 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)
0	

### Strategy/Activity 2

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

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

Students Experiencing Homelessness

**Strategy/Activity**

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

**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)

0

**Strategy/Activity 3**

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

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

Students Experiencing Homelessness

**Strategy/Activity**

Intervention Services for Students Experiencing Homelessness

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

**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)

0



# Annual Review

## SPSA Year Reviewed: 2022-23

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.

New Goal 2023-2024

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

New Goal 2023-2024

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.

New Goal 2023-2024

# 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	\$468,526.00

## Other Federal, State, and Local Funds

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

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

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
BSEP	\$164,249.00
BSEP Carryover	\$129,500.00
Title I A - Basic Funding	\$173,003.00
Title I A - Parent Involvement	\$1,774.00

Subtotal of state or local funds included for this school: \$468,526.00

Total of federal, state, and/or local funds for this school: \$468,526.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Salita Mitchell	Principal
Kacy Robinson	Parent or Community Member
Humberto Reyes	Parent or Community Member
Alexandria Corneiro-Harris	Parent or Community Member
Tasha Irving	Parent or Community Member
Vanessa Danielle Marrero	Parent or Community Member
Sophina Jones ( Alternate)	Parent or Community Member
Amanda Hickman ( Alternate)	Parent or Community Member
Forest Borie	Classroom Teacher
Susanna Bell	Classroom Teacher
La Tasha Mitchell	Other School Staff
Tito Aquino	Other School Staff

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 May 19, 2023.

Attested:



Principal, Salita Mitchell on 5/19/23

SSC Chairperson, Humberto Reyes on 5/19/23

Kathy Fleming  
Director of Local Resources

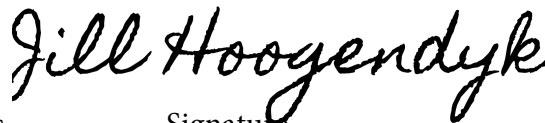


Signature

5/25/23

Date

Jill Hoogendyk  
Associate Superintendent, Educational Services



Signature

5/25/23

Date

**Budget Summary 2023-24**

Longfellow Middle School (127) 5/18/23	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 Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	Res.	FTE	RES.	BGT	
Title I/Mental Health Counselor	3/2	1202	27,968	0.20	83,905	0.60					0764	0.20			1.00
RJ Counselor		1202						1.00							1.00
Literacy Coach		1102									0741	0.60			0.60
Reading Intervention	1/1	1102			57,942	0.40									0.40
ALD AVID EXCEL		1102						0.20							0.20
ELD Teacher		1102						0.60							0.60
ELD / RtI Coach	1/1	1102	55,937	0.40			ELD	0.20					0000		0.20
ELD / RtI Coach		1102											3312	RtI	0.20
RTI	1/1	1102						1.00							1.00
6th Grade Core	1/1	1102	18,552	0.20									0000		0.60
Math Support	1/1	1102			20,465	0.20							0000		0.80
LCAP Math Support Class		1102						0.20					0000		1.00
LCAP Math Support Class		1102						0.20					0000		1.00
LCAP Math Support Class		1102						0.20					0000		1.00
TWI Math Support		1102									0741	0.60	0000		0.40
School Campus Aide	2/2	2902	37,990	0.80											0.80
Extended Day Intervention	1/4	1116			3,815								Title IV	5,517	95 hrs
Teacher Hourly Clubs	3/1	1116	2,000												
Teacher Hourly PD/CD/Intervention	1/5	1116	2,089												
Classified Hourly Support	2/2	2416	1,000												
Contract - CollabHERation	1/2	5800	5,000												
Materials & Supplies	1/4	4300	1,000										0000	10,350	
Software	1/4	5800			2,007										
Professional Development	1/5	5200/5800	6,000												
Advisory Curriculum	1/1	5800/4350	2,500												
Parent Involvement	3/1				1,774										
<b>Unallocated Reserve</b>		4380	4,213		4,869				0						
<b>Total Expenditures</b>			164,250		174,777			3.60	0					15,867	
<b>Revenue Allocation</b>			<u>164,250</u>		<u>174,777</u>										
			0		(0)										

**BSEP Carryover Priorities**

Daily Subs Certificated for PD	1/3	1103	2,000												
Yosemite Camp	3/1	5800	35,000												
After-School Enrichment Classes	3/1	5800	10,000												
Teacher Hourly PD/CD/Intervention/Clubs	3/1	1116	10,000												
Contract - CollabHERation	1/2	5800	40,000												
Contract - Be A Scientist	2/3	5800	1,500												
Field Trip Transportation	3/1	5800	20,000												
Professional Development	1/5	5200/5800	9,000												
Classified Hourly Support	2/2	2416	2,000												
<b>Total Carryover Priorities</b>			<u>129,500</u>												

<b>Title I</b>
<i>In case of savings in any categories above, approved uses of Title I Funds:</i>
Extended Day Intervention \$4,000
Supplemental Supplies \$3,000
Professional Development \$3,000